

# INSPECTION REPORT

**Charlesworth School  
(Voluntary Controlled Primary)**

Glossop

LEA area: Derbyshire

Unique Reference Number: 112877

Headteacher: Ms V Palmer

Reporting inspector: Mr M Newell  
10638

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> October 1999

Under OFSTED contract number 707193

Inspection carried out under Section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	-	Infant and Junior
Type of control:	-	Controlled
Age range of pupils:	-	4 – 11 years
Gender of pupils:	-	Mixed
School address:	-	Long Lane Charlesworth Glossop Derbyshire SK13 5ET
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Fax number:	-	N/A
Appropriate authority:	-	Governing Body
Name of chair of governors:	-	Mrs C Callaghan
Date of previous inspection:	-	May 1995

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr M Newell, Registered Inspector	Mathematics Science Information technology Art Design and technology Geography	Attainment and progress Teaching Leadership and management The efficiency of the school
Mr S Hussain, Lay Inspector		Equal opportunities Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Ms C Deloughry	English Religious education History Music Physical education	Under-fives Special educational needs Attitudes, behaviour and personal development Curriculum and assessment Pupils' spiritual, moral, social and cultural development

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## MAIN FINDINGS

### What the school does well

- \_. Standards in English, mathematics and science are above average by the time pupils leave school;
- \_. Standards in religious education are high at the age of eleven. Pupils' work in geography, by the time they leave school, is of a good standard;
- \_. Pupils make good progress at Key Stage 2;
- \_. The school provides good support for pupils with special educational needs, enabling them to make good progress;
- \_. The pupils behave well and have positive attitudes towards work;
- \_. The school has a well planned curriculum that ensures that pupils' prior attainment is built upon;
- \_. The school has effectively implemented strategies for the teaching of literacy and numeracy;
- \_. The school makes good provision for pupils' spiritual, moral, social and cultural development;
- \_. All staff provide good support, care and guidance for pupils;
- \_. The headteacher, staff and governors show a commitment to achieving and maintaining high standards.

### Where the school has weaknesses

- I. Standards in information technology are below average at the end of both key stages;
- II. The under-fives' curriculum is not planned around the key areas of learning;
- III. Teaching overall is satisfactory , but there is still room for some improvement;
- IV. Not all governors are actively involved in setting the priorities of the school, monitoring progress towards them or in evaluating the cost effectiveness of major spending decisions.

**The school's strengths outweigh its weaknesses but these weaknesses will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

The school has made good progress since the last inspection and is a better school than it was. There has been an improvement in standards, and teaching is of a higher quality. Teachers' subject knowledge has increased and subject co-ordinators are now more effective in monitoring and evaluating teaching and learning in classes other than their own. The under-achievement by the higher attaining pupils identified in the last report is no longer a significant issue. The staff have worked hard to introduce a whole-school curriculum framework and have been successful in writing and implementing good quality schemes of work. The school constantly examines ways in which the pupils on the two sites can get together more regularly but difficulties remain from a health and safety perspective in moving the pupils between two sites. The commitment of the headteacher, staff and governors to maintaining high standards indicates that the school is appropriately placed to

continue its process of development and improvement.

## Standards in subjects

The table shows the standards achieved by eleven-year-olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>very high</i> A* <i>well above average</i> A <i>above average</i> B <i>average</i> C <i>below average</i> D <i>well below average</i> E
English	B	A	
Mathematics	B	B	
Science	B	B	

The end of Key Stage 2 National Curriculum tests show that in English, mathematics and science pupils' attainment is above average in comparison to all schools. When compared to similar schools pupils' attainment is well above average in English and above average in mathematics and science. Inspection findings confirm these results. The 1999 test results and inspection findings do not indicate a fall in standards from 1998, when pupils' attainment was at a high level. However, the results do reflect the fact that the percentage of pupils with special educational needs differs from year to year. The 1998 test results at the end of Key Stage 1 show pupils' attainment in writing to be broadly in line with the national average, in reading to be below average and in mathematics well below the national average. The 1999 test results show a much more positive picture with attainment in reading, writing and mathematics being above average. This is confirmed by inspection findings. Again the differing levels of attainment can be explained by the varying percentages of pupils with special educational needs in the different cohorts.

By the time pupils leave school at the age of eleven, standards in religious education are well above the expectations outlined in the Locally Agreed Syllabus. Standards in information technology are below average at the end of both key stages.

In geography, when pupils leave school, standards are at a higher level than found in the majority of schools. In design and technology, art, history, music and physical education, pupils in both key stages are working at a level appropriate for their ages.

By the age of five, most children are exceeding the nationally recommended Desirable Learning Outcomes in language and literacy, mathematics, knowledge and understanding of the world and in their personal and social development. Their attainment in the other key areas of learning, which are creative and physical development, is at a level expected for their age.



## Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Satisfactory	Good
Mathematics	Satisfactory	Satisfactory	Good
Science	*	Satisfactory	Good
Information technology	*	Unsatisfactory	Unsatisfactory
Religious education	*	Satisfactory	Good
Other subjects	Satisfactory	Satisfactory	Satisfactory

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.*

During the week of inspection two permanent members of staff were absent and a third permanent member of staff was absent for part of the week. The classes affected were taught by temporary supply teachers or the headteacher. In the lessons observed, the quality of teaching was very good or excellent in eight per cent of lessons, good in twenty-four per cent of lessons and satisfactory in sixty-eight per cent of lessons. Detailed scrutiny of pupils' work and teachers' planning shows that teaching overall at Key Stage 2 is of good quality and is generally of a better standard than the lessons observed during the week of inspection. Nearly all the good and very good teaching observed was taught by permanent members of staff and the headteacher. Although no unsatisfactory teaching of information technology was observed during the week of inspection, it is clear that most pupils have not been progressively taught the necessary skills over time to enable them to become confident and competent computer users.

## Other aspects of the school

Aspect	Comment
Behaviour	Generally of a good standard. Pupils behave well in class and around the school. They show respect for others and are helpful and friendly.
Attendance	Satisfactory and broadly in line with the national average. Pupils arrive punctually and lessons start on time.
Ethos*	Good. Pupils show good attitudes to work and are keen to learn. Relationships are positive and the school shows a real commitment to achieving and sustaining high standards.
Leadership and management	Good overall. The headteacher has set a clear educational direction for the work of the school. Subject co-ordinators monitor teaching and learning well. The school development plan is clearly focused on raising standards. Not all governors are actively involved in setting the targets for school improvement and monitoring progress towards them.
Curriculum	Good. The school provides a broad, well balanced and well planned curriculum. Schemes of work are of a good standard and clearly outline how skills are to be developed. The school provides a satisfactory range of extra-curricular activities.
Pupils with special educational needs	Good provision is made for these pupils. Pupils are well supported in class and make good progress towards the targets in their individual education plans.
Spiritual, moral, social & cultural development	The school makes good provision for pupils' spiritual, moral, social and cultural development.
Staffing, resources and accommodation	Satisfactory. There are enough suitably qualified teachers and a good number of effective classroom support assistants. Accommodation overall is satisfactory but some difficulties are caused by the school being on two different sites. Library accommodation in both buildings is cramped and this reduces the opportunities for the library to be used for personal study. There are enough resources in most subjects. However, there are weaknesses in information technology. Resources for music are good. There is no large play equipment for children under the age of five.
Value for money	Taking into account the attainment of children on entry to school, the quality of education provided and the cost per pupil, the school is providing satisfactory value for money.

\* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>V. Parents feel the school keeps them well informed about what is taught and how their children progress;</p> <p>VI. Parents are happy with the standards of work that are achieved;</p> <p>VII. A high percentage of parents are happy with the amount of work children are expected to do at home;</p> <p>VIII. Most parents feel the school achieves a high standard of good behaviour;</p> <p>IX. Many parents state that their children enjoy going to school.</p>	<p>X. Some parents feel that the school is not involved enough in the life of the school;</p> <p>XI. A significant minority of parents feel that the school does not support their children well and would not find it easy to work with the school;</p> <p>XII. A few parents are not happy with the amount of work children are expected to do at home;</p> <p>XIII. A few parents feel that the school's standards for children and behaviour is not of a high enough standard.</p>

The inspection findings confirm the positive views of the parents. Behaviour during the week of inspection, despite a high percentage of permanent teaching staff being absent, was found to be generally of a good standard. Scrutiny of letters of complaint, school documentation and procedures show that the governing body has put in place appropriate procedures to deal with parental complaints. All complaints are investigated by the governing body and appropriate action is taken where necessary. The school is currently examining ways in which it can more actively involve parents in the life of the school. This has rightly been identified as an area for development in the school improvement plan because the partnership between home and school is not consistently as strong as it could be.

## KEY ISSUES FOR ACTION

In order to improve the quality of education provided, the headteacher, staff and governors should:

- .raise standards in information technology at the end of both key stages by:
  - ensuring the required knowledge and skills are progressively taught as pupils move through school;
  - ensuring that teachers plan opportunities for information technology to be used to support all areas of the curriculum;
  - improving the quality of computers;
  - providing appropriate in-service training that will develop teachers' knowledge, expertise and confidence.

*(paragraphs 12, 16, 34, 40, 80, 82, 88, 120, 127, 136, 139, 140, 141, 142, 143, 144, 165, 171)*

- .seek to improve the quality of teaching by ensuring that:
  - lesson planning at Key Stage 1 and Key Stage 2 follows a consistent format that includes learning objectives, activities, organisation, differentiation, assessment opportunities and evaluation;
  - all lessons have sufficient pace to maximise pupils' progress;

*(paragraphs 30, 31, 120, 127, 136, 144, 158, 165)*

➤.ensure that planning for children under the age of five is based around the key areas of learning and that sufficient opportunities are provided for children to learn through structured play. *(paragraphs 29, 39, 92, 105)*

- . ensure that all governors are actively involved in:
  - setting the educational priorities of the school and monitoring progress towards stated targets;
  - establishing procedures to monitor the cost effectiveness of major spending decisions.

*(paragraphs 72, 75, 85)*

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- . examine ways in which parents can be more actively involved in the life of the school to strengthen the partnership between home and school; *(paragraphs 61, 62, 63)*
- . ensure that pupils' annual reports provide sufficient information about what pupils have achieved and what they need to do to improve; *(paragraph 66)*
- . seek to provide suitable large play equipment and an enclosed play area for children under the age of five. *(paragraphs 81, 82, 107)*

## **\_.INTRODUCTION**

### **Characteristics of the school**

- 1 Charlesworth Voluntary Controlled Primary School is situated in the village of Charlesworth about three miles from the centre of Glossop in Derbyshire. The school began its life in 1993 following the merger of two well established, but differing, schools. The school is on a split site about 400 metres apart separated by a busy road and, following police advice, children do not walk between the sites. This restricts the opportunities for the whole school to come together. At present there are one hundred and thirty six children on roll, sixty boys and seventy-six girls. The number on roll is due to rise to a hundred and forty three in January 2000. At the time of the last inspection a hundred and eleven pupils were on roll. There are presently five classes in school. All classes contain children of mixed ages. Children under the age of five are educated in the same class as Year 1 children. There are two intakes per year and at the time of the inspection 10 children were under the age of five. A high percentage of pupils are of white ethnic origin.
- 2 The pupils come from a wide variety of social backgrounds, but in the main they come from socially advantaged homes. A small percentage of children come from less advantaged social and economic backgrounds. An increasing number of children live outside the school's catchment area. Approximately eleven per cent of pupils are eligible for free school meals which is below the national average. This shows a slight increase since the last inspection. The ward in which the school is situated has sixty-eight per cent of children in high social class households compared to the national average of thirty-one per cent.
- 3 The school does not have Nursery provision but the majority of children attend private or state nurseries or local playgroups before they start school. Data provided by the school shows that there is a wide ability range as pupils start school. However, overall, attainment is above average. Twenty-two children are on the school's register of special educational needs. This represents approximately sixteen per cent of the school population and is below the national average. Four per cent of pupils have a statement of Special Educational Need which is well above the national average.
- 4 The school has six permanent teachers including the headteacher. During the week of inspection two members of staff were absent for the whole week and a further member of staff was absent for two days. In their absence the classes were taught by temporary supply teachers and the headteacher.
- 5 The school is committed to achieving and maintaining high standards. The aims of the school outline its mission to provide a challenging curriculum that meets the needs of all pupils in a positive, friendly atmosphere conducive to purposeful teaching and learning. The main curriculum aims as articulated in the school development plan are to continue to improve literacy and numeracy standards, to evaluate special needs provision and to examine ways in which home-school liaison and partnership could be improved.

## 6 Key Indicators

### Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1  
for latest reporting year:

Year	Boys	Girls	Total
1999	8	6	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	6	8
	Girls	5	6	6
	Total	13	12	14
Percentage at NC Level 2 or above	School	93	86	100
	National	82	83	87

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	8	8	8
	Girls	6	6	6
	Total	14	14	14
Percentage at NC Level 2 or above	School	100	100	100
	National	N/A	N/A	N/A

### Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2  
For latest reporting year:

Year	Boys	Girls	Total
1999	16	10	26

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	13	15
	Girls	9	8	9
	Total	21	21	24
Percentage at NC Level 4 or above	School	81	81	93
	National	70	69	78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	6	10
	Girls	10	10	10
	Total	18	16	20
Percentage at NC Level 4 or above	School	69	57	76
	National	68	69	75

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	5.8
	National comparative data	5.6
Unauthorised Absence	School	0.02
	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	2
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	8
Satisfactory or better	100
Less than satisfactory	0

## **PART A: ASPECTS OF THE SCHOOL**

### **Educational standards achieved by pupils at the school**

#### **Attainment and progress**

- 7 Data provided by the school for the group of children that started school in 1998 shows their attainment to be above average on entry to school with a small percentage of children below this level. During their time in the reception year, all children, including those with special educational needs make satisfactory progress in all the key areas of learning. By the age of five most children exceed the level expected for their age in language and literacy, mathematics, knowledge and understanding of the world and in their personal and social development. Attainment in the physical and creative areas of learning is at an expected level.
- 8 The results of the 1998 National Curriculum tests for seven-year-olds show that pupils' attainment in reading is below the national average, in mathematics, it is well below the national average and in writing it is broadly in line with the national average. When compared to similar schools pupils' attainment is well below average in reading and mathematics and below average in writing. Taking the three years 1996 to 1998 together the performance of pupils in reading was found to be above average, in writing well above the national average, and in mathematics close to the national average. During the same three-year period the girls performed slightly better than the boys. Teacher assessments in 1998 for speaking and listening showed pupils' attainment to be above average, and average in science. The 1999 test results show a more positive picture with ninety-three per cent of pupils achieving at least the level expected of seven-year olds (Level 2) in reading, eighty six per cent in writing and all pupils achieving at least Level 2 in mathematics. Inspection findings show that pupils' attainment is above average in reading, writing, mathematics, science and speaking and listening. The fluctuation in standards does not suggest that attainment is rising and falling but reflects the differing natural ability levels of different groups of pupils, in particular the varying number of pupils with special educational needs.
- 9 By the end of Key Stage 1 standards in speaking and listening, reading and writing are above average. Pupils listen well to their teachers and discuss their experiences in impressive detail. Most pupils have good skills to enable them to decipher unfamiliar words and give detailed accounts of the stories in books. Pupils write several well sequenced sentences choosing interesting descriptive vocabulary. Standards in mathematics are above average. Pupils show good number skills. They are proficient at recalling previously learned number patterns and add and subtract small numbers quickly. Pupils recognise similarities and differences between two and three-dimensional shapes. They have a good grasp of measuring and the practical uses of mathematical investigation. Attainment in science is above average. The pupils carry out investigations in a confident manner. Pupils show good levels of knowledge about life and physical processes and they use this knowledge to help them try to understand why things happen as they do.



- 10 The 1998 National Curriculum tests for eleven-year-olds show pupils' attainment in English and mathematics to be very high in comparison with the national average. In science attainment was found to be well above the national average. In all three subjects the pupils' results were very high in comparison with the average for similar schools. A high percentage of pupils achieved above the expected level (Level 5) - indicating that underachievement is not an issue. This was confirmed by the inspection findings. Taking the three years 1996 to 1998 together, pupils have performed consistently at a level which is at least well above the national average in all subjects. The boys attained slightly higher standards than the girls during this same period. No significant evidence was found during the inspection of different attainment levels between boys and girls. The 1999 test results show that eighty one per cent of pupils achieved at least the level expected (Level 4) in English, eighty per cent achieved at least Level 4 in mathematics and ninety three per cent of pupils achieved at least Level 4 in science. These results show that attainment is above average in all these subjects when compared to all schools and close to being well above average. When compared to similar schools results are well above average in English and above average in mathematics and science. Inspection findings show that standards in English, mathematics and science are above average with a minority of pupils achieving well above average levels of attainment. Again these findings do not indicate a fall in standards from the 1998 level but reflect the differing natural ability levels of pupils in different groups and the fluctuating number of pupils who have special educational needs.
- 11 By the age of eleven, standards in listening are above average and well above average in speaking. Pupils listen with concentration and have developed a wide, precise vocabulary which enables them to communicate their ideas and feelings most effectively. Reading and writing standards are above average. Pupils read fluently and with expression. Their comprehension skills are good and pupils are developing the ability to compare one book or author with another. Pupils plan and structure their writing well and evidence shows that they write to a good standard for a range of audiences and purposes. In mathematics standards are above average. The pupils have good number skills and use these to solve problems. They have a good understanding of shape, handle data well and draw and measure angles accurately. Standards in science are above average. Most pupils have a good understanding of what constitutes a fair test and their scientific knowledge is of a good standard in life processes, materials and physical processes.
- 12 Pupils' attainment in information technology at the end of both key stages is below average. Pupils have the basic skills to carry out routine tasks on the computer but they do not have a wide enough range of skills to enable them to carry out all the required elements of the National Curriculum Programmes of Study. Not enough pupils are able to save and retrieve information, to set up and interrogate databases and realise the full potential of information technology in the wider world. Insufficient opportunities are provided for pupils to use computers as a vehicle for personal study and research. This situation is further impeded by the unsatisfactory quality of available hardware and software.
- 13 Religious education is a strength of the school. By the end of Key Stage 1 pupils' level of attainment exceeds the expectations of the Locally Agreed Syllabus and by the end of Key Stage 2 attainment is well above the expected level. By the time pupils leave school they have a very good knowledge of Christianity and other world faiths and are able to make informed opinions regarding such issues as equality, world poverty and reasons for supporting charities.

- 14 In geography at Key Stage 2 pupils' work is at a higher level than normally found in most schools. Pupils have developed good mapping skills and have a good geographical knowledge of England, Europe and the World. At Key Stage 1 work is at a level expected for pupils' ages. The school has a significant minority of talented musicians but overall work in music is at an expected level at both key stages. In design and technology, art, history and physical education pupils in both key stages attain appropriate standards for their age.
- 15 The progress made by pupils in English, mathematics and science is good at Key Stage 2 and satisfactory overall at Key Stage 1. The detailed schemes of work clearly outline what pupils are to learn and help to ensure that prior attainment is built on and then extended. Although there is evidence of some good teaching at Key Stage 1, the consistency over time of good quality teaching with high expectations at Key Stage 2 means that pupils acquire new knowledge and skills at a brisker pace.
- 16 Progress in information technology is unsatisfactory over time at both key stages. Although during the week of inspection progress in the lessons seen was satisfactory, it is clear through discussion with pupils and through the scrutiny of pupils' work and teachers' planning that, over time, pupils have not had sufficient access to computers and have not been taught the necessary skills to enable them to use computers to their full potential. This situation has been further hampered by a lack of staff knowledge and expertise.
- 17 Progress in religious education is good at both key stages. Pupils acquire a knowledge of Christianity and other world faiths at a good rate. The school places particular emphasis on pupils developing a deeper understanding of the impact of faith in how people live their lives and care and respect for others.
- 18 In geography at Key Stage 2 pupils make good progress in their acquisition of mapping skills and geographical knowledge. This is mainly as a result of the good quality of teaching. Good quality schemes of work are in place for most subjects and these clearly outline the knowledge and skills pupils are to acquire. As a result pupils make satisfactory progress in geography at Key Stage 1 and satisfactory progress in art, design and technology, history, music and physical education at both key stages.
- 19 In English, mathematics and science pupils with special educational needs at both key stages make good progress. They are well supported in class by their class teachers and support assistants. The careful liaison between support staff and class teachers ensures that prior attainment is built on. Pupils' individual education plans which set targets, mainly in the area of literacy and numeracy, are well matched to the pupils' abilities. Targets are challenging but achievable. In all other areas of the curriculum the progress of pupils with special educational needs is satisfactory apart from information technology where it is unsatisfactory.
- 20 The school has introduced the National Literacy and National Numeracy Strategies in an effective manner. They are having a positive impact on standards. In addition many opportunities are provided for pupils to use their literacy and numeracy skills in other areas of the curriculum and this has a beneficial impact on the progress that pupils make. The school has rightly amended the targets it has set itself for literacy and numeracy in the year 2000. The new targets are more challenging and realistic in the light of current levels of attainment within the school. Increasingly good use is being made of test and assessment data to identify areas of weakness and then to set targets for improvement for both individuals or groups of pupils.

- 21 The school has made good progress since the last inspection. The improvement in the quality of teaching, whole school curriculum planning and monitoring the quality of teaching and learning has resulted in a rise in standards and a better rate of progress. The high incidence of underachievement of the higher attaining pupils is no longer a major issue. The commitment of the headteacher, staff and governors to maintaining high standards indicates that the school is appropriately placed to continue to improve.

### **Attitudes, behaviour and personal development**

- 22 The pupils' attitudes are generally good, and this is having a positive impact on standards. Most of the pupils display good attitudes in lessons, they settle quickly to their tasks and concentrate well. They are willing to accept suggestions for improvement and try hard to correct errors. They approach new tasks enthusiastically and can be trusted to work well in pairs or small groups, independently from the teacher. The majority show interest in the discussions and activities but on occasions, when the lessons lack a real sense of pace pupils become a little restless. The pupils with special educational needs are well motivated and try very hard which is helping them make good progress, especially in Key Stage 2. The higher attaining pupils react very positively to challenge, for example when solving problems in mathematics and when composing raps in music. The children under five are very enthusiastic and eagerly approach all their activities.
- 23 The previous report judged the behaviour of pupils, in class and around the school to be very good. This has not changed significantly. The behaviour during the inspection week was judged to be good, in spite of the fact that three members of staff were absent. The pupils are very polite and maintain good relationships with each other and their teachers. The majority are self-disciplined and can be trusted to behave well when not being directly supervised. No incidents of bullying were observed. There were a few examples of inappropriate behaviour, mainly from some pupils with special educational needs but these were swiftly and effectively dealt with. Two pupils were excluded for a fixed period during the past school year. The pupils display a high level of respect for each other and for school property. The under-fives behave well. The pupils' good behaviour is impacting very positively on the standards of attainment achieved in the school.
- 24 The pupils' personal development is good and is having a positive effect on their progress and attainment. The pupils show respect for each other's views and the beliefs of the followers of different world religions. They are aware of the needs of others less fortunate than themselves and of some of the wider issues facing the world, such as pollution, and the destruction of the rainforests. The under-fives settle well into the school routine and display satisfactory levels of independence.
- 25 The pupils are capable of undertaking personal study and setting themselves targets for future improvement but have few opportunities to do so on a regular and consistent basis.

### **Attendance**

- 26 Attendance is satisfactory. The attendance rate is broadly in line with the national average for this type of school. This has a positive impact on pupils' progress and continuity in learning. Authorised absence is broadly in line with the national average and unauthorised absence is well below the national average. A high proportion of parents report that their children enjoy attending the school. Punctuality is good and lessons run to the published timetable.

- 27 The rate of attendance has improved significantly since the last inspection. The problems regarding the busy main road still exist and the school does all it can to reduce any negative impact on pupils' punctuality.

## Quality of education provided

### Teaching

- 28 The quality of teaching observed during the week of inspection was satisfactory overall. However two permanent members of staff were absent for the full week and a further member of staff was absent for two days. During their absence classes were taught by temporary supply teachers and the headteacher. A detailed scrutiny of pupils' work and teachers' planning shows that teaching overall at Key Stage 2 is good and better than the quality of teaching in the lessons observed. During the week of inspection, analysis of all lessons observed showed that the quality of teaching was very good or excellent in eight per cent of lessons, good in twenty four per cent of lessons and satisfactory in the remaining lessons. No unsatisfactory teaching was observed. Nearly all of the good and all of the very good or excellent lessons were taught by the permanent members of staff and the headteacher.
- 29 Teaching for children under the age of five is satisfactory. The teacher manages children appropriately and knows them well. She is supportive and encouraging. In literacy and numeracy sessions appropriate activities and good questioning ensure that the children's needs are met. The opportunities that are provided for role play provide some good experiences for children to play together, to extend their vocabulary and develop their imaginations. Planning however does not pay sufficient regard to the nationally recommended key areas of learning and not enough opportunities are provided for children to make decisions for themselves or to learn through structured play. Overall however the quality of teaching has a positive impact on the progress children make and in preparing them to start work in the National Curriculum.
- 30 At Key Stage 1 teaching is satisfactory overall with some evidence of good practice. Teachers have a sound subject knowledge across most areas of the curriculum. In Year 2 there is a good format for lesson planning that clearly indicates lesson objectives, activities, resources, tasks for pupils who learn at different rates, assessment opportunities and evaluation. This is good practice that needs to be adopted across the school. Expectations are usually appropriate but on occasions opportunities are missed to really extend pupils' level of thinking and understanding. Resources are often prepared well for lessons although there is the occasional overuse of worksheets. Teachers manage pupils effectively and provide encouragement and constructive criticism in equal measure. A good balance is usually struck between the length of the introduction and the time given to complete the activities. In some instances an overlong introduction results in pupils becoming restless and not enough time being provided to practice or refine newly learned skills. In the most effective lessons where teaching is of a good standard there is a real zip to the lessons. In a mathematics lesson in Year 2 teaching was lively and enthusiastic and pupils were constantly encouraged to explore and then share their strategies for problem solving. In the successful lessons, tasks are explained well so that pupils are clear about what is expected of them in terms of attainment, behaviour and application. Although no teaching observed was unsatisfactory, lessons that were not as effective lacked a sense of pace or fun or tasks set were too easy and pupils completed them in a short time with no extension activities provided. In other instances lessons are too long to hold pupils' interest or the lack of a teaching of a specific skill in, for example, an art lesson, prevents progress from being better.

- 31 At Key Stage 2 there was a higher incidence of good, very good and excellent teaching in the lessons observed. At this key stage two out of the three classes were taught by teachers other than their normal class teachers, for the whole of the week. Teachers' lesson planning does not follow a consistent format that clearly outlines learning objectives, differentiation, activities, assessment opportunities and evaluation. On the whole teachers show appropriate subject knowledge for most subjects but understandably the supply teachers were not as conversant with new initiatives for the teaching of literacy and numeracy. Expectations in the best lessons were of a high standard and pupils were under no illusions as to what was expected from them in terms of work rate, behaviour and the contributions they were expected to make in discussions. In a very good literacy lesson for Year 3/4 pupils the teacher constantly challenged the pupils, managed them well, encouraged the use of inference, directly taught the pupils how to locate information quickly and made sure the lesson moved at a brisk pace. In this lesson the pupils not only made good progress but they enjoyed their work. In an excellent music lesson for the oldest pupils, a very good choice of music that stimulated discussion, challenged the pupils and provided varied tasks and clear composing opportunities meant that pupils made very good progress in composing, appraising and performing music. Less effective teaching is characterised by a lack of pace or enthusiasm or tasks not being clearly explained to pupils. As a result they do not make progress at the rate they are capable of. Difficulties were experienced by the supply teachers in knowing exactly what the pupils were or were not capable of and this resulted in some tasks set being too easy or too difficult.
- 32 A detailed scrutiny of pupils' books shows that permanent class teachers have high expectations in terms of work presentation and in the amount of work pupils are expected to complete both in individual lessons and over a longer period of time. The books clearly show that the pupils are acquiring a good range of skills and knowledge at a brisk pace and this ensures that over time progress is good.
- 33 The school's strategies for teaching literacy and numeracy have been implemented effectively and are making a positive contribution to the standards being achieved. Many lessons have an appropriate balance between whole class discussion, group work and a plenary session where what has been learned is carefully assessed. The greater emphasis the numeracy strategy places on the development of mental arithmetic and agility skills is helping to improve pupils' capacity to calculate more quickly and to explore a range of different strategies to help solve number problems. Pupils are encouraged to use their literacy and numeracy skills in other areas of the curriculum such as history, geography, religious education and science. Insufficient opportunities are provided for pupils to use computers to support other areas of the curriculum or to undertake personal research tasks.
- 34 During the week of inspection satisfactory examples were observed of pupils using the computer to carry out simple mathematical tasks, to change the colour of print and change font size and to programme a robotic toy. However scrutiny of teachers' planning, pupils' work and dialogue with pupils clearly shows that the full range of skills covering all aspects of the subject have not over time been taught at a consistently satisfactory level. The school has identified the need to improve standards and teaching in information technology in its development plan and this is one of the school's urgent priorities. Teachers mark pupils' work on a regular basis. Marking is at its most effective when the comments made either in written form in pupils' books or verbally, clearly strike a balance between praise and constructive criticism that provides targets for improvement. This practice is not consistently good across the school.

- 35 Pupils with special educational needs are generally well supported. Individual educational plans set challenging but achievable targets. There are excellent examples, particularly but not exclusively at Key Stage 2, of support staff working closely with the class teacher, discussing effective strategies, analysing work completed, setting tasks for the next day, which all make a significant contribution to the good progress the pupils make.
- 36 Homework supports pupils' academic development well, particularly for the older pupils in school. A good range of homework is set and nearly all parents who responded to the questionnaire sent out before the inspection expressed satisfaction with the amount of work their children are expected to complete at home.
- 37 Inspection findings indicate that despite a significant percentage of lessons being taught by temporary supply teachers, the quality of teaching has improved since the last inspection when approximately seventeen per cent of teaching was judged to be unsatisfactory. The majority of staff are able to reflect critically on how they teach in order to secure improvement. This together with the school's commitment to sustaining high standards suggests the school is appropriately placed to continue to develop and improve.

#### **The curriculum and assessment**

- 38 The planned curriculum in the school is meeting the statutory requirements of the National Curriculum and the Agreed Diocesan Syllabus for religious education. All pupils have equal access. Time allocation for all the curriculum areas is satisfactory and well balanced. The quality of the curriculum for both key stages is good and makes an important contribution to the progress that pupils make.
- 39 The curriculum for the under-fives promotes some aspects of the Desirable Learning Outcomes but planning does not directly relate to the key areas of learning. As a result, children are not consistently provided with opportunities to learn through structured play activities or well planned practical activities. This lack of opportunity applies, for example, in language and the physical area of learning, where children do not have the experience of playing with large toys, scooters or bikes.
- 40 The school has successfully implemented the National Literacy and the National Numeracy Strategies. In all classes the schemes are being followed and the time used effectively. This is impacting very positively on attainment and progress in English and mathematics and on the development of the pupils' literacy and numeracy skills. Good schemes of work have been developed in the other core subjects which are effectively helping teachers to raise standards. The systematic following of schemes of work helps to ensure that prior attainment is built upon. The school continues to regularly review policies and schemes of work to ensure curriculum provision remains at a good level. A key area for improvement clearly identified in the school development plan is provision for information technology. This is at an unsatisfactory level, as pupils have not been taught the necessary knowledge or skills in a systematic and progressive manner.
- 41 The curriculum for personal and social development is good. Satisfactory provision is made for sex education and the police are involved in arranging suitable lessons on the dangers of drug abuse. Some very good work is carried out in personal and social education within the religious education curriculum where pupils discuss issues such as equality and poverty.

- 42 A satisfactory range of extra curricular activities is organised in the school which make an important contribution to pupils' personal and social development. These include, tag rugby, cookery, chess, drama, choir, French, recorder and a religious education club. These activities receive satisfactory support from the pupils. The school arranges a satisfactory range of educational visits, which enrich the curriculum but the pupils have not been provided with any opportunities for residential visits.
- 43 Curriculum provision for pupils with special educational needs is good, which is helping them to make good progress. Their individual educational plans are detailed and are regularly updated by the class teachers so that the class work is well matched to the pupils' abilities. Good procedures are in place so that class teachers and support staff can liaise together and ensure that the needs of pupils are consistently met. The needs of pupils with a statement of special educational need are also met in an effective manner.
- 44 The pupils take work home on a regular basis and this enhances curriculum provision. The home-school diaries confirm the frequency with which pupils read books at home. Not enough opportunities are provided for pupils to undertake personal research tasks, either in school or at home using books or computers. Where such tasks are provided pupils respond with enthusiasm.
- 45 The school has developed very sound systems of assessing and recording pupils' progress. They are frequently tested in the core subjects, and the school is now tracking the progress of each pupil. The results of end of key stage assessments are carefully analysed in order to identify weaknesses. The school has, for example, effectively targeted spelling and mental mathematics during the past year, in order to raise standards. Assessments of children's levels of attainment are carried out soon after children start school. The information gained from these assessments is used in a satisfactory manner to plan tasks at an appropriate level and to identify children who may need additional help.
- 46 There is no assessment co-ordinator in school but the headteacher maintains the tracking records, and each subject co-ordinator is responsible for maintaining a portfolio of work in their own subject. Individual records of achievement are also kept for each pupil and passed onto the next class, but these do not involve the pupils in any self-evaluation process.
- 47 The curriculum provision has improved since the 1995 report, in that there is now a good balance. The good, detailed schemes of work that are now in place, reflect the National Curriculum Programmes of Study in all subjects. Insufficient use is still being made of visits to places of educational interest.

#### **Pupils' spiritual, moral, social and cultural development**

- 48 This aspect is a strength of the school and provision, including that for the under-fives is good. This represents some improvement from the last inspection, especially in cultural development. The number of school visits and visitors to school, however is still limited.

- 49 The daily act of collective worship makes a good contribution to the spiritual provision. Time is allowed for the pupils to pray, listen to music and to experience quiet moments of reflection. There are also times, during the day when spirituality is effectively promoted. In the reception class for example, the pupils are encouraged to touch and feel a variety of objects as part of their topic on the senses, and they experienced a striking sense of awe when they discovered the effects of wax resist under paint. Other opportunities are planned in the Literacy hour and in art and science lessons. The religious education scheme provides many opportunities for the pupils to share ideas about special things, such as friendships, and for the older pupils to consider the beliefs and views of the followers of the major world religions.
- 50 Provision for pupils' moral development is well managed. There is a good quality discipline policy and a well established awards system which is celebrated in a weekly assembly. This works well and the pupils are very proud of the house points they receive. Pupils are all aware of the school rules, which are displayed in the classroom. Some assembly themes and religious education lessons are successfully planned around moral issues, such as helping each other, apologising or being a special friend. Key Stage 2 pupils discuss wider world issues, such as pollution, destruction of the rain forests or world poverty. All adults act as good role models for pupils' behaviour and this contributes to the pupils' understanding of the principles of right and wrong.
- 51 The provision for pupils' social development has improved since the previous inspection, in that the school now provides a wider variety of extra-curricular activities. There are currently no residential visits.
- 52 The school is now expecting the pupils to accept more responsibilities than previously. The older ones for example, take care of the younger ones. The Year 6 pupils organised a variety of fund raising events on Red Nose Day, such as a Key Stage 1 fun run, and a talent competition. They have also organised lunch times games and been involved in choosing the teams for competitive sports matches. There are, however too few opportunities for the pupils to take responsibility for their own learning, for example by engaging in independent research.
- 53 Pupils are encouraged to consider the needs of others less fortunate than themselves by supporting a range of charities, such as the National Children's Homes, Help the Aged and St Francis' Hospice. Most pupils in school are courteous and considerate of others and co-operate well when working in small groups.
- 54 The school is now making good provision for the pupils' cultural development, Although visits are made outside of school, there is still scope for improvement to enhance pupils' educational experiences. Involvement with the local churches and participation in Christmas productions, carol services and musical festivals and the Charlesworth Carnival help pupils to become aware of the local culture and traditions. The Literacy Hour introduces the pupils to literature from around the world, art lessons teach them about famous painters, and they listen to a good range of music in assemblies and in their classes. Good experiences are planned to increase the pupils' awareness of the richness of a multi-cultural society, for example, tasting food from Egypt and India, visiting a synagogue, and celebrating the Divali Festival through art and music.

### **Support, guidance and pupils' welfare**



- 55 Provision for the support, guidance and welfare of pupils is good. The caring ethos makes a significant contribution to the school community. The good quality of pastoral care has been maintained since the last inspection. There are good arrangements for induction to the school. Prospective pupils have the opportunity to attend several well organised sessions in school where they can experience class routines. The school has effective procedures to identify pupils with special educational needs. Pupils with special educational needs are well supported by staff to enable them to participate in all school activities. They receive a good level of specialist support from outside agencies where this is necessary. The quality of support impacts positively on pupils' progress. Individual education plans for pupils with special educational needs are of good quality and they contain appropriate learning targets. The school clearly values all pupils within its care.
- 56 There are good procedures for monitoring pupils' academic achievements and personal development. The school has successfully addressed the concern of the last inspection regarding consistency in teachers' assessments in each class. Staff continue to meet on a regular basis about this to ensure a uniform approach to the nature and quality of assessment in each class. The school maintains pupils' records in good order, and there are a good number of tests and assessments undertaken at appropriate intervals. Assessments are appropriately detailed and are effectively used to inform and guide pupils in their work. Staff know the pupils well and this makes a positive contribution to their progress. Teachers liaise effectively with parents, outside agencies and each other about the needs, aspirations and progress of individual pupils.
- 57 There are good procedures for monitoring and promoting discipline and good behaviour. The behaviour of individual pupils is carefully monitored where necessary, and appropriate support is provided. Good quality records are kept of any significant behavioural problems and parents are informed and involved if necessary. Pupils are given opportunities to reflect on their behaviour when it falls below expectations. There is a good quality and effective behaviour policy. Staff make good use of a variety of rewards, for example, certificates for special efforts, house points and positive letters home. Weekly 'leaf assemblies' celebrate and value pupils' achievements and good behaviour, and help to maintain the high standards of the school. The school has sound strategies to eliminate oppressive behaviour. Pastoral education includes guidance on how to deal with bullying. The school has recently developed a sound quality anti-bullying policy about which it is in the process of consultation with the governing body. Although a few parents have mixed views about the standards of behaviour in school, the majority feel that the school achieves a high standard.
- 58 Procedures for monitoring and promoting attendance are good. There is an effective partnership with the education welfare service on the very rare occasions that the school needs assistance or advice. There are well established and rigorous procedures in place to follow up absences. Registers are taken promptly at the start of each session and are conscientiously and accurately completed. Attendance and punctuality are monitored regularly and frequently by the head-teacher. The school uses several formal and informal opportunities to promote better attendance. The school works closely with parents and provides regular reminders about the benefits of good attendance to children. Rewards such as items of stationery are given to pupils for a hundred per cent attendance over the school year.
- 59 Child Protection procedures are good. The school complies with legal requirements. There is a designated member of staff who has received a high level of appropriate training and liaises effectively with outside agencies. All staff are aware of the school's practices and procedures, and staff meetings are held regularly to discuss any issues.

- 60 The school has good procedures to promote pupils' health, safety, hygiene and well being. Procedures have improved significantly since the last inspection. Healthy lifestyles are positively encouraged. Topic work in science includes activities and work about healthy eating, good habits and the need for regular exercise. The school nurse works closely with staff and attends the school regularly. The nurse effectively raises awareness of health issues and gives talks and advice to pupils. The school does not have a written drugs education policy but works closely with the police service in providing pupils with guidance. The community police officer is a frequent visitor to the school and talks to pupils about many issues including drugs education, building site safety and 'stranger danger'. The school also works effectively with the fire and rail services, and they too give presentations and advice to pupils on safety matters on a regular basis. All teaching staff receive basic skills training in first-aid from the local authority on a regular basis. The school has implemented a very good quality health and safety policy. Risk assessments and fire drills are carried out periodically. Provision for sex education meets legal requirements and is appropriately reflected in the curriculum. The school has addressed the concern of the last inspection regarding the amount of work in the curriculum on sex education.

### **Partnership with parents and the community**

- 61 Partnerships with parents and the community are satisfactory overall although a minority of parents feel that the school does not do enough to encourage parents to play an active part in the life of the school. The majority of parents, however, feel that this area of school life is satisfactory. On balance, the partnership with parents and the community is not as consistently strong as it could be but this has been recognised by the school as an area for further development and is stated as a priority in the school development plan. However, a significant percentage of parents are very supportive of the school and have established a good working relationship between school and home.
- 62 At the time of the last inspection, parental links with school were identified as being strong. The school has worked very hard to address a number of other issues identified in the previous inspection and so the further development of parental links was not a priority area.
- 63 Parental involvement in the life of the school and in pupils' learning is satisfactory. The school is developing its strategies in this regard, and this is a high priority in the current school development plan. An example of the school's efforts is the sending out of a letter to parents asking for details of what they feel they can help with in school. The Parents and Teachers' Association provides valuable support for the school through fund-raising. Considerable funds are raised at events such as children's discos, fashion shows and through stalls at the community carnival event held each year. Money raised by the group has gone towards buying useful resources for the school, including equipment and books. A few parents help in school regularly. They assist in classrooms, accompany school trips and help with extra-curricular activities such as netball and chess. Parents occasionally make presentations for pupils in areas of their expertise, for example a recent talk concerned staying healthy. Parents from several business backgrounds supported the recent 'science week' effectively.
- 64 Parents of pupils with special educational needs are involved well in setting learning targets in their children's individual education plans. They are also effectively involved in reviewing their children's progress.
- 65 The inspection questionnaire shows that a significant proportion of parents are dissatisfied with the way in which complaints are handled. Inspectors found that the school has sound procedures in place. However, the school is now reviewing its stated procedures in view of the level of parental dissatisfaction.

- 66 Information to parents is good. There is a 'parents library' at one of the school buildings, which contains many useful publications and also details about school policies and schemes of work. New parents to the school are provided with a good quality information pack. This includes very useful booklets about 'starting school', 'books, memories and things' and educational games to support pupils' learning. The school prospectus is well presented with very good information about the curriculum. Newsletters are regularly sent home to parents and they effectively inform them about events and issues concerning the school. A list of diary dates is provided for each term. Pupils' annual reports for Key Stage 1 are not consistently of a satisfactory standard with little information about what pupils know, can do and understand. Key Stage 2 reports are generally of good quality. The school regularly organises information workshops for parents. Recent examples include the 'science week' and 'literacy week'. Information sessions have included one about the school's Home School Agreement with parents, and the arrangements for literacy and numeracy. The school has recently started to send parents details of topic work in the curriculum to be covered each term.
- 67 Links with the community are satisfactory. The school has improved its range of links since the last inspection. School trips are increasingly being used to enrich and support the curriculum and the school is keen to further exploit the potential of such experiences. For example, Year 3 and Year 4 pupils recently went to the Manchester Science Museum as part of their work during the 'science week' and other venues have included Bottoms Reservoir and the Tameside Theatre. There are effective links with the emergency and welfare services. For example, the community police officer is a frequent visitor to the school and gives pupils talks and advice. The school has several church links. These make a significant contribution to pupils' spiritual and moral development. For example, members of the clergy attend weekly at both school sites to contribute to the 'open assembly'. The school arranges trips to places of worship. Although church visits have been well attended, parents have shown reluctance in letting their children visit synagogues and temples. The school has several links with sports centres, sports organisations and clubs. A good example is the link with Glossop Sports Centre which allows pupils to sample a wide variety of different sports. The school has maintained its links with local businesses since the last inspection. A few businesses and employers made a good contribution to the 'science week'. For example, pupils had presentations about engineering and there were performances from musicians.
- 68 The school has effective links with local high schools. Year 6 pupils are provided with opportunities to visit local schools, so that they can meet staff and experience the new routines of work. Staff liaise effectively regarding the transfer of pupils' records and this ensures a smooth transition to the next stage of education.

## **The management and efficiency of the school**

### **Leadership and management**

- 69 The overall quality of leadership and management of the school is good. The headteacher has set a clear educational direction for the work of the school and has set as the main goal the achieving and maintaining of high standards. The headteacher demonstrates a good awareness of the strengths and weaknesses of the school. She is soundly supported by staff, the majority of whom show a readiness to reflect critically on what they do, in order to improve the quality of education the school provides.

- 70 The ethos of the school is good overall. The vast majority of pupils are keen and interested in their work and are eager to acquire new knowledge and skills. Relationships throughout the school are generally of a good standard. The teachers' expectations of pupils' work and behaviour are appropriate and there is a commitment from staff and governors to providing a good standard of education. All these factors help to create an effective learning environment. This would be further enhanced by the establishment of a stronger partnership between home and school that would actually engage a higher number of parents in the life of the school and in working alongside the school to support and enhance pupils' learning. This has already been identified in the school development plan as an area in need of further development.
- 71 The National Literacy Strategy has been introduced in an effective manner and is having a positive impact on maintaining above average standards. An equally effective strategy for teaching numeracy has been introduced. In both instances the school is carefully monitoring the impact on standards and making appropriate adjustments to the strategies, where necessary to make them even more effective. The school has rightly adjusted the targets it set itself in literacy and numeracy for the year 2000. The new targets are at more challenging and realistic level. The school recognises the importance of target setting and is increasingly using the analysis of test data as a means of identifying areas of weakness and then setting targets for improvement. Further work in this area of school life would enhance attainment still further.
- 72 The governing body is supportive of the work of the school and of the aims and values that the school seeks to promote. A number of governors are actively involved in the life of the school and have a good grasp of the school's strengths and weaknesses. However not all governors are actively involved in setting the direction of the work of the school or in assisting the headteacher to monitor and evaluate progress towards stated targets. This restricts the governing body's ability to act as a critical friend in holding the school to account for the quality of education it provides. However an effective committee structure is in place. This together with regular meetings of the full governing body enable issues, policies and complaints to be discussed in great detail before decisions are made. Relationships between the governing body and the headteacher are of a good standard and the governing body fulfils all statutory requirements.
- 73 The curriculum is accessible to all pupils regardless of gender or ability. The school follows equal opportunities guidelines provided by Derbyshire Local Education Authority. No issues regarding a lack of equality of opportunity were observed during the week of inspection. The school is increasingly monitoring attainment by gender to examine if there are any pertinent issues that need to be tackled. The provision for pupils with special educational need is good, and full regard is paid to the code of practice. Individual education plans are often of a good standard. Effective leadership in this area means that available staff and resources are deployed appropriately. The school is constantly monitoring this support to ensure that as new pupils start school available support is targeted in the right area. This is important so that the needs of individual pupils are met and the education of other pupils is not impeded. The nominated governor for special educational needs has an excellent overview of provision, visits the school on a regular basis and liaises very well with the special needs co-ordinator. The literacy governor and newly appointed numeracy governor show a real enthusiasm to support the work of the school and have either attended or are about to attend training courses to help them develop their roles further.

- 74 All members of the teaching staff have responsibilities for at least one and often more subjects or aspects of school life. During the past two years the headteacher and co-ordinators have carried out a significant number of lesson observations in order to identify areas of good practice and to identify areas for development. Classroom visits have all been carefully recorded and this, together with the scrutiny of colleagues' planning, and collection of samples of moderated pupils' work have been instrumental in maintaining high standards. The school is to continue to develop the role of the co-ordinator to include the more detailed analysis of test data, where available and the regular scrutiny of pupils' work. These initiatives are appropriate and should successfully build on the already effective role the school has developed for co-ordinators and the headteacher in monitoring teaching and learning across the school.
- 75 The school development plan is a satisfactory document. It is clearly linked to the school's mission statement and aims. It contains detailed planning and objectives for a one-year period and outline planning for a further two years. Targets and priorities are well articulated, costings are made clear, deadlines are set. Success criteria are not always specifically focused around the raising of standards and it is not clear how progress towards stated targets is to be monitored. Staff are fully consulted about issues for inclusion. The plan is rigorously discussed at a full governing body meeting before approval.
- 76 The school has made good progress since the last inspection. Standards have improved. The quality of teaching has improved. There has been an increase in staff's subject knowledge and the role of the curriculum co-ordinator is now far more effective and has a greater impact on raising standards. Weaknesses remain in some teachers' knowledge and expertise in information technology. The whole staff has worked hard to produce a whole school curriculum framework. Policies and schemes of work are now generally of a good standard and provide good levels of guidance on what is to be taught. This is important because it now ensures that prior attainment is built on and developed. As a consequence the underachievement of the higher attaining pupils previously identified is no longer a major issue. The school constantly examines ways in which pupils on the two sites can get together but the problems caused by the busy main road between the two buildings still causes concern. The headteacher continues to evaluate how staff and accommodation can be used to their full potential to have the biggest impact on the quality of education provided. The commitment of the headteacher staff and governors to maintaining high standards indicates that the school is appropriately placed to continue its process of development and improvement.

### **Staffing, accommodation and learning resources**

- 77 The level of teaching staff in the school is satisfactory. Teaching staff are suitably qualified and experienced, enabling the curriculum to be taught effectively to all pupils, including those with special educational needs. Some gaps in specialist qualifications were found amongst staff at the time of the last inspection. The school has fully addressed these gaps through appropriate recruitment when staff have left, and training.

- 78 Support staff at the school are also suitably experienced and qualified. The school has six support staff and this is a good number in relation to the level of need at this school. The review of the deployment of support staff following the last inspection resulted in an effective re-organisation and also an increase in the number of staff. Non-teaching support is effective in supporting pupils in their learning. Teachers and support staff collaborate well in lessons. At the time of the last inspection, difficulties were identified regarding liaison and continuity in the curriculum, flowing from the fact that staff are based at two school sites. The school has resolved this well through a clear programme of joint training events and whole school development of the schemes of work. Administrative support for the school is efficient. Arrangements for lunch-time supervision are satisfactory.
- 79 Satisfactory arrangements are in place for the induction of newly qualified and new teachers. They are given appropriate guidance about the school through a helpful staff handbook. Teacher appraisal procedures are in line with requirements and the school is up to date with its schedule of appraisal.
- 80 Arrangements for the professional development of staff are good. These are linked closely to the identified priorities in the school development plan, to staff appraisal targets and to the personal and professional needs of staff. This represents a significant improvement since the last inspection. Support staff also have good training arrangements. The school places a high emphasis on training and the level of training carried out overall, is good. The school has rightly identified the need for further training in information technology. Procedures for appraisal effectively ensure that all training needs are met. The school has introduced a more rigorous appraisal procedure following the suggestion in the last inspection report.
- 81 The school's accommodation is adequate for the needs of the curriculum. The school comprises two sites, which are a short walking distance from each other. Both premises are well maintained. Classroom space at both sites is satisfactory. A few classrooms could be better organised, to make the best use of alcoves and other unusual features. Since the last inspection the school has significantly refurbished one classroom. One classroom is located in a hall beside a stage. This sometimes leads to acoustic problems for pupils in that class. There are dedicated library areas in each building. However, both are small, limiting their usefulness as areas for personal study or research. There are a small number of displays of pupils' work around the school and the school is looking to increase these to further stimulate pupils' interest in the curriculum. Storage space at both sites is adequate. The Long Lane premises have an adequately sized hard surface play area and the Town Lane building has a good sized area. Although these areas were marked for sports and games following the last inspection, they are again in need of re-marking. The school has plans to develop nature areas at both sites to support the science curriculum. There is no suitable enclosed play area for children under the age of five.
- 82 Learning resources are satisfactory overall. The number and quality of books in school is satisfactory. Learning resources for religious education are building up well. Resources for information technology are unsatisfactory. Much of the computer equipment is outdated and the range of software is limited. The school does not have sufficient large play equipment for children under the age of five. There is a shortage of artefacts for history and religious education. The school has made considerable progress in improving resources in science, geography, art and religious education since the last inspection.

### **The efficiency of the school**

- 83 The satisfactory standard of financial planning and the effective manner in which the school is run identified at the time of the last inspection have been maintained but there are areas in which the school could develop further.
- 84 The initial budget is drafted annually by the headteacher and discussed at the finance committee before being presented for approval to the full governing body. The headteacher has specifically delegated powers which restrict how much she can spend without referral to the finance committee. At present it is the headteacher who sets the financial priorities of the school with ratification by the finance committee. Analysis of the school development plan shows that prioritised issues are carefully and clearly costed and that spending patterns match the identified priorities. For the last financial year expenditure was not closely aligned to income because the school had a large carry over of £38,000. This was well above the nationally recommended five per cent. However the school has clearly identified that this figure is to be used to sustain the present level of educational support staff time, to increase information technology resources and to pay for building improvements. The projected carry forward figure for the next financial year is at a more acceptable level. Financial planning is based on detailed one year projections and further outline planning for a longer period of time. Plans are in place for longer-term building refurbishment but little evidence was found of long term financial plans which would enable the school to react quickly and effectively to unforeseen circumstances that have financial implications, such as a rise or fall in pupil numbers. The headteacher keeps the finance committee and full governing body well informed about financial matters and provides regular updates on spending patterns. The school uses the money it receives in its standards fund in an effective and efficient manner to provide appropriate staff and management training and to help sustain a higher level of attainment. The monies for special educational needs are used well in terms of provision of good quality support staff and resources. This has a most positive and beneficial impact on the progress that pupils with special educational needs make.
- 85 Few formal procedures are in place to monitor the cost effectiveness of major spending decisions, such as evaluation of the impact classroom support staff have upon the quality of education. However, governors who visit the school on a regular basis are able to use these opportunities to informally monitor the cost effectiveness of their spending on resources such as books.
- 86 The school's budget is monitored in a satisfactory manner on a day-to-day basis by the school clerk in consultation with the headteacher. Good use is made of the computerised system to check the accuracy of accounts and to check the school's financial position. The latest auditor's report identified a number of minor issues to be addressed. These have all been acted upon. The school clerk works for twenty one hours per week. This is below the level usually found for schools of this size. However secretarial and administrative tasks are all carried out in a satisfactory manner, enabling the school to run in an orderly manner.
- 87 The classroom support staff are used effectively to support groups of pupils or individuals who have special educational needs. The school is rightly evaluating provision to ensure that support is targeted to pupils with most need and that the education of the rest of the class is not impeded. On the whole support staff help to create an effective learning environment and make an important contribution to the progress that pupils make. Despite appeals to parents only a small number support learning activities during the school day. Teachers are appropriately deployed. Effective use has been made of curriculum co-ordinators to monitor and evaluate the quality of teaching and learning across the school. This has made an important contribution to attainment and progress.

- 88 Learning resources are used in a satisfactory manner to support pupils' learning. Most subjects are satisfactorily resourced. Available computers are not consistently used well to support pupils' work in other areas of the curriculum and to provide opportunities for pupils to undertake research. Although there are some attractive displays around the school, not enough use is made of the potential for displays to act as a valuable and stimulating learning resource.
- 89 The split site nature of the school results in difficulties in bringing the whole school together to further enhance the ethos of the school. In both buildings satisfactory use is made of available accommodation. The cramped nature of both libraries restricts the opportunities for pupils to make effective use of the available resources for personal study. The use of the main school hall as a classroom reduces its effectiveness and suitability for indoor physical education lessons. However good use is made of outdoor accommodation for physical education lessons and to support work in other areas of the curriculum such as geography, science and environmental work. Although an appropriate number and variety of visitors come to school, including theatre groups and musicians, not enough use is made of visits beyond the local community or residential visits in order to provide a wider range of educational experiences for the pupils.
- 90 Taking into account the attainment of children on entry to school, the standards achieved, the quality of education provided, the progress made by pupils and the unit cost per pupil, the school is providing satisfactory value for money.



## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **Areas of learning for children under five**

- 91 There are currently ten children under five who are taught in the reception class with some Year 1 pupils. There is one teacher in the class and a classroom assistant for most of the week. All the children have received pre-school experience, in nurseries or playgroups. The school provides three excellent guidance booklets for parents, to help them support their children at home. The children are given an assessment test soon after entry and the results show that the majority are attaining above the nationally expected level.
- 92 The curriculum, for the under fives in the class, is not being planned around the recommended key areas of learning, although regard is paid to some of the activities. This weakness in planning means that the children are not receiving the full range of structured play experiences before they start the National Curriculum.
- 93 The overall quality of teaching is satisfactory and children, including those with special educational needs, make satisfactory progress.

### **Personal and Social Development.**

- 94 Children make satisfactory progress in this area and by the time they are five most have gone beyond the targets of the desirable outcomes of learning. They are secure and confident in the classroom and join in with the activities provided. The interaction with the adults and the Year 1 pupils makes a positive contribution to their social development. They approach their activities with enthusiasm and enjoyment. Their attention span is good and the majority are able to concentrate on one task for a suitable length of time.
- 95 Children show a good level of independence when working on their own, and in their personal hygiene. They are not, however, being provided with enough opportunities to structure their own resources and time. The room is not clearly organised into specific learning areas which would help the children to make their own choices and become more independent learners.
- 96 Teaching is satisfactory. The teacher and support staff are positive and encouraging but they are not sufficiently developing the children's abilities to take responsibility and make appropriate decisions for themselves.

### **Language and Literacy.**

- 97 The children make satisfactory progress and most are performing beyond the expected level by the age of five. They listen carefully to instructions and follow them confidently. They usually join in question and answer sessions and are keen to participate. They are able to express their needs and recount their experiences, speaking clearly in full sentences.
- 98 Children are able to hold their pencils correctly and have begun to write letters accurately. By the age of five, they write their names, know many of their letter sounds and a majority are beginning to write some words unaided.
- 99 The children listen to rhymes and stories and follow the text in the whole class sessions and the small group sessions in the Literacy Hour. They handle books confidently, know that print conveys meaning and that it is read from left to right. The children are able to retell the stories in the early books in the reading scheme, through the pictures, and a substantial majority are able to recognise some words and sentences in a familiar text.

- 100 The teaching of literacy is satisfactory, both in whole class sessions and in the small group periods, when the children are supported by the class teacher and the classroom assistant.

### **Mathematics.**

- 101 The children make satisfactory progress in this area and by the age of five exceed the level expected nationally for children of this age.
- 102 They count forwards and backwards and know number bonds to ten. They write numbers. They recognise and name the basic two-dimensional shapes. They recognise and name colours and sort objects using different criteria. They have, by the age of five, gained some notion of the meaning of mathematical language, such as larger, smaller, wider and taller.
- 103 Teaching is satisfactory. The teacher provides the children with suitable activities to meet their needs, such as sand and water play, as well as plenty of counting and matching activities.

### **Knowledge and Understanding of the World.**

- 104 Children make satisfactory progress in this area of learning and by the age of five have developed a good knowledge of the world around them. In one lesson observed, for example they displayed a good understanding of animals and their young, and the children have completed an attractive wall frieze from natural objects found outside the school. The discussions they have had about old and new dolls, and photographs of themselves as babies, have helped them to gain some notion of the past. They are becoming aware of the locality in which they live and have made a graph of how they travel to school. The pupils are provided with some opportunities to use the computer but they are not being given enough experience in this field.
- 105 Teaching is satisfactory. The children are provided with opportunities to cut, stick and model using different materials, but insufficient regard is paid to the Desirable Learning Outcomes in this area of learning.

### **Physical Development.**

- 106 The children are making satisfactory progress and are reaching the expected targets for physical development by the time they are five. Their sense of space and balance is good in the playground, where they are given opportunities to use small apparatus. In class they manipulate paint brushes, pencils and scissors with good control and use construction toys skilfully and imaginatively.
- 107 The teaching is satisfactory but is not fully meeting the needs of the under-fives because there are no resources for them to play with large outdoor toys, such as a climbing frame or bicycles, scooters or prams.

### **Creative Development.**

- 108 The progress the children make in their creative development is satisfactory, and most are reaching the desired level by the age of five. They enjoy making music and join in with the singing of songs and rhyming games with great enthusiasm. They are able to draw and paint. They are gaining some insight into the different effects that can be achieved by using and combining materials, for example, using crayons or candles, with a wash of paint to create wax resist designs.
- 109 The children respond well to opportunities for role play, and the hairdresser's salon is providing some good experiences for them to play together, extend their vocabulary and develop their imaginations.

- 110 The teaching is satisfactory. The teacher is providing a suitable variety of activities and materials in this area but not always enough freedom of choice for the children to experiment and discover for themselves.

## **English, mathematics and science**

### **English**

- 111 In the 1998 end of Key Stage 1 National Curriculum tests, the number of pupils attaining Level 2 and Level 3 was close to the national average in writing, but below in reading. Attainment in speaking and listening was very high. Writing standards were below those of similar schools, and reading standards were well below. The overall trend, in the three years from 1996, however, shows that attainment in reading was above the national average and writing was well above. The 1999 results indicate an improvement on those of 1998 with attainment above average in reading and writing. Inspection findings confirm these results, with attainment in reading, writing and speaking and listening above average. The fluctuation in test results can be explained by the varying numbers of pupils with special educational needs in the differing groups.
- 112 In Key Stage 2, in 1998, the pupils' performance in English was very high, in comparison with the national average and with schools in similar contexts. Taking the three years from 1996 to 1998 together, the school's performance was also very high. The 1999 test results show that pupils' attainment is above average and well above average when compared to similar schools. This is confirmed by the inspection findings, with a minority percentage achieving well above average. Again, fluctuations between test results can be explained by the differing ability levels of the groups of pupils.
- 113 Inspection findings indicate that the pupils in Key Stage 1 are making satisfactory progress. Those in Year 2 are now achieving standards above the national average in speaking, listening, reading and writing. Overall progress in Key Stage 2 is good. By Year 6 attainment is above average in listening, reading and writing, and well above in speaking. Pupils with special educational needs, in both key stages, make good progress.
- 114 The younger pupils in Key Stage 1 listen well to their teachers in the shared reading sessions and answer questions clearly and confidently. They converse in full sentences and discuss their experiences in some detail. As they move up through the school the majority become very articulate. By Year 6 they have learned to listen with concentration and have developed a wide, precise vocabulary which enables them to communicate their ideas and feelings in a variety of subjects across the curriculum. Many pupils use these skills very well when answering questions, but they do not have enough opportunities to exchange views and opinions in whole class discussions.
- 115 Reading standards in both key stages are good, with a minority of pupils achieving well above average. Pupils make a good start in Key Stage 1, where they read every day within the Literacy Hour. They are soon introduced to an attractive, carefully graded reading scheme, which teaches them to recognise many words on sight. At the same time they are systematically taught letter sounds enabling them to decipher unfamiliar words. Pupils give detailed accounts of the stories in the books they are reading, with the more able pupils offering opinions about the characters. Most of the pupils in Key Stage 2 read fluently and with expression. Their comprehension is good. This skill is much enhanced by their readiness to apply their phonic knowledge and to use contextual clues. Pupils talk about the plots and characters in their books and are developing the ability to compare one book or author with another.

- 116 The home/school diary link is having a positive impact upon standards. The pupils are expected to read at home each day, as part of the homework policy. Some teachers make very good use of this communication system by including specific detailed notes for the parents to follow. All pupils read every day in school, usually as a group during the Literacy Hour. Most teachers, however, are continuing to find time for pupils to read individually, which is also helping their progress.
- 117 The pupils in Key Stage 1 write well and for a range of purposes, including recipes, instructions and stories as well as accounts of events in their own lives. The younger pupils form basic letter shapes correctly and some are developing a cursive style. Pupils are encouraged to write independently and they respond well to this and soon develop confidence. By the end of Key Stage 1 pupils write several, well sequenced sentences with a substantial majority writing at some length, often choosing interesting descriptive vocabulary. Most pupils use basic punctuation correctly and their spelling is satisfactory and sometimes good.
- 118 In Key Stage 2 the pupils begin to plan and structure their writing. They write for a range of purposes, including narrative, stories, instructions and letter writing. Extended writing shows good development and this is reflected in the pupils' work across the curriculum. They begin writing in ink at an early stage and the standard of presentation is generally good. The school has recently been paying particular attention to the improvement of pupils' spelling, and the indications are that the emphasis being placed on this aspect of the English curriculum is beginning to have a positive impact on standards.
- 119 Pupils show good attitudes to learning. They listen well in the Literacy Hour and are willing to join in with the discussions in the shared reading sessions. They settle quickly to their individual tasks and concentrate well. They write confidently and can be relied upon to work independently. The pupils are highly motivated readers, many are members of a public library and most have their own book collections at home.
- 120 Based on lesson observations, detailed scrutiny of pupils' work and an evaluation of teachers' long and medium-term planning, the quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Expectations at Key Stage 2 are often high. Teachers across school, but particularly at Key Stage 2, are making good use of pupils' literacy skills in other areas of the curriculum. In a very effective literacy lesson in Year 3/4, the pupils were constantly challenged, they were encouraged to infer from the text and were taught to locate information. The lesson had a real sense of pace. As a result, the pupils made good progress and enjoyed the lesson. When teaching is not as effective, the lesson lacks a real challenge or there is not enough pace to hold pupils' attention. The quality of marking is variable but is satisfactory overall. At its most effective, the teacher praises work but also sets the pupils targets for development. This is good practice. Lesson planning does not follow a consistent format and is at its best in Year 2, where the format clearly identifies learning objectives, activities, resources, differentiation, assessment opportunities and evaluation. Not enough use is made of computers to support pupils' work in this area of the curriculum.

121 The recently purchased resource books for shared and guided reading are of excellent quality and quantity. The reading scheme used in Key Stage 1 is attractive and motivates the pupils well. In Key Stage 2, the range of books for the free readers is good, but most of the graded scheme is outdated and dilapidated. The non fiction libraries, on both sites, are poorly resourced and do little to encourage pupils to search for information and discover that books can be used in order to learn. The subject is well led. Opportunities have been provided to monitor teaching, scrutinise pupils' work and to monitor teachers' planning. These, together with the detailed analysis of test data and the setting of challenging targets have all had a positive impact on maintaining a high level of achievement. The schemes of work are of a good standard. Standards have improved since the last inspection. The quality of teaching has improved. The commitment of all who work in the school to raising standards suggests that the school is appropriately placed to continue its process of development in this area of the curriculum.

### **Mathematics**

122 The results of the 1998 National Curriculum tests for eleven-year-olds show that the percentage of pupils reaching the level expected (Level 4) was very high in comparison with the national average. The percentage reaching the next higher level (Level 5) was well above the national average. Overall attainment was therefore very high when compared to the national average and in comparison with similar schools. Taking the three years 1996-1998 together the figures show that the performance of pupils was well above the national average. In this same three-year period the boys performed at a slightly higher level than the girls. The 1999 National Curriculum test results show that eighty per cent of pupils achieved at least Level 4. Overall, attainment is above average when compared to all schools and when compared to similar schools. Inspection findings indicate that standards are above average for the present cohort of pupils. This does not indicate that standards are falling but is a reflection of the differing natural abilities of groups of pupils and the fluctuating percentage of pupils with special educational needs. No significant evidence was found of differing levels of attainment between boys and girls.

123 The results of the 1998 National Curriculum tests for seven-year-olds- showed that the percentage of pupils reaching the expected level (Level 2) and the next higher level (Level 3) was well below the national average. These statistics show that the school's performance was also well below the average for similar schools. Taking the three years 1996-1998 together pupils' performance in mathematics was close to the national average. In the same period the performance of boys and girls was very similar. The 1999 National Curriculum tests show a more positive picture with all pupils achieving at least the expected level. Inspection findings indicate that standards in mathematics are above average. The low figures of 1998 can be partially explained by the fact that in the six weeks before the tests the class were taught by a temporary teacher due to the absence of the class teacher. This together with the lower natural ability level of the cohort explains the poor level of performance. The apparently fluctuating levels of performance over a four year period is in part also due to the varying number of pupils with special educational needs. Inspection findings reinforce test data in not detecting significantly different levels of attainment between boys and girls.

- 124 By the age of eleven, pupils' number skills are at a good level and pupils make mental calculations with speed and accuracy. Pupils have a good understanding of place value and accurately carry out calculations involving decimals to two places and sometimes three places. Most pupils can calculate the area and perimeter of regular shapes with the higher attainers carrying out similar tasks on irregular shapes. Pupils name and recognise different angles and have a good understanding of rotational symmetry. The higher attaining pupils are aware of mathematical vocabulary such as 'perpendicular' and 'bisections' and show a good awareness of negative numbers and co-ordinates. Most pupils handle data well, use tally charts in surveys and use graphs and frequency tables to record their findings. A few pupils are aware of terminology such as 'mean', 'median' and 'mode'. Overall pupils are eager to find things out for themselves and use differing strategies well to help them solve problems.
- 125 At the age of seven pupils' numeracy skills are good. They add and subtract numbers to 20 and beyond, some with relative ease. They split hundreds, tens and units and have good knowledge of place value. Most pupils can multiply by 2, 5 and 10 and through work on factors recognise vocabulary such as half, double, quarter. The pupils recognise the properties of regular and irregular shapes with some pupils using vocabulary such as 'faces' and 'edges'. Pupils are expected to carry out estimates in both number and in measurement and in rounding numbers up and down using non-standard and standard units of measurement. When working with shapes many pupils understand symmetry. Pupils carry out and record their findings in graphs and interpret the information in an appropriate manner. Pupils use mathematical vocabulary well.
- 126 The progress made by pupils at Key Stage 1 is satisfactory and good at Key Stage 2. At both key stages pupils are provided with regular opportunities to develop their mathematical thinking and response through mental mathematics. The school has a good quality scheme of work that states clearly what pupils are to learn. This provides good guidance for teachers and makes sure that prior attainment is built on. The good quality of teaching over time at Key Stage 2 has a most positive impact and pupils acquire new knowledge and skills at a good rate. Progress at Key Stage 1 is sometimes hampered by over directed activities which do not always allow pupils to find out or explore things for themselves. At both key stages pupils show positive attitudes to work. They are eager to learn and show good levels of behaviour and concentration within lessons. Pupils often take pride in their work and most rise to the challenge when presented with more difficult tasks. All these factors make a positive and important contribution to the progress pupils make. The same picture emerges for pupils with special educational needs at both key stages. Targets identified in pupils' individual education plans are clear and concise and progress towards these targets is carefully monitored. The attitudes shown are similar to their classmates and as a consequence, progress for these pupils is good at both key stages.

- 127 The quality of teaching observed during the inspection was satisfactory overall with some good examples observed in Years 2, 3 and 4. At the time of inspection three teachers were temporary supply teachers and did not possess a good working knowledge of the National Numeracy Strategy. Teachers' lesson planning does not follow a consistent format that clearly identifies features such as learning objectives, activities, assessment opportunities and evaluation. A good model of practice is used in Year 2. Expectations within lessons are only satisfactory overall, because of a lack of knowledge from the supply teachers of what pupils can or cannot achieve. However, a detailed scrutiny of pupils' work and teachers' medium-term planning shows that teaching at Key Stage 2 is of a higher standard than indicated solely by lesson observations, and overall is good in quality. Expectations are high in terms of what pupils are expected to learn and in how much work they are expected to complete. In lessons, pupils are managed well and teachers make known what is expected of them in terms of behaviour. In the best lessons for pupils in Years 2, 3 and 4, lessons have a real pace and move along briskly. Teachers use incisive questioning to ascertain what pupils already know before setting more demanding tasks. In these lessons there is a real commitment to developing pupils' mental agility skills through well structured practical activities. This is further enhanced by the use of number fans which allow teachers to assess which pupils have the right answer. Another feature of good teaching is the encouragement given to pupils to explore or devise their own strategies for problem solving. Pupils are encouraged to use their numeracy skills in other areas of the curriculum such as in their scientific investigations or in working out time lines in history. Insufficient use is made of computers to support and develop pupils' skills and understanding. The marking of pupils' work is not used consistently by all teachers as a means of outlining to pupils what they need to do to improve. In the better examples it has a positive impact on pupils' progress. Homework is used well, particularly at Key Stage 2, to support pupils' academic development.
- 128 The policy statement and scheme of work that are in place are of good quality, and have a positive impact in ensuring that prior attainment is built on. The co-ordinator's file shows that lessons have been observed across the school and targets for improvement set. Examples of moderated and levelled pieces of work provide an accurate aid in helping teachers to assess pupils' work. The increasing emphasis the school places on the analysis of test data is to be welcomed as it provides important pointers for areas of development such as increasing pupils' mental agility skills. The school has recently reviewed the target set for numeracy standards in the year 2000. The present target is more challenging but achievable and the pupils are on track to achieve it.
- 129 The improved quality of teaching, the quality of documentation to support the subject and the more developed role of the co-ordinator have all been instrumental factors in raising standards and reducing the levels of underachievement identified at the last inspection. The school is appropriately placed to continue to improve.

## **Science**

- 130 The results of the 1998 National Curriculum tests for eleven-year olds show that the percentage of pupils reaching Level 4 or above was very high in comparison with the national average. The percentage reaching the next higher level (Level 5) was well above the national average. In comparison to similar schools pupils' performance was very high.

- 131 Taking the three years 1996 to 1998 together levels of attainment have been consistently well above the national average. In the same three year period both boys and girls have attained at the same high level. The 1999 National Curriculum test results indicate that ninety-three per cent of pupils achieved at least the level expected of eleven-year olds (Level 4).The overall attainment in science was, therefore, above average in comparison to all schools and to similar schools. Inspection findings show that standards are above average for the current Year 6 pupils. Any differences between test results over time and inspection findings can be explained by the natural difference in ability of groups of pupils and the fluctuating number of pupils with special educational needs. No significant evidence was found during the inspection of differing levels of attainment between boys and girls.
- 132 The results of the teacher assessments for seven year olds in 1998 show that the percentage of pupils achieving the expected level (Level 2) was below the national average. The percentage of pupils achieving the next higher level (Level 3) was well above the national average. The 1999 teacher assessments show that all pupils achieved at least Level 2. Inspection findings indicate that standards of the present Year 2 pupils are above average. Any differences between teacher assessments and inspection findings can be explained by differing natural ability levels and the rise and fall of pupils with special educational needs.
- 133 By the time pupils leave school they have a good level of scientific knowledge. Using a skeleton they name body parts using a good technical vocabulary such as femur, tibia and fibula. Pupils know how muscles work and have a strong awareness of the importance of diet and lifestyle for healthy living. Pupils know how to separate simple mixtures using the process of filtration and use scientific terms such as evaporation or condensation to describe changes. They recognise the great variety of living things and thus the importance of classification. Pupils use their knowledge to predict whether or not changes are reversible. The pupils make generalisations about physical phenomena, for example motion affected by such forces as gravitational and magnetic attraction. Many pupils use a good scientific vocabulary and are able to carry out investigations in an effective manner. They use their knowledge well to predict, hypothesise and record findings from experiments in both tabular and written forms.
- 134 By the end of Key Stage 1 pupils show a good understanding of how things grow. Pupils can outline the life cycle of a frog and know what humans need to grow and survive. They classify living things according to their most distinctive characteristics. Pupils know that light comes from different sources and that not all objects let light pass through them. They know that materials have different properties and that some materials are man made while others are natural. The higher attainers have a good understanding of the way in which materials can be changed by heating or cooling. Pupils carry out investigations confidently and often use their literacy skills well to write up their experiments in a clear and concise manner.



- 135 The progress made by pupils at Key Stage 1 is satisfactory and at Key Stage 2 it is good. The well written scheme of work that clearly outlines what pupils are to learn provides a good basis from which to plan work and activities and emphasises the need for teachers to ensure that prior attainment is built on and extended. The consistently good quality of teaching over time at Key Stage 2 ensures that pupils are acquiring new knowledge and skills at a brisk pace. Pupils enjoy their science lessons. They are keen and eager to find things out through their experiments and investigations. Pupils share resources well, listen attentively and behave well. Relationships with one another and between pupils and teachers are generally good. Occasionally in over long introductions pupils lose a little interest and become restless. Pupils with special educational needs make good progress on the whole. They are well supported in lessons and are fully involved in question and answer sessions. Overall the positive attitudes displayed by all pupils, the willingness to work hard and the good behaviour make an important contribution to the progress made by pupils.
- 136 The quality of teaching overall at both key stages was satisfactory during the inspection with an example of good teaching for the oldest pupils at Key Stage 2. The detailed scrutiny of pupils' books shows that over time teaching is of a better quality at Key Stage 2 than indicated by lesson observations during the week of inspection. This explains the good progress that pupils make over time at Key Stage 2 and for the older pupils at Key Stage 1. Teachers have at least a secure subject knowledge and have appropriate expectations about what pupils are to learn and the amount of work pupils are expected to complete. Teaching is at its most effective when it is lively, enthusiastic and captures the pupils' interest. In one such lesson at Key Stage 2 the introduction of a human skeleton immediately captured pupils' interest. Incisive questioning quickly assessed the body parts pupils knew or did not know. The lesson zipped along and anything the pupils did not know became a homework task. At the end of the lesson the pupils had clearly learned a lot more about the human skeleton and about vertebrates and invertebrates. All teachers use questioning well as a means of assessing pupils' level of understanding. Pupils are usually managed well although on occasions incidences of inappropriate behaviour are missed. Where teaching is satisfactory but not as good as it could be, the lessons lack pace, tasks are not explained clearly enough and over long introductions do not leave pupils with enough time to complete the planned activities. Most teachers plan lessons in an appropriate manner but there is no consistent format for lesson planning that ensures that all staff pay sufficient attention to learning objectives, differentiation, assessment opportunities and evaluation. Support staff are used well and make an important contribution to the progress pupils make. All teachers mark pupils' work on a regular basis and marking is at its best when clear targets for improvements are stated. Information technology resources are not used well to support and extend pupils' work in this area of the curriculum.
- 137 The subject has been managed well. The co-ordinator's file shows that she has effectively monitored the quality of teaching and learning across the school. The role is to be further developed to include the more detailed analysis of test data and the more regular scrutiny of pupils' work. The school has been successful in raising the profile of the subject through a well planned "Science Week". This involved a whole range of workshops and practical activities for parents as well as pupils. Contributors included power and water companies, governors, parents and a wide variety of other contributors. The week not only enhanced pupils' scientific knowledge but also made a significant contribution to their personal and social development.

- 138 There have been major improvements in the subject since the time of the last inspection. The subject is afforded a much greater emphasis within the whole curriculum, the quality of teaching has improved, curriculum planning is of a better standard and there is no significant evidence of the higher attaining pupils not reaching the standards of which they are capable of. Standards have improved. The continued commitment to raising standards shown by the school suggests that improvements will continue to take place.

## **Other subjects**

### **Information technology**

- 139 The school has drawn up an action plan that clearly outlines a strategy for improving standards in information technology. The plan articulates the need to adopt the Qualification and Curriculum Authority guidelines, to improve the quality of resources and to improve the quality of teaching by increasing the level of staff knowledge and expertise. The inspection findings based on observations, scrutiny of teachers' planning and pupils' work, dialogue with pupils and the co-ordinator, indicate that standards are below average at the end of both key stages. The full range of skills and knowledge that would enable pupils to use computers to their full potential across all areas of the curriculum has not been progressively taught. Pupils' access to computers in some classes has been limited. Not all teachers have the necessary skills, expertise and confidence to set challenging tasks and activities. The school development plan shows that the school sees the raising of standards in this area of the curriculum as a major priority. All staff, including teachers and support staff, show a readiness to undertake training in order to help raise standards in this important area of the school curriculum.
- 140 By the end of Key Stage 1 pupils have satisfactory keyboard skills. They can use and control the mouse. Not all pupils are confident in loading and closing programs or in printing their work. Although some evidence is available of computers being used to support work in other areas of the curriculum such as mathematics or English, the tasks are not at a high enough level and do not always challenge the pupils' thinking. With help, the younger pupils record data, such as hair colour and length. The older pupils are less competent at sorting and classifying information and then presenting their findings. Overall pupils' awareness of the potential of computers to enable them to communicate ideas in differing formats, using, for example, text, tables, or pictures is unsatisfactory. Pupils have a less than satisfactory understanding of the potential and uses of information technology in the wider world. Evidence was seen of the younger pupils entering a sequence of instructions for a robotic toy. Although they carried out this task in a satisfactory manner, they did not fully understand the outcome of their actions.

- 141 By the age of eleven a minority of pupils have satisfactory keyboard skills and can word process confidently and accurately. When pupils are asked to change the size or style of font they do so but not at a particularly good speed. Pupils show a degree of uncertainty if asked to import graphics from other programs into word-processed pieces. Over time pupils have not had enough regular access to computers and therefore lack a degree of confidence in saving, locating and retrieving work. Insufficient opportunities have been provided for pupils to use computers to carry out personal study or research in other subjects of the curriculum. Pupils' understanding of how computers can be used to monitor and control events is limited. A small percentage of pupils bring considerable experience and expertise from home and their knowledge is often utilised in helping classmates. However, challenging tasks are not always set for these higher attaining pupils. The pupils have some experience of using computers to produce graphs but not enough use is made of the potential of computers to set up or interrogate databases.
- 142 The progress of pupils over time is unsatisfactory at both key stages. At present at Key Stage 1 pupils are provided with opportunities to use the computer for other curricular related tasks, for control technology and to aid them in the presentation of written pieces of work. However the pupils do not always have the necessary depth of skills to enable them to carry out tasks with speed, precision or confidence. At Key Stage 2 progress is unsatisfactory because over time pupils have again not been taught the necessary skills to enable them to be confident computer users in all areas of the required curriculum. A lack of regular access, appropriate hardware and software and challenging activities hinders progress. Pupils with special educational needs also make unsatisfactory progress.
- 143 Evidence gained during the inspection of observing pupils using computers and robotic toys and through dialogue with pupils, with the pupils shows that pupils enjoy working with information technology resources. Pupils work well together and behave well. Often the more competent pupils are more than happy to help their less confident and less knowledgeable classmates. Pupils persevere even when they do not have the necessary skills to complete tasks but they do however become a little frustrated when they cannot operate a programme.
- 144 Only limited evidence was seen during the week of inspection of the direct teaching of specific skills or the teaching of the whole class. When pupils are working on the computer the teachers often are supportive and provide guidance as to what pupils are to do next. In these instances the teaching often consolidates rather than extends pupils' learning. In a lesson using a robotic toy at Key Stage 1 the quality of teaching was satisfactory. The teacher made appropriate links with geography by setting out a map of the locality and the pupils had to program the robotic toy to pass various local landmarks. Initially the lesson worked well but would have benefited from the setting of more challenging routes of questioning such as "what would happen if.....?". "how can we program the toy to.....?" or "what direction should....?". Although teaching during the week was satisfactory it is clear that over time it has not been at a satisfactory level because the necessary skills have not been taught to pupils. Teachers' planning does not exploit the use of computers in other areas of the curriculum. Dialogue with the co-ordinator outlined the school's intention to teach a specific skill to all the class and then provide opportunities for pupils to practice, refine and improve this skill through regular use of computers. This is an appropriate strategy but it is too recent an initiative to have had a significant impact on raising of standards and is somewhat limited by the availability of resources and the level of teacher knowledge and expertise. The school's commitment to improving resources and level of staff training indicates that the school is appropriately placed to move forward and improve the quality of teaching.

- 145 The co-ordinator has only recently taken over responsibility for the subject. She is knowledgeable and enthusiastic but has not yet had sufficient opportunities to monitor teaching and learning across the school. She has a good grasp of the weaknesses of provision across the school.
- 146 The previous inspection found that standards were in line with national expectations. The efforts that the headteacher and staff put into addressing other issues that the report identified, has resulted in improvements and developments in information technology not keeping pace with national developments.

### **Religious education**

- 147 Religious Education is a strength of the school, which is an improvement since the previous inspection. The pupils' attainment by the end of Key Stage 1 is above the expectations of the Locally Agreed Syllabus and by the end of Key Stage 2 is well above the expectations outlined in the Locally Agreed Syllabus. Progress is good in both key stages and the pupils with special educational needs make satisfactory progress as they move up through the school. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development and to the ethos of the school.
- 148 The pupils gain knowledge of Christianity and many of the other main world religions. In Key Stage 1 they become familiar with both Old and New Testament stories, such as Noah and the Parable of the Sower. They are familiar with the main festivals of the church, for example, Christmas, Harvest and Easter. They demonstrate their understanding of the meaning of prayer, by writing prayers of their own and learn about the importance of prayer in other faiths. Pupils' own prayers, which address issues such as, 'being happy about' and 'sorry about', reflect the classroom discussions they have had on subjects such as the meaning of friendship and special people.
- 149 At Key Stage 2, Christianity, world faiths and other issues are studied in greater depth. Bible stories are studied and the Church and Christianity. The pupils discuss Judaism, Sikhism, Islam, and Hinduism. The school is helping the pupils to understand and accept the beliefs of the different world religions. It is doing this well. In one lesson for example, the pupils were able to wear a Jewish skullcap and prayer shawl and make their own versions of a Torah. They treated these artefacts with much respect. The subject makes a rich contribution to the pupils' personal development. By the end of Key Stage 2 they are able to make informed opinions regarding issues such as, treating people equally, world poverty, and reasons for supporting charities.
- 150 The pupils' attitudes to their lessons are good. They are interested and keen to participate in discussions. They collaborate well when they work in pairs and are able to work independently. Their concentration is good when completing written tasks. In Key Stage 2 they are attentive when their classmates are expressing their ideas and show tolerance and respect for the views of others. The pupils' positive attitudes and good behaviour enrich their learning,
- 151 The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. The teachers all manage their pupils well and have a good knowledge and interest in the subject. They teach with conviction. The resources for the lesson in Judaism were well prepared and introduced. The teachers often make good use of the opportunities provided in religious education lessons for spoken and written work to increase the pupils' literacy skills. Marking is not always used as effectively as it could be to make clear to pupils what they need to do to improve their work.

152 The subject is well led. The co-ordinator has a good grasp of the subject's strengths and monitors colleagues' planning and pupils' work effectively. This has a positive impact on standards. The main weakness in the subject is the lack of artefacts to deepen the pupils' understanding of the world faiths. The school is, however, beginning to build collections of these. Good use is made of the local church as a resource.

### **Art and Design and technology**

153 Pupils of all attainment levels at both key stages make satisfactory progress and their work is at an expected level for their ages in both subjects across the school.

154 At Key Stage 1 pupils work with a range of media including paint, crayon, chalk or pencil. They acquire a satisfactory range of painting and drawing skills and mix paints well to produce different tones. Pupils experiment in the style of famous artists such as Lowry and Mondrian. Work is often linked to ongoing topics and so current examples of work include paintings, drawings, weavings of rainforests, festivals and the local environment. Pupils have experience of printing and use a variety of objects to create repeated patterns. Less evidence was seen of pupils creating texture in their paintings by using tools other than brushes. In design and technology pupils are proficient at making models using recyclable materials. Their cutting and joining skills are at a satisfactory level. Pupils have made different elves' shoes, houses with hinged doors and moving picture cards. When pupils finish their models they assess them to see how they could do better next time. Opportunities are provided for pupils to bake cakes and in these instances pupils' skills in mathematics are put to good use as they estimate and then accurately weigh. Pupils play with a limited range of construction kits but tasks are not always made more challenging by giving the pupils a specific design brief which, for example, restricts the range and number of component parts they are allowed to use.

155 As pupils move through Key Stage 2 they continue to develop skills at an appropriate rate in both subjects and their drawing skills become more refined. Pupils continue to work with a range of media and there are examples of both two and three-dimensional work in clay and fabrics.

156 At Key Stage 2, pupils use a range of printing techniques on both paper and fabric. Opportunities are provided for pupils to look at the work of famous artists and at different periods of time in artistic history such as the Victorians or art in the 1930s. Discussion with pupils however reveals that their knowledge of the life and styles of famous artists is a little hazy. Paintings tend to be of a uniform size and less evidence is available of very large or very small pieces of work that would require using a whole variety of brush sizes and techniques. Tasks in design and technology tend to support work in other areas of the curriculum although there are other examples. Pupils have been asked to design and make a Greek mask, and a Greek temple, paying particular attention to the material that best fits the purpose. Younger pupils have designed and made apple sorting machines, a rack for spice bottles and have designed a book among other tasks. Effective links have been made with science whereby pupils had to build a powered car or a car that used hydraulics. Opportunities for food technology have also been provided. Pupils show a sound understanding of what has worked well or what has not. Photographic evidence shows that pupils show a fair degree of originality in their design and finished products do not always look the same.

- 157 Although a limited number of lessons were observed, discussions with pupils and photographic evidence clearly indicate that pupils enjoy taking part in lessons. They share resources well and demonstrate good levels of concentration and perseverance even when things do not always work out how they intended. Pupils show a good awareness of health and safety issues and take a real pride in their finished work. These positive attitudes make an important contribution to the progress that pupils make.
- 158 The quality of teaching is satisfactory at both key stages. Teachers have satisfactory subject knowledge and use this appropriately to enthuse pupils. Sketch books are used and all teachers appreciate the importance of providing a broad art and design and technology curriculum where pupils can use a wide range materials. Lesson plans do not always follow a consistent format which makes clear what it is pupils are expected to learn. Individual lessons are well resourced. Not all teachers provide enough challenge when pupils are using construction kits. The pupils are asked to build a machine or animal with no specific design brief. As a result there is little challenge or the finished product is not fit for the purpose it was intended. Teaching is at its most effective when pupils are asked to look at the work of famous artists, to appraise it and to work in the style of the artist without actually copying it. This enables the development of skill but also the development of pupils' individual interpretation.
- 159 The subjects are led in a satisfactory manner by a knowledgeable co-ordinator who has had some opportunity to monitor and evaluate practice across the school. Good quality schemes of work outline a wide range of different activities that set out to progressively develop pupils' knowledge and skills. Pupils' prior attainment is built on ensuring that progress is at least satisfactory. The co-ordinator has built up a good quality portfolio in art and a photograph evidence base in design and technology, which act as records of the developing nature of pupils' skills as they move through school. There have not been many visits by pupils to art galleries apart from the Lowry gallery in Salford, and no artists have visited school.
- 160 The last inspection indicated the need for schemes of work to be devised and implemented for both subjects and for the role of the co-ordinator to be extended. All these issues have been addressed and the school is appropriately placed to continue to develop in these areas of the curriculum.

## **Geography**

- 161 Pupils' work in geography at Key Stage 2 is at a higher level than normally found in the majority of schools. At Key Stage 1 work is at an appropriate level for pupils' ages. At Key Stage 1 pupils make satisfactory progress. At Key Stage 2 pupils make good progress. Pupils with special educational needs make satisfactory progress at both key stages.

- 162 At Key Stage 1 pupils acquire a satisfactory range of geographical knowledge and skills. They develop a good understanding of the area in which they live and of notable features and landmarks. They talk and write confidently about the advantages and disadvantages of living in the area. Pupils develop early mapping skills by planning different routes and they use simple compass points to locate direction. They develop a sound knowledge of physical features such as rivers and mountains and understand how climates vary from country to country. The pupils develop a wider geographical perspective by looking at life in a sub-continent village or by examining how life on a farm in England may be very different from farm life in Hong Kong. Closer to home they compare Glossop to Edinburgh and examine reasons why people are more likely to visit Edinburgh than Glossop. They examine life in Tenby during the summer and winter months. In their study of the rain forests pupils explain in a satisfactory manner the consequences of chopping down trees but at the same time balancing these actions with the need for timber.
- 163 At Key Stage 2 pupils acquire geographical knowledge and skills at a brisk pace. They show a good understanding of some of the moral dilemmas posed by local issues such as house building and quarrying and global issues such as pollution and how to improve the environment. Through their study of Kenya, India, and St Lucia they not only find out information about other cities and countries but also gain valuable experiences of other cultures and patterns of living. The pupils use the local environment well. They carry out traffic surveys and have written booklets about Glossop from a geographical perspective. The pupils show a high level of interest and awareness of their immediate locality and have been involved in initiatives such as "streamwatch" which involved analysing the cleanliness of local water. A lot of emphasis has been placed on developing pupils' mapping skills which are of a good standard. Pupils compare modern and ancient maps and confidently use compass points and grid references to locate places of interest. Pupils have a good knowledge of rivers and use vocabulary such as 'estuary,' 'meander,' and 'erosion.' Pupils' knowledge of the position of major world cities is satisfactory. The pupils have developed a good balance of knowledge and skills that has enabled them to look at geography through a local, national and international perspective and also to realise that issues such as pollution, poverty, global warming, tourism and the siting of amenities have moral as well as geographical implications.
- 164 Pupils at both key stages show positive attitudes to work. They take a keen interest in local, national and international places. Pupils are keen to find out new information and take a pride in their work. They are keen to show and talk about what they have been studying. A small number of pupils at Key Stage 1 and Key Stage 2 do not listen attentively enough in lessons and lose concentration. When working in groups most pupils do so with a good level of independence and do not rely too heavily on guidance from adults. Behaviour in lessons is usually of a good standard but occasionally pupils chatter when the teacher is making relevant teaching points and as a result they are unclear as to what to do. Overall however the positive attitudes shown by pupils make a positive contribution to the progress made.

- 165 During the week of inspection the quality of teaching at Key Stage 1 was satisfactory overall but with some good practice in Year 2. At Key Stage 2 the quality of teaching was good. A detailed scrutiny of pupils' books shows that teaching at Key Stage 2 is consistently of a good standard and this has an important impact on the good progress that pupils make. At Key Stage 1 teachers have a sound subject knowledge and expectations are usually but not always appropriate. Planning in Year 2 is of a good standard. In a lesson a robotic toy was used well to move along a simulated local road and the pupils had to program it to stop at local landmarks. In a lesson comparing Glossop to Edinburgh the teacher used questioning well to elicit pupils' level of understanding and struck a balance between teacher talk, question and answer and time to complete the required tasks. At Key Stage 2 teachers show good subject knowledge overall and provide clear instructions so that pupils know exactly what is required of them. In the better lessons lively, enthusiastic teaching keeps the pupils interested. In a lesson on India the provision of a table full of Indian food deepened pupils' understanding of Indian life and culture as well as providing a sense of fun and enjoyment. In a lesson on the siting of new homes the teacher encourages the pupils to think about the moralistic issues of the siting of houses and amenities as well as the geographical implications. This made an important contribution to the pupils' social and moral development. Where teaching is not as good the lessons lack a sense of pace and pupils are not managed in an effective manner. In these instances pupils do not make the progress they are capable of. This is the exception rather than the rule. Computers are not used enough to support and develop pupils' learning in this area of the curriculum. Teachers mark work on a regular basis and it is most successful when areas of improvement are made clear to pupils. This does not consistently happen in all classes.
- 166 The subject is managed well. The co-ordinator has a good grasp of the strengths and weaknesses of the subject. Opportunities to monitor teaching and learning across the school have been provided. The co-ordinator has identified the need to develop her role further by carrying out regular scrutinies of pupils' work. This is appropriate. The school has a good policy statement and scheme of work and these are to be further improved by the inclusion of the Qualification and Curriculum Authority's guidelines in order to ensure that the progress that pupils make is made even more secure. The school has a good range of maps which are used well by staff and pupils. Good progress has been made in this area of the curriculum since the last inspection. The report indicated that pupils did not receive sufficient or regular enough teaching and that it was an under-resourced and under-developed subject. This is certainly not the case now.

## **History**

- 167 Only two lessons took place during the inspection. Further evidence was gathered from talking to pupils, scrutinising their work and the teachers' planning. From this evidence, it is judged that pupils' work is at an expected level at both key stages. This represents an improvement in Key Stage 2 from the time of the last report. Progress for all pupils, including those with special educational needs, is satisfactory at both key stages.
- 168 The pupils in Key Stage 1, have gained understanding of the past and present, from their collections of old and new toys and clothes. They have studied the history of lighting and know the difference between lamps, candles, street lamps and electric bulbs. They talk about the schools in Victorian times and compare them with their own experiences. They have also learned about the lives of famous people from the past, such as Florence Nightingale and Guy Fawkes.



- 169 The pupils in Key Stage 2, with the help of time lines in the classroom develop a much stronger and secure sense of chronology. They place the historical periods they have studied, such as the Ancient Egyptians and Greeks, the Vikings, the Tudors and Victorians in chronological order. They are able to draw upon historical evidence when looking at old photographs, and are beginning to differentiate between fact and opinion. The pupils are provided with opportunities to write empathetically about events in the past, for example, how it felt to be locked in the Tower of London as a hunted priest in Tudor times, or working as a drawer in a cotton mill. They do this well.
- 170 The majority of pupils respond positively to their teachers and show an interest in history lesson discussions. They generally concentrate well when working on individual tasks and work independently.
- 171 The quality of teaching is judged from the scrutiny of books, as both the lessons seen during the inspection, although satisfactory, were taught by supply teachers. Overall, the quality of teaching at both key stages is satisfactory. The work in the pupils' books shows a satisfactory coverage of the national curriculum with due regard being paid to the teaching of historical concepts. The work in the books is usually marked. A weakness in the teaching is that too much reliance is placed on presenting pupils with information on worksheets. They are not being given sufficient opportunities to gain the experience of learning from independent study by researching from a range of text books and computers.
- 172 The subject has been led in a satisfactory manner with opportunities provided for the monitoring of teachers' planning and pupils' books. Areas for improvement have been identified and acted upon This has had a beneficial impact on standards. The main area for development in the subject is the need to improve resources. There is a shortage of historical artefacts and a lack of good quality books in the library.

## **Music**

- 173 Pupils' work in music is at an expected level for pupils' ages at both key stages. Standards have been maintained since the time of the last inspection.. Pupils' progress, including those with special educational needs, is satisfactory. Pupils, in both key stages, sing together as part of the daily act of collective worship. On these occasions the singing is tuneful and lively when accompanied by a CD recording or an ensemble of pupils playing recorders and flute. Music is played every day in assembly and the pupils show their appreciation by listening attentively.
- 174 The pupils in Key Stage 1 recognise basic rhythmic patterns and demonstrate an awareness of beat. They are, for example, able to copy different rhythms either by clapping or using percussion instruments. By Year 2, they maintain speech rhythms and alter the pitch, tempo and volume. They also move in time to the music, the younger pupils, for example, like crabs or jelly fish, and the older ones march well to a steady beat.
- 175 In Key Stage 2, the pupils are able to recognise different rhythms, for example, for a waltz or a march, and can identify some of the instruments when listening to a piece of music. They maintain a steady accompaniment to a song, using the untuned percussion instruments, when working in a small group. The older pupils are able to compose and perform their own raps very successfully.
- 176 Most pupils demonstrate positive attitudes towards the subject. The younger ones know the words of songs by heart and join in enthusiastically with the singing. A majority of pupils listen to music attentively and respond willingly when asked to discuss their reactions and emotions. The class composing their own raps worked with enjoyment and total concentration. Pupils were very willing to practise in order to improve and perform at their best.

- 177 The overall quality of teaching is satisfactory. However, teaching in one lesson observed was excellent. In this lesson the teacher was stimulating, and, by building up the skills sequentially constantly increased the challenge and raised the standard. In other lessons the planning and organisation is less secure, the pace is slow, and, especially in Key Stage 1, the lessons are too long, so pupils lose interest and concentration. The main weakness, however, is the low expectation of the teachers. They do not teach the skills or make enough demands on the pupils. This was particularly apparent in the Key Stage 1 singing practice, where the pupils were not challenged or taught any skills which would lead to an improvement in the quality of their singing.
- 178 All pupils, in both key stages, are given the opportunity to learn the recorder and these pupils play well and are developing a good understanding of notation and are able to read music. Many pupils take advantage of the peripatetic lessons available in school. The school has successfully taken part in music festivals and musical productions. The subject is led effectively by a knowledgeable and enthusiastic co-ordinator who has a good grasp of how the subject is taught across the school.

### **Physical education**

- 179 Pupils' work in physical education is at a level expected of their ages at both key stages. Pupils, including those with special educational needs are making satisfactory progress. These findings are similar to those reported in 1995.
- 180 No swimming lessons were taking place during the week of the inspection, but most pupils are able to swim at least 25 metres by the time they leave school. The pupils are not receiving any outdoor adventure or orienteering experience.
- 181 The pupils in Key Stage 1 move and run in the playground and have a good feeling of space. Their body control and balance is satisfactory. Their skill level with small apparatus is at a level expected. for pupils of this age.
- 182 In the one lesson observed in Key Stage 2, the pupils demonstrated their ability to play safely in pairs and small groups. They are able to move well and dodge in different directions. Most pupils' skills in travelling with and sending and receiving a ball are satisfactory.
- 183 The pupils are generally enthusiastic about the subject, and are keen to participate in the lessons. They listen well to their teachers and are quick to follow instructions. The pupils behave well. In Key Stage 2 they accept criticism amenably and are very willing to practise their skills in order to improve their performance
- 184 Only two lessons were observed during the inspection and the quality of teaching in both was satisfactory. The teachers manage and organise the pupils well. The Key Stage 2 teacher developed the lesson well, using warming up exercises and gradually building up and practising the skills progressively through the lesson. In Key Stage 1, the pupils were allowed time to experiment freely with the small apparatus and not enough direct teaching of skills took place.
- 185 The resources for physical education are mainly new and in very good condition. There is a good flat playing field on the Key Stage 2 site, but the hard play areas for all the pupils are limited. Both the school halls present problems when teaching the subject, because one is too small, and the other has to be used as a classroom.
- 186 The school organises a range of extra-curricular sporting activities for the pupils and participates in competitive matches with other schools. This is helping the pupils to accept rules and play fairly.

## **PART C: INSPECTION DATA**

### **187 Summary of inspection evidence**

- A total of forty hours was spent observing classes, sampling pupils' work and talking to pupils.
- All available co-ordinators and teachers were interviewed;
- A sample of registration periods was observed in both key stages. Discussions were held with the secretary about the procedures for monitoring attendance;
- Pre-inspection meetings were held with staff, governors and parents;
- Discussions were held with the headteacher;
- Parts of some extra-curricular activities were observed;
- Samples of pupils' work were scrutinised across all year groups;
- Pupils from each year groups were heard reading aloud;
- An additional meeting took place with a number of governors
- Frequent discussions were held with pupils about their learning, achievements and views on aspects of school life;
- Inspectors observed break and lunch time behaviour;
- Inspectors attended assemblies for both key stages;
- Additional documentation was scrutinised including long-term curriculum planning and finance documents;
- An inspector made a detailed tour of the sites to inspect the accommodation.

## 1 Data and indicators

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	136	5	22	15

### Teachers and classes

#### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	6
Number of pupils per qualified teacher	22.6

#### Education support staff (YR - Y6)

Total number of education support staff	6
Total aggregate hours worked each week	81

Average class size:	27
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### Financial data

Financial year:	1998/1999
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	£
Total Income	193,175
Total Expenditure	202,366
Expenditure per pupil	1,466
Balance brought forward from previous year	38,559
Balance carried forward to next year	29,368

## PARENTAL SURVEY

Number of questionnaires sent out:

136

Number of questionnaires returned:

29

### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	41	34	7	14	3
I would find it easy to approach the school with questions or problems to do with my child(ren)	52	24	10	7	7
The school handles complaints from parents well	22	37	15	19	7
The school gives me a clear understanding of what is taught	38	48	14	0	0
The school keeps me well informed about my child(ren)'s progress	34	52	7	7	0
The school enables my child(ren) to achieve a good standard of work	54	32	14	0	0
The school encourages children to get involved in more than just their daily lessons	45	34	7	14	0
I am satisfied with the work that my child(ren) is/are expected to do at home	45	52	0	3	0
The school's values and attitudes have a positive effect on my child(ren)	34	38	14	7	7
The school achieves high standards of good behaviour	38	45	3	10	3
My child(ren) like(s) school	61	29	11	0	0