

INSPECTION REPORT

Walton Holymoorside Primary School

Holymoorside, Chesterfield

LEA area: Derbyshire

Unique reference number: 112645

Headteacher: Mr. D. R. Davies

Reporting inspector: Mr. M. Massey
23785

Dates of inspection: 14th – 17th February 2000

Inspection number: 188204

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

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: New Road
Holymoorside
Chesterfield
Derbyshire

Postcode: S42 7EW

Telephone number: 01246 566502

Fax number: n/a

Appropriate authority: Governing body

Name of chair of governors: Mrs. J. Marriott

Date of previous inspection: June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr. M. Massey	Registered inspector	Science; Information technology; Physical education	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well does the school care for its pupils? How well is the school led and managed?
Mr. K. Greatorex	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? (support) How well does the school work in partnership with parents?
Mrs. G. Thomas	Team inspector	Mathematics; Art	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed? (support)
Mrs. R. Webber	Team inspector	English; Design and technology; Geography. Equal opportunities; English as an additional language	
Mrs. J. Young	Team inspector	History; Music; Religious education; Special educational needs.	

The inspection contractor was:

SES
6, Star Corner,
Barby,
Rugby,
CV23 8UD.

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Inspection Quality Division
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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Walton Holymoorside Primary School is situated in the village of Holymoorside near Chesterfield in Derbyshire. There are 299 pupils on roll, 149 boys and 150 girls, taught in ten classes by eleven teachers, nine of whom are full time. The headteacher supports teaching, mainly in Year 6. The school serves the village of Holymoorside, although around 40 per cent of pupils travel in to the school from outside the village. Attainment on entry to the school is above average, although all classes contain pupils with special educational needs as well as higher attaining pupils. Children under five start the school full-time in September if their fifth birthday falls between the 1st September and the 30th April. Children born after this start full-time in January. Twenty children were under five at the time of the inspection. There are 32 pupils on the special educational needs register, around 11 percent of the school population. There are a further two per cent of pupils who have statements of special educational need, which is in line with the local authority average. Very few pupils speak English as an additional language and these pupils do not receive extra support. Thirteen pupils, about 4.5 percent of the school population, are known to be eligible for free school meals, which is below average. The school is on a split site and buildings are in a poor condition. The accommodation is unsuitable for the effective delivery of the National Curriculum. Some classes, at the end of Key Stage 2, are large.

HOW GOOD THE SCHOOL IS

Walton Holymoorside Primary School has succeeded in maintaining high standards over the last four years, when test scores have been consistently above the national average for English, mathematics and science. Bearing in mind that children start the school with above average attainment the overall effectiveness of the school is satisfactory. Attainment against similar schools has dropped this year to below average in mathematics and science but a scrutiny of previous years' scores and the work of the present cohort of pupils indicates that this is a temporary phenomenon. However, there are weaknesses in the standards achieved in information technology. Children under five and pupils in Key Stage 2 make sound progress; consistently good teaching in Key Stage 1 ensures that pupils make good progress. The headteacher has a clear view of the school's strengths and weaknesses and has focused on raising standards in the core subjects. The school manages its budget effectively and takes account of best value principles appropriately. Taking into account the very low income per pupil, the high standards achieved in difficult physical circumstances and the sound leadership and teaching the school gives good value for money.

What the school does well

- There are very high standards in English by the end of Key Stage 2.
- Standards are high in mathematics and science.
- Pupils with special educational needs are well supported and make good progress.
- Relationships are good which encourages a good attitude to school and attendance is high.
- There are high expectations and good teaching methods in Key Stage 1.
- Good assessment procedures have been established in English, mathematics and science.
- The school promotes literacy across the curriculum well.
- The headteacher and staff manage a difficult site very well.
- Parental support for their children's learning is very good.
- Extra-curricular provision is very good.

What could be improved

- Accommodation is inadequate for the effective delivery of the National Curriculum.
- The standards and provision for information technology are unsatisfactory.
- The delegation of responsibility and contribution to school improvement of senior teachers is not good enough.
- High attaining pupils do not make sufficient progress in science in Key Stage 2.
- The school development plan lacks detail and does not effectively evaluate the success of initiatives.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the last inspection in June 1996. There have been good improvements in assessment in the core subjects and assessment is being used effectively to identify what pupils should learn next. The monitoring of teaching has improved well in English and mathematics and co-ordinators monitor policies but apart from English there is no systematic monitoring of teachers' planning. There has been unsatisfactory improvement in developing the role of co-ordinators. They are now clear about their role but are not able to influence provision within the school. Over the last four years the school has improved standards in English and maintained standards in mathematics and science overall. The school is on course to meet its targets.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			Similar schools	
	1997	1998	1999	1999	
English	A	A	A	B	well above average A above average B average C below average D well below average E
Mathematics	A	A	B	D	
Science	A	A	B	D	

Standards for eleven-year-olds have been maintained overall since the last inspection, although there was a dip in 1999. The present cohort of pupils is achieving in line with their abilities. The high level of attainment in English is being maintained and standards are above average in mathematics and science. Standards for very high attaining pupils in science are not high enough at the end of Key Stage 2. The use of assessment data and the monitoring of teaching in English and mathematics is raising standards in these subjects. Standards in information technology are unsatisfactory; the accommodation imposes limitations, some of the computers being used are old and unreliable and there is no co-ordinated purchasing programme. There is insufficient software. In religious education standards are in line with those expected in the agreed syllabus. In history and music standards are higher than those expected in most schools. Standards for children under five are high in language and literacy and mathematics but there is insufficient opportunity for them to fully develop their creative and physical skills. Pupils with special educational needs make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very Good. Pupils are enthusiastic and sustain high levels of concentration and motivation when lessons are well planned. They respond well to high expectations from teachers.
Behaviour, in and out of classrooms	Good. Behaviour is very good at lunchtimes and playtimes. In lessons behaviour is good overall but deteriorates and can become unsatisfactory when teaching lacks pace or expectations are low.
Personal development and relationships	Relationships are very good and pupils are tolerant and patient with others. Pupils' personal development is satisfactory and they regularly help around the school, with older pupils helping younger ones in a variety of ways.
Attendance	Very Good. Pupils arrive punctually and with enthusiasm.

Behaviour in and around the very difficult and unhelpful school sites is very good and pupils display a maturity that is beyond their years. Many pupils arrive at school early and obviously enjoy their time there.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Satisfactory	Good	Satisfactory

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

In the lessons seen 90 per cent of the teaching was satisfactory or better and 55 per cent of this was good or very good. The consistently good teaching in Key Stage 1 results in pupils working hard and attaining high standards. In Key Stage 1 and Key Stage 2 teaching is good in English, reflecting the hard work which the staff have put into this. Teachers are using the National Numeracy Strategy well in mathematics, where there is a clear focus on what children should learn. In science, the teaching of investigation and experimentation is good. In around half of the lessons seen the teaching of children under five was good, although the shortcomings in the teachers' planning and poor accommodation limits opportunities for some children, for example in creative development. The teaching of pupils with special educational needs is good and these pupils achieve well. Teaching was unsatisfactory in around 10 percent of lessons, mainly at the beginning of Key Stage 2. Unsatisfactory teaching is often due to poor pace in lessons and low expectations. The teaching of information technology is unsatisfactory and as a result pupils under achieve in areas like data handling and control technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school does well to provide fully for activities such as physical education and investigations in science in such poor accommodation. The provision for extra-curricular activities is good.
Provision for pupils with special educational needs	Good. Pupils are well supported by visiting teachers, classroom assistants and teachers. They have full access to the curriculum and targets on their individual education plans are appropriate and reviewed regularly.
Provision for pupils with English as an additional language	There are very few pupils with English as an additional language. There is no additional support but these pupils are making satisfactory progress and are well integrated into school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is satisfactory. The provision for pupils' moral, social and cultural development is good and for spiritual development it is sound.
How well the school cares for its pupils	The school takes good care of its pupils.

The school has a good partnership with parents who contribute substantially to their children's learning. It is, however, determined to improve its consultation process with parents. The provision for information technology is unsatisfactory and there are limited opportunities in some areas for children under five, largely due to the poor accommodation. The range of visits and visitors to the school enhances opportunities for pupils and improves their range of experience. The procedures for promoting good behaviour and attendance are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher provides clear direction to the school and is committed to raising standards further. Senior staff support the headteacher well but do not have sufficient opportunity to influence practice within the school.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities efficiently and many visit the school regularly but they do not systematically monitor the implementation of initiatives.
The school's evaluation of its performance	The headteacher and literacy co-ordinator have made a good start in improving the performance of staff through monitoring teaching in English and mathematics, although this has not yet been implemented for other subjects. Good use is made of assessment in English, mathematics and science to target pupils' learning and raise standards.
The strategic use of resources	Satisfactory.

The headteacher values the efforts of staff and is committed to improving his own professional knowledge and practice. The school development plan accurately identifies relevant priorities but lacks detail. Resources are inadequate in information technology. Accommodation is unsatisfactory for the effective delivery of the National Curriculum. The staff work wonders to maintain standards in such circumstances.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like the school and make good progress. • Behaviour in the school is good. • The teaching is good. • The school expects their children to work hard. • The school helps their children to become more mature. 	<ul style="list-style-type: none"> • Their children getting more of the right kind of work. • Better information about how their child is getting on. • Providing a more interesting range of activities. • The school working more closely with parents.

The inspection team largely agrees with the parents' positive comments about the school but finds that teaching in Key Stage 2 could be improved. The inspection team did not judge that there were weaknesses in many of the areas which parents would like to see improved. Pupils did, overall, receive the right kind of work but unsatisfactory teaching in some lessons meant that they did not progress as well as they could have.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The 1999 end of Key Stage 2 test results show that when compared to all schools standards are well above average in English and above average in mathematics and science. When compared to similar schools standards are above average in English and below average in mathematics and science in 1999. A scrutiny of the school's results over the last three years shows that in 1997 and 1998 test scores were in line with those for similar schools. This is because the school invested maximum time and effort into implementing the National Literacy Strategy and establishing a monitoring and assessment system. Consequently a smaller than usual proportion of pupils attained at the higher levels in mathematics and science in 1999. This has now been rectified for mathematics and assessment is starting to bring an increased focus on science, which is included in the school development plan. Over the last four years the schools' standards have improved broadly in line with national standards. However, standards in English have improved well during this time and this is due to the increased focus both through the National Literacy Strategy and through the high priority given to the subject by the school. National test results for Key Stage 1 show that standards are well above average in reading, writing and mathematics when compared to all schools. When compared to similar schools standards are well above average in reading and mathematics and above average in writing.
2. Children under five enter the school with above average attainment. By the time they are five most children attain the levels expected for children of their age. In language and literacy children attain above the expected level, developing their early reading and writing skills well. They make sound progress in mathematics, attaining above the expected levels, increasing their confidence in number work and gaining in mathematical vocabulary. Their knowledge and understanding of the world is good and children relate their learning to their own lives and talk freely about events that are important to them. Children make sound progress in their personal development. They behave well and are eager to take part in activities.
3. The inspection team found that in Key Stage 2 standards in English are well above average and in mathematics and science are above average. In Key Stage 1 standards are above average in English, mathematics and science. Standards in information technology are below average in both key stages. In music and history standards are above average. In all other subjects standards are average. Attainment in religious education is in line with the standards set out in the locally agreed syllabus. Over the last two years the school has worked very hard to implement the National Literacy Strategy and raise attainment in English. This initiative has been supported through rigorous monitoring of teaching and standards by the headteacher. As a result standards have risen and work continues to be of a very high quality. This approach is now being extended and used effectively to raise standards in mathematics throughout the school. Pupils respond well to the structured approach to learning and as a result work hard on challenging tasks. The one area where standards fall below pupils' abilities is with the very high attaining pupils in science at the end of Key Stage 2. These pupils do not reflect sufficiently on their work, look for areas for improvement in both their methods of carrying out experiments or of drawing detailed and reasoned conclusions. However, the very poor accommodation and income per pupil imposes considerable limitations on staff and has a negative impact on standards. This is particularly noticeable in science, where the use of experimental and investigative work with 40 pupils in Year 6 is very difficult to organise and manage. In English pupils make slow progress in developing their library skills because the school has no proper library.
4. Pupils with special educational needs are well supported by teaching staff and classroom assistants. They make good progress against the targets set out in their individual education plans. Classroom assistants work well with teachers and the good support given to pupils, for example in mathematics and science, enables them to participate fully in lessons. Higher attaining pupils make good progress overall in the core subjects of English, mathematics and science. In contrast to national trends the achievement of boys is at least in line with girls and in mathematics it is higher. For both boys and girls attainment is well above the national average overall in the core subjects of English, mathematics and science. The very small proportion of pupils with English as an additional language are well integrated into the school

and make good progress.

5. The targets set by the school and agreed by the local authority are challenging and aimed at maintaining the present high standards. Teachers, led effectively by the headteacher, have analysed the results of national tests and set pupils further assessments in order to target learning more effectively. This has resulted in pupils being grouped for work in English and mathematics within their classes. Each group has different targets, depending on the ability of the pupils, and this information is being used effectively to monitor pupils' progress and set consistently challenging targets. This system has recently been established for science and is beginning to raise standards for higher attaining pupils, although teachers do not always expect enough of the very high attaining pupils in Key Stage 2.
6. Pupils make good progress developing their literacy skills. Pupils are articulate and confident. They are enthusiastic readers and have a good understanding of what they have read. In writing, pupils make good progress. By the age of eleven they write independently using paragraphs and writing for different purposes. Pupils use their literacy skills well in other subjects like history and design and technology, showing a good understanding of specific vocabulary. This is because the school is strongly committed to promoting literacy across the curriculum. The National Numeracy Strategy is having a positive impact on standards in mathematics. By the time they are eleven pupils have good numeracy skills. They work accurately to three decimal places and have a good recall of number facts and their tables, which they use effectively in other areas of work, for example problem solving. Their skills are further developed in subjects like art and music. In design and technology pupils make good use of their mathematical skills when designing and making model bridges.
7. Taking into account that pupils attainment on entry to the school is above average pupils achievement overall is satisfactory. The achievement of pupils with special educational needs is good.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to learning are very good. They are enthusiastic about their work and eager to succeed as seen in Year 2 science. They sustain high levels of interest and concentration because teachers plan tasks that interest and motivate pupils. Pupils are encouraged to express their ideas and opinions as shown by Year 5 pupils during their work in English exploring the difference between myths, legends and fables. Pupils respond to the high expectations with confidence, enthusiasm and enjoyment.
9. Behaviour continues to be consistently good and this confirms the views of parents. When they come to school, in assemblies, at lunchtimes and at playtimes, virtually all pupils show that very high standards of behaviour are achieved. In lessons behaviour is generally at least good except when teaching lacks pace or when management of pupils is weak as in Years 3 and 6. Pupils move around the school, even in the narrow stairways and confined cloakroom areas, in a quiet and orderly manner and have a very clear understanding of the standards expected of them. During the inspection there was no evidence of bullying or lack of respect for school property. There were no exclusions during the last school year.
10. Relationships in the school are very good. Pupils form constructive relationships with each other and with adults. They work co-operatively together, demonstrating that they will listen with interest to each other and try to understand the other persons' point of view. Pupils play together well in the confined play areas. All pupils consistently demonstrate patience, tolerance and understanding for others.
11. Pupils' personal development is satisfactory. The school provides opportunities for pupils to show initiative and take responsibility and they demonstrate that the trust is well placed. Pupils regularly perform jobs within the classroom and around the school. As pupils progress through the school greater degrees of independence are encouraged. Older pupils regularly help the younger ones in a range of different ways. All pupils are eager to be involved in fund raising for charities.
12. Attendance at the school continues to be very good. There is virtually no unauthorised absence. Punctuality is very good. Virtually all pupils are punctual, many arriving early. They

come happily to school, eager and ready to learn enabling the school to make a prompt and efficient start to the school day.

13. The very positive attitudes to learning, very good relationships, high standards of behaviour and the opportunities for personal development are important strengths of the school and have a positive effect on the quality of teaching and learning.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is satisfactory overall and has been maintained since the last inspection. In the lessons seen around 90 per cent of teaching was satisfactory or better, with 55 per cent of this being good or very good.
15. The quality of teaching in Key Stage 1 is consistently good. No unsatisfactory teaching was seen in this part of the school. As a result teaching has a good impact on pupils' learning and attainment is high. The majority of the unsatisfactory teaching occurred at the beginning of Key Stage 2. The unsatisfactory teaching in Year 6 is influenced by the large class size and the difficulty, for example in science, of pupils carrying out practical activities in a limited space.
16. The teaching of children under five is satisfactory. In half of the lessons seen teaching was good and there was no unsatisfactory teaching. However, the teachers' planning does not always ensure that children of different attainment are successfully challenged. Although assessment opportunities are indicated in the planning, there is not enough detail to show exactly what will be assessed. There are good relationships in the class and the teacher expects children to behave well. Children are encouraged to develop their personal skills effectively during daily routines. Opportunities are limited by the accommodation, design and organisation. The poor accommodation also limits opportunities in language and literacy, mathematics, creative development and physical development. This has a negative impact on children's learning. The teacher has successfully adapted the National Literacy and Numeracy Strategy to the needs of younger children and children achieve well in these areas. There is good provision for children to learn about themselves and their environment and they talk happily about daily activities, such as a visit to the supermarket. The teacher encourages an imaginative response during creative activities and children are presented with good opportunities to develop this area of learning through, music and role-play.
17. In Key Stage 1 and Key Stage 2 the headteacher and teaching staff have targeted their efforts on improving teaching in English. This approach is proving effective as standards are improving in these core areas. Teaching in English is good and teachers consistently promote key skills in areas like reading and spelling. This is reflected in the very good scores that pupils' attain in the end of key stage results. The school is now working hard, and successfully, to implement the same targeted approach to the teaching of mathematics and investigations in science. The good work which the school has done on improving assessment, particularly in English and mathematics is improving teaching through the careful grouping of pupils and setting work at appropriate levels. In mathematics, teachers' subject knowledge in Key Stage 1 is good and teachers give clear explanations to pupils.
18. The importance which the science co-ordinators and staff have given to the teaching of investigations ensures that pupils achieve well in this area. Teachers stress the importance of accurate recording and the very good quality of work seen in the scrutiny of pupils' books shows that they have a clear understanding of scientific methods. Teachers' subject knowledge is good in English and sound in mathematics and science.
19. The teaching of information technology is unsatisfactory. Although the medium term planning shows a full coverage of National Curriculum Programmes of Study this is not reflected in teachers' short term planning. There is not a co-ordinated approach to improving teachers' subject knowledge or the systematic development of core skills, for example in data handling. The poor standard of equipment and limited programs are a significant contributory factor. The teaching of religious education is good in Key Stage 1 and sound in Key Stage 2. The quality of teaching in music is good. Specialist teachers are used well to improve pupils' performance and there is good support for non-specialists through the medium term planning.

20. The teaching of the basic skills, such as phonology and mental arithmetic, is good in both key stages and consequently pupils achieve highly in areas such as reading and writing. Good overall planning leads to some very good links between subjects. This gives pupils plentiful opportunities to reinforce and extend their mathematical and language skills in lessons like geography and design and technology. Teachers know how well pupils are progressing through the good day-to-day assessment which goes on throughout the school. Good plenary sessions in subjects like science give teachers good information about pupils understanding and are used well by some teachers to extend and reinforce learning. In Key Stage 1 teachers have a high expectation of pupils behaviour and make good use of time and resources. Lessons are conducted at a brisk pace with challenging activities and as a result pupils work hard. Some excellent examples of homework were seen in history with the work on the Victorians at the end of Key Stage 2. Homework is used effectively to support learning in other subjects like English and mathematics.
21. The unsatisfactory teaching seen was mainly due to two things: a lack of pace and low expectations. Some lessons are timetabled to last too long and consequently teachers fill the time and the pace of the lesson is poor. Pupils then lose concentration or work at a much slower pace than they are capable of. Linked to this is the low expectation of behaviour in some lessons with pupils not paying enough attention to what the teacher is saying. In these lessons pupils are insufficiently challenged and they lose interest, working slowly and with a lack of intellectual effort.
22. The teaching of pupils with special educational needs is good. The visiting support teacher is very aware of pupils' individual needs and pupils look forward to working with her. Individual education plans are in place for all pupils and staff meet every half-term to discuss pupils' progress and set new targets. The targets on pupils' individual plans are clear and discussed with pupils. Classroom assistants provide valuable support to the class teacher and work well to support pupils in small groups and individually.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

23. The school offers a well-planned curriculum. Despite the constraints and serious limitations imposed by the unsatisfactory accommodation, the school successfully provides a broad and well balanced range of learning opportunities for its pupils and complies with statutory requirements. Since the last inspection, improvements have been made in the quality of learning opportunities offered to pupils by:-
 - using information from regular assessments of what pupils already know, understand and can do when planning the next stages of learning;
 - setting specific targets for learning, particularly in the core subjects of mathematics and English.
24. In Key Stages 1 and 2, the curriculum is based solidly on the requirements of the National Curriculum and the school allocates time to ensure adequate coverage of all subjects and of religious education. The National Literacy Strategy has been well introduced and this has had a positive impact on learning and on the use pupils make of literacy skills across the curriculum. The school has introduced the National Numeracy Strategy and, although the strategy has not had time to fully bed down and become established practice throughout the school, there are encouraging signs that it is having a positive impact on teaching and learning. The curriculum for under fives is satisfactory overall, but in some areas, inadequacies in the building impede curricular alignment with the nationally laid down requirements for children in this age group. Sound provision is made for most areas of learning for under fives, including for literacy and numeracy. However, curriculum plans for creative and physical development fall short of providing an adequate range of learning experiences to enable children to meet the expected outcomes by the time they are five. Consequently, although children under five make satisfactory progress in creative and physical areas of learning their opportunities are limited. Throughout the school, all pupils have equal access to the curriculum.
25. There are sound and often good policies for all subjects of the curriculum. With the exception of art, all subjects are supported by schemes of work based on national guidance and reviewed and updated annually. These provide a good framework for the steady acquisition of skills

knowledge and understanding and the scheme of work for science builds very effectively on pupils' prior knowledge and leads to good learning and high standards of attainment in science. The lack of a scheme of work for art is reflected in the uneven progress pupils make in the subject. The school's curriculum plans provide a broad overview of provision and give a clear indication of the subjects to be covered.

26. Overall, medium term planning is thorough and incorporates good plans for teaching literacy, numeracy and science. Planning for other subjects varies from an outline of the topic to be covered in each subject to detailed notes of each week's work. Short term planning is good and, particularly for literacy and numeracy, provides clearly identified learning targets. However, planning is flawed because the school's daily programme includes some over-long lesson periods and teachers' planning takes little account of this. As a result, some lessons continue for too long and lack a sense of urgency; the pace of learning is too slow and sometimes pupils' lose interest. A strength of the medium term planning is that it is informed by the good quality assessments which teachers make at the end of each half term in order to ascertain the level of skill, knowledge and understanding that pupils have gained. The school's cycle of assessment and planning is effective in ensuring that the work pupils are given to do is well tailored to their individual learning needs.
27. Throughout the school, and particularly in Key Stage 1, there are good arrangements for teachers who teach the same age groups to collaborate in their medium term planning. In Year 2, teachers liaise well to provide good learning opportunities across the curriculum for their pupils. In the two joint reception and Year 1 classes, teachers work to their curricular strengths, regrouping pupils into single age group classes for literacy and numeracy sessions. These effective arrangements are a strong feature of curricular provision in Key Stage 1.
28. A weakness in curricular planning, outstanding from the previous inspection, is that subject co-ordinators do not have the opportunity to monitor curriculum planning or delivery. The school made initial efforts to address the weaknesses but its efforts were not maintained and the weaknesses persist. Medium term plans are not checked against schemes of work to ensure progression and continuity in pupils' learning. The delivery of the curriculum in the classroom is not monitored by co-ordinators to ensure full coverage of the school's curriculum and of the nationally laid down requirements for children under five and for pupils in Key Stages 1 and 2.
29. Good provision is made for pupils with special educational needs. Pupils are identified accurately and individual education plans with clear and achievable targets are established. Pupils are well supported during lessons like mathematics and science and this enables them to access the full curriculum successfully. Some pupils are withdrawn for extra support by a visiting teacher. These pupils receive good teaching and make good progress.
30. The curriculum is enriched by a wide range of visits and visitors which add considerably to the breadth and quality of pupils' learning. Shortly before the week of the inspection, pupils in the reception/ Year 1 classes had visited a large shopping centre. The purpose of the visit had been to give pupils opportunities to experience a range of different ways of travelling, including by train, bus and escalator. This had added relevance to their scientific work on forces and promoted their understanding of different types of journeys; a topic being followed in religious education. Pupils throughout the school visit places of historical and geographical interest. The school has cultivated good links with the local community and the numerous visitors to the school include members of the Derbyshire County Cricket squad, local clergy and members of local community and business enterprises. Relationships with other local schools are good; curricular opportunities at Walton Holymoorside have been enhanced by the science expertise and resources of the local secondary school and this has had a beneficial impact on the progress pupils make in science.
31. The school makes good provision for extra curricular activities and offers a wide range of sporting, musical and other clubs for pupils during the lunch time break and after school. Pupils respond enthusiastically and extra curricular activities are well attended by boys and girls. For instance, during the week of the inspection, in excess of seventy pupils attended the choral club which was held after the end of the school day.
32. The school makes appropriate provision for pupils' personal development. There is no regular programme of personal and social education, incorporating drugs education. Nevertheless, the school's ethos promotes values of respect, tolerance and responsibility and in the day-to-day life of the school, pupils are encouraged to exercise responsibility and initiative. For instance,

during the week of the inspection, pupils from Year 4 efficiently and independently organised seating for choir practice. Pupils have a considerable degree of self control; this is evident as they move between and within the school buildings and in particular as they approach or leave the school hall using one of the hazardous flights of stairs which give access to the hall. The annual residential visit to a study centre in North Wales provides a very good opportunity for personal development for pupils in Year 6. From time to time during the school year the local policeman and school nurse visit the school to promote personal safety and healthy living. The school has an adequate sex education policy.

33. Provision for pupils' moral and social development is good. Pupils' social development is well promoted through the house system, through club and group activities and through pupil-led initiatives to raise money for good causes. The hall is too small to enable all the pupils to assemble together at the same time, and therefore the opportunity to be part of a large social gathering is outside the experience of the pupils. Nevertheless, in the smaller assemblies that are arranged for one or more year groups, pupils' spiritual development is appropriately nurtured. Since the previous inspection, the range of cultural experiences on offer has been extended to encompass an enriching range of cultures and faiths; provision for cultural development is now good. A very strong element in the cultural provision is the curricular and extra curricular opportunities for music making, which include class lessons, instrumental lessons, choir, band and African drumming workshops. A large number of pupils are involved in music making and the opportunities provided make a significant contribution to the quality of education the pupils experience.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school continues to provide high quality support and guidance and effectively promotes the welfare of pupils in a caring and stable environment. Staff continue to be successful in promoting high standards of good behaviour. The behaviour policy is consistently applied by all staff, many of whom were seen to pre-empt incidents of possible misbehaviour with firm, calm intervention thus maintaining good control.
35. The school has very effective systems in place to monitor and promote attendance. Registers are marked speedily, correctly and efficiently at the start of the school day and after lunch. All absences are properly noted and contact made with parents to justify the absence. Annual figures for attendance are correctly aggregated and properly reported in the governors' annual report to parents but are not included in the school prospectus.
36. Child protection continues to be handled very effectively. All staff are aware of the need for vigilance and the steps to take if suspicions are aroused.
37. Health and safety is well promoted in the school. Potential hazards are identified and remedial action taken where appropriate. All staff are safety conscious and watch for the security of the children. Hazardous materials are kept securely away from pupils. The site continues to provide the greatest risk. While the school is split between two sites safety and security will continue to be a major concern. Overall, staff work hard to create a caring environment where the well-being of pupils is promoted very effectively.
38. Since the last inspection the school has made good progress in improving assessment procedures. In English and mathematics assessments are used to group pupils in order to target their learning more efficiently. In science, a similar system has recently been introduced and is working effectively but has not yet influenced future planning. There is no formal assessment in information technology, which is a weakness, and the school does not set relevant targets for pupils' learning. Systematic assessments are used effectively in religious education. The results of national tests are analysed to identify areas for improvement and optional tests are now being introduced throughout Key Stage 2 in order to improve performance at the beginning of the key stage. This is a good initiative.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents confirm that the school has many strengths. Almost all parents feel comfortable about approaching the school with a problem. They believe that their children like school, are being helped to become more mature, are expected to work hard and are making good progress.

However, some parents expressed concerns about information provided by the school about their children's progress and the way that the school works with them.

40. Parents and other adults are encouraged to become involved in the life of the school and many respond enthusiastically by participating in a range of activities. Many help regularly within the classroom and around the school as well as on trips and sports days. Helpers are deployed effectively, they are given clear directions and their help is well structured. In addition parents are very supportive of the work that their children are expected to do at home. There is a very active Parent and Staff Association which organises a range of fund raising activities in support of the school. The school values highly the contributions made by parents which materially enhance the children's learning and personal development.
41. Parents are well informed about the school and their children's activities and progress through a good quality range of letters, newsletters, reports and meetings. Reports to parents are of a good standard and give much detailed information about what the children can do and the progress they have made. They make clear to pupils what they need to do to improve. The format, however, is cramped and extra space would make reading them much easier. Parents at the meeting confirmed that there are good opportunities to visit the school to talk to teachers during four evening meetings each year. In this area of its operations the inspection confirms that the school provides good quality information and access to parents.
42. The school acknowledges the need to develop a more effective consultation process with parents and is committed to developing this.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The headteacher provides sound leadership overall. He gives a clear educational direction to the school and has been particularly effective, in raising expectations amongst staff and standards in English. The headteacher has established good relationships with the local community and amongst parents with the result that many parents come to help in the school. He is committed to providing a rich and varied curriculum and works hard to encourage a range of extra-curricular activities and visits, which is a strength of the school. He values the efforts of staff and they attest to the positive impact that he has on staff morale. The deputy headteacher works closely with the head to ensure the smooth running of the school and they meet weekly to prioritise issues for staff meetings and discuss curriculum development. The headteacher has recently attended a course for serving heads in which he has analysed his own strengths and weaknesses. He is very positive and enthusiastic about the outcome and is working on areas that he has identified as needing improvement in his own performance. This has given added drive and impetus to planned developments in the school, as well as successfully raising the headteachers' own professional knowledge.
44. The special educational needs co-ordinator provides sound guidance to staff. She ensures that the school policy meets all the necessary requirements. The governing body have appointed a governor with responsibility for special educational needs and they have a clear view of provision within the school.
45. Governors, through regular visits to the school to talk to the headteacher, working in classrooms and receiving regular headteacher reports have a good understanding of the strengths and weaknesses of the school. The governing body is not sufficiently involved in appraising the work of the headteacher and systematically monitoring provision through focused school visits. They are very supportive of the work of the school and committed to improving standards and particularly to improving the accommodation. This has taken up a considerable amount of their time over the past four years. Letters have been written to central government and numerous meetings held with local authority and other representatives. They are right to identify this a priority for the school. The present accommodation is unsatisfactory for the effective delivery of the National Curriculum. This is particularly noticeable in science, information technology, physical education and through the lack of provision for a library and collective acts of worship. The accommodation adversely affects lunchtime provision and particularly the education of the pupils whose classroom is the dining hall. The split site and dining arrangements use up valuable headteacher and staff time and energy in moving pupils around the site and ensuring that they are safe. Timetabling is affected due to the problem over dining arrangements. It is a tribute to the headteacher and staff that the school functions as well as it does. The governing body fulfils its' statutory duties

well

46. The aims and values of the school are reflected in the good relationships formed within the school and community and the commitment to improve standards, particularly in English, mathematics and science. This is illustrated by the good system which the headteacher has established for monitoring the quality of teaching. The monitoring carried out by the headteacher and literacy co-ordinator in English and by the headteacher in mathematics is of a high quality. Clear analysis of lesson strengths and weaknesses is supplemented by action points to improve teaching performance. This is improving teaching and standards in many areas but has not improved teaching performance at the beginning of Key Stage 2. Although statutory appraisal has not taken place recently, the monitoring carried out by the headteacher and the professional discussions which follow have effectively supported school development. Discussions with co-ordinators and their attendance on course for further professional development also contribute soundly to the process of individual development.
47. The school development plan accurately identifies priorities for improvement in a realistic time scale. Sound financial planning effectively supports developments. The plans are written by the headteacher in close consultation with staff and governors and they include most of the areas for improvement identified by the inspection team. The development plan does not delegate actions for improvement sufficiently to curriculum co-ordinators and senior managers. In this respect there has been unsatisfactory improvement since the last inspection. School records show that immediately following the last inspection increased delegation took place but this stopped when the additional funding following inspection was spent. The development plan also lacks detail, for example about the activities that are needed to ensure that priorities are achieved in the given time scale. The school does not evaluate the success of developments rigorously. Financial management is good. Information technology is used to support financial planning and weekly budget statements and reconciliations are carried out. The present headteacher has turned around a significant deficit budget to one that now shows a carry forward. Given the very low income per pupil this reflects extremely prudent financial planning. Some of the carry forward has already been used to provide extra classroom support. The remainder is intended to support increased monitoring by co-ordinators and increased spending on information technology.
48. There are satisfactory levels of resources in most subjects. The exceptions to this are science and information technology, where resources are unsatisfactory. Library provision is also unsatisfactory but the present accommodation does not allow for significant improvement in this area. Staffing is satisfactory overall. There is a high level of classroom assistant support available. At present the headteacher supports learning for around half of the week. He spends a considerable amount of time supervising pupils at lunchtimes to ensure their safety. This produces a heavy workload for the headteacher but is raising standards at the end of Key Stage 2 and ensuring a safe and harmonious lunchtime. The school does not have the capacity to offer initial teacher training in the present buildings.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. In order to improve the quality of education offered by the school the headteacher, staff and governors should:
- (1) Make every effort to improve the unsatisfactory accommodation, which is limiting pupils' achievement in a number of subjects by:
 - bringing this report to the attention of the local authority;
 - ensuring that any bids for new accommodation include references to shortcomings in the present accommodation;
 - ensuring that any new accommodation has sufficient facilities to enable information technology to be taught effectively;
 - ensuring that pupils have access to a library.(paras: 3, 9, 15-6, 23, 41, 45, 48, 54, 56, 58, 64, 75, 94, 96, 100-01, 107, 130, 141-2)
 - (2) Improve standards in information technology by:
 - ensuring that medium and long term planning covers all the areas of the National Curriculum;
 - monitoring the short term planning to ensure that sufficient time is allocated to the subject;

- monitoring teaching and learning to ensure that all pupils have access to the full curriculum;
 - establishing a scheme for purchasing hardware which ensures compatibility and enables the co-ordinated purchase of software;
 - organising further training for teachers to develop their skills systematically.
(paras: 3, 19, 38, 47-8, 118, 125-30)
- (3) Ensuring effective delegation to senior teachers in order that they can effectively influence developments within the school by:
- introducing a system of monitoring of teaching, learning and planning which fully involves senior staff;
 - receiving written accounts of monitoring which identify strengths and weaknesses;
 - identifying actions needed to remedy weaknesses and monitor the outcome of these actions;
 - devolving budgets to subject co-ordinators, making them accountable for their spending.
(paras: 28, 47, 84, 96, 101, 113, 119)
- (4) Improving standards for higher attaining pupils in science in Key Stage 2 by:
- using assessments to target pupils' future learning and track progress;
 - ensuring that marking gives clear indication of how pupils can improve and raises pupils' expectations that their recording of the results of investigations should be more detailed and reflective;
 - monitoring teaching and learning to ensure that teachers' expectations are high enough.
(paras: 3, 5, 7, 97-8)
- (5) Improve school development planning to ensure that developments are carefully planned and improve provision by:
- Identifying actions needed to implement developments in a given time scale;
 - delegating specific actions to senior staff;
 - ensuring that success criteria are measurable, whenever possible;
 - evaluating the impact of developments.
(para: 47)

Other less important issues which should be considered by the governors for inclusion in the action plan.

- Ensure that formal appraisals of staff are carried out. (para: 46)
- Improve planning to increase provision for children under five in creative and physical development. (paras: 24, 62-4, 65-6)
- Review timetabling to ensure that no lessons are allowed to run for too long. (paras: 21, 26, 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9.5	46	51	8	1.5	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	299
Number of full-time pupils eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	22	28	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	21
	Girls	27	27	28
	Total	45	45	49
Percentage of pupils at NC level 2 or above	School	90(94)	90 (94)	98 (94)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	22	22
	Girls	27	28	28
	Total	46	50	50
Percentage of pupils at NC level 2 or above	School	92 (94)	100 (94)	100 (94)
	National	82 (80)	86 (84)	87 (85)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	16	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	18	19
	Girls	14	12	15
	Total	34	30	34
Percentage of pupils at NC level 4 or above	School	92 (86)	81 (76)	92 (88)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	20
	Girls	14	14	15
	Total	34	34	35
Percentage of pupils at NC level 4 or above	School	92 (86)	92 (83)	95 (91)
	National	68 (65)	69 (65)	75 (71)]

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	
Black – African heritage	0	
Black – other	0	
Indian	0	
Pakistani	0	
Bangladeshi	0	
Chinese	0	
White	0	
Other minority ethnic groups	0	

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	26
Average class size	29.9

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	123

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	362676
Total expenditure	345534
Expenditure per pupil	1217
Balance brought forward from previous year	5652
Balance carried forward to next year	15020

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	287
Number of questionnaires returned	144

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	35	4	0	2
My child is making good progress in school.	43	47	6	1	3
Behaviour in the school is good.	51	42	3	1	3
My child gets the right amount of work to do at home.	39	41	16	3	1
The teaching is good.	49	45	3	1	2
I am kept well informed about how my child is getting on.	25	51	19	5	1
I would feel comfortable about approaching the school with questions or a problem.	59	27	10	2	1
The school expects my child to work hard and achieve his or her best.	60	35	3	1	1
The school works closely with parents.	26	51	10	9	3
The school is well led and managed.	41	40	4	3	13
The school is helping my child become mature and responsible.	44	46	3	1	6
The school provides an interesting range of activities outside lessons.	38	38	13	6	5

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

50. At the time of the inspection, there were 20 children in the separate reception class who were under five years of age. The majority of children attend nursery or playgroup before they come to school.
51. Since the previous inspection, the provision for children under five has improved and recently steps have been taken to plan the curriculum based on the Desirable Learning Outcomes. This planning is in the early stages of development and does not identify clearly how different tasks are designed to match the learning needs of children of different ability levels. Assessment forms part of this curriculum design. The assessments of individual children build into a profile that is the start of a school assessment folder. At present it is difficult to identify how the planned tasks are to be assessed in the short term. Reception children are assessed formally when they start school using the school's chosen baseline assessment. The assessments show that the majority of children are above average ability when they start school in language and literacy, mathematics and personal and social education. By the time they are five, most children attain the expected levels in physical and creative development, with a significant number achieving a higher level in language and literacy, mathematics, knowledge and understanding of the word, and personal and social education. Those children with special educational needs are identified as early as possible and the staff carefully monitors their progress.
52. The staff complement work well together. Relationships within the reception class are good. This ensures that the children are happy, secure and make steady progress. The value that is placed on them and their individual contributions at work and play means that they quickly gain confidence and have an extremely positive attitude to school.

Personal and social development

53. Personal and social development is promoted effectively because the ethos, which permeates the school, enables children to quickly appreciate the values, which are shared. As they are slowly introduced to school routines, a caring and supportive atmosphere makes them feel safe, happy and secure and most settle extremely quickly. Strong relationships exist at all levels and adults pay a great deal of attention to the special needs of individual children. This helps them quickly gain greater confidence in their work and play. The majority of children are eager to take part in activities. Behaviour is good as the children learn to share and take turns. They treat equipment with care and put things away willingly. This aspect of independence encourages children to make choices for themselves and be responsible and caring for the things they use. Praise is used effectively to develop the children's knowledge, skills and understanding.
54. In their self-help skills, reception children are making satisfactory progress. Sometimes however, the children have limited opportunities to set out and tidy away their own equipment because of the limited space, organisation and design of the classroom. They slowly learn to fasten buttons and zips and put their shoes on the right feet. Teaching in this area is satisfactory. Adults are caring and supportive. Generally, the children are well managed, and this is underpinned by the secure relationships. Good provision is made for children with special educational needs and these children are well integrated into the class. Adults and children are clear about expectations for behaviour. The strong focus put on personal and social development in activities and daily routines makes a positive contribution to the children's overall progress.

Language and Literacy

55. Many children have attained beyond the expected level by the time they are five in language and literacy and are ready for Key Stage 1 of the National Curriculum. An effective emphasis is placed on the development of language in all aspects of children's work and satisfactory progress is made. Those children with special educational needs are well supported in their learning and make good progress.

56. Good opportunities are created for the children to role-play and explain what they are doing as they choose a holiday destination in the Travel Agents and decide their mode of transport. They “write” for pleasure when making train tickets, booking flights and ferry crossings. The quality of questioning by adults helps to focus the children and extend their ideas further. They are encouraged to read, write and talk about their daily tasks. Their early reading and writing skills are developing well as they share stories and organise their own games. They gain a wider vocabulary through talking to each other and answering their teachers’ questions. As they are encouraged to explain their needs in many different situations, they use words with increasing confidence. The children enjoy joining in with favourite rhymes and stories and handle books with care. Most children have a growing understanding that print carries meaning, with many reading their own books with confidence and accuracy. The beginnings of the Literacy Strategy have been introduced successfully by the teacher. She offers the children many opportunities to discuss how to remember the alphabet, match words and write individual letters successfully. However, because the classroom is small, the amount of available floor space for whole class story and carpet sessions is extremely limited. The children are cramped as they sit on the floor and it is almost impossible to have the on-going linked practical activities normally offered to young children to develop reading, writing and problem solving skills further. This has a negative impact on their attainment and progress overall.

Mathematics

57. A significant number of children attain higher than the expected level in mathematics by the time they are five years of age. Most children make satisfactory progress.
58. The children play number games and begin to develop their knowledge of number by counting, sorting and matching bricks, shapes, dominoes and toys. They count and order tickets, passports and luggage in the Travel Agents. Others compare the price of holidays and choose the best bargain. During games, familiar objects are sorted and threaded by colour, shape and size. The children use a range of simple mathematical terms as they sort and compare containers in the sand and learn how to tell when a container of water is empty or full. Others learn why the half-full bucket of dry sand does not make a very good sand pie. Most children participate in number rhymes and games enthusiastically, improving their recollection and understanding of numbers. The teacher consolidates and develops mathematical thinking with aspects of the Numeracy Strategy. The children’s independence and confidence in this area is increased, as they become more familiar with the number washing line. They are encouraged to remember their house numbers and recognise the date for each day of the week. The teacher offers children a range of activities to extend their understanding of mathematical language and use the resources to best advantage. However, the major constraint is that sand and water activities have to be set up outside the classroom because of the lack of space. These practical learning opportunities are only available when there are sufficient adults to supervise and therefore children’s opportunities are limited.

Knowledge and understanding of the world

59. By the time they are five, the majority of children are attaining above the level expected in most schools.
60. The children are given opportunities to develop and widen their knowledge and understanding of the world. The teacher is effective in reinforcing their understanding by offering them opportunities to handle things and to understand what they are. The children learn in some depth about themselves and how they have changed over time as they talk about their homes, friends and family members. As they look at photographs and books they remember past events at school and at home. Their understanding of history and geography is increased as they share experiences about themselves, the local environment and their earliest memories. Whilst learning about animals and their different habitats, the children identify characteristics of hot and cold countries and compare how conditions affect the way animals and people live. They relate what they find out to their own life style. When discussing different times of the day, they explain their enjoyment of assembly and dinnertime. Their confidence begins to increase as they find their way around school, describing how to get to the playground or dining hall. They talk freely about events important to them, such as teatime at Grandma’s house, shopping at the supermarket, or a special friend’s birthday party. For technological development, they cut, stick and join. They show increasing knowledge and understanding as

they play computer games and with help, complete the activities successfully.

61. The teacher makes good provision for children to learn about themselves and the environment, particularly at assembly or sharing time at the beginning of the day This promotes thinking and talking extremely effectively, whilst helping the children to progress satisfactorily.

Physical development

62. By the time they are five, most children attain at the expected level, although many have the potential to do better. Their progress is satisfactory overall but limited by the available provision.
63. The children are given a variety of activities that extend their manipulative and physical skills. They gain finer control through cutting, painting and building, although sometimes, insufficient time is allocated to showing children how to use tools, equipment and materials carefully.
64. Many children move confidently, imaginatively and have good directional control. Proficiency is shown when moving at different speeds. This is extended as they respond to their teacher's requests and show an understanding of balancing, fast, slow, high and low movements during physical education lessons. They make up rules as they join in playground games whilst further developing effective control of their bodies. The teaching for this area of learning is satisfactory, but there are weaknesses in the provision. Because of the constraints of the accommodation, no facility for outside physical activity is provided. The school has no large outside apparatus nor the space to provide a safe enclosed play area that is imaginative, challenging and encourages children to respond confidently as their skills increase. These arrangements are unsatisfactory and impact significantly on the children's attainment and progress in this area of learning.

Creative development

65. Children make satisfactory progress in their creative development and they attain the expected level by the time they are five years of age. However, many have the potential to achieve higher in aspects of this area but are impeded because of the limited accommodation which restricts the number of creative self-manageable tasks available to the children each day. Most of the creative elements, including sand; water and painting tasks are not ongoing each session as in most schools.
66. In their creative lessons, the children are encouraged to respond imaginatively. They use a range of percussion instruments and sing simple songs and rhymes, both independently, and as part of a group during assembly and music-making times. Good opportunities arise for different forms of role-play in the Travel Agents. Children are seen interacting enthusiastically and initiating creative ideas. They play together increasingly well. The children use different materials to make pictures whilst the teacher pays particular attention to developing their skills in the use of colour and pattern. Construction materials are used to create imaginary structures and children are beginning to talk to each other about what they have made. They use simple tools such as scissors and brushes reasonably competently. The teacher fosters creative development well when using the children's earlier experiences to develop their knowledge and understanding. The children improve their voice control when singing and begin to respond to a range of pieces of music. However, the lack of opportunity for integrated activity sessions means that there is less chance for the children to experiment and learn by a process of trial and error.

ENGLISH

67. Standards of attainment by the end of Key Stage 2 have improved since the last inspection. In the National Curriculum tests since 1996, including the 1999 tests, pupils' results were well above the national average. Standards in the previous inspection were reported to be above the national average. Taking into account the national tests from 1996 to 1999 the performance of boys was well above the national average and the performance of girls in English was above the national average.

68. In the 1999 National Curriculum tests, the percentage of pupils reaching the national standard Level 4 or above, and the higher Level 5 was well above the national average. In these tests the performance of pupils was above average in comparison with schools from a similar background.
69. Standards of attainment by the end of Key Stage 1 have been maintained since the last inspection and are above the national average.
70. In the National Curriculum tests in 1999, pupils' performance in reading and writing was above the national average. The percentage of pupils reaching the higher Level 3 in reading was well above the national average. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance in reading in the tests was well above average and in writing it was above average. Attainment dipped in the 1997 national tests, particularly in writing, however, overall standards of attainment over the last four years have remained consistently above the national average. During this period the performance of both boys and girls in both reading and writing have remained well above the national average.
71. The school has successfully implemented the National Literacy Strategy. Teachers' planning identifies precise learning objectives, which enables pupils to progressively make appropriate gains in their learning. This and the good attitudes of pupils contribute significantly to the good progress and achievement made by all groups of pupils, in all aspects of the subject across the school.
72. Pupils at both key stages are confident, articulate speakers and are able to express their opinions, views and ideas clearly and precisely. They give extended answers to questions and show a good use and knowledge of vocabulary in many subjects across the curriculum. Throughout the school, pupils listen attentively in many different situations and are able to sustain concentration well and respond quickly to teacher's instructions. However, at Key Stage 2, on the occasions when pupils do not listen with sufficient concentration, it is usually because teachers do not focus and manage pupils effectively.
73. The achievement and progress made by pupils in reading is good at both key stages. Throughout the school, pupils are enthusiastic readers and show both enjoyment and a very good understanding of a range of texts that they read, particularly by the end of Key Stage 2. At Key Stage 1, pupils quickly acquire appropriate reading strategies for their age, and soon see themselves as readers.
74. By the end of Key Stage 2, pupils are fluent, confident readers and read a range of both fiction books suitable for their age. Older pupils particularly show a good understanding of texts through inference and deduction. Effective questioning by teachers about the texts that pupils read ensures that most pupils quickly learn how to refer to specific parts of a text in order to support and illustrate their answers to questions about the content.
75. Because the school has no available space to accommodate a school library pupils make low progress in understanding how to use a library classification system in order to select a non-fiction book from a shelf. However, teachers do provide appropriate non-fiction books for pupils to use in lessons across the curriculum. This effectively ensures that from an early age, pupils learn how to use an index, glossary and contents page well in order to inform their learning.
76. The achievement and progress made by pupils in writing across the school is good. From an early age pupils acquire a good understanding of punctuation rules. By the end of Key Stage 1 most pupils use full stops and capital letters correctly when writing independently. By the age of eleven, most pupils use a range of punctuation such as commas, apostrophes, question, speech and exclamation marks consistently well.
77. Older Key Stage 2 pupils effectively organise their writing into paragraphs. Opportunities for pupils to write extended narrative and to write for different audiences and purposes across the curriculum are developed well by teachers and this contributes significantly to the progress made by pupils in writing. For example, in history Year 5 pupils adapt and rewrite the story of Daedalus and Icarus for younger pupils to enjoy. In handwriting, pupils make good progress throughout the school and, by the age of eleven, most pupils' handwriting is joined, clear and fluent.

78. At both key stages, pupils choose vocabulary very carefully for effect in descriptive and poetic writing. For example, in their poems about the sea and winter Year 6 and 5 pupils respectively choose a range of appropriate adjectives in order to enhance their writing; in Year 2 pupils identify and use a number of interesting words in order to create a humorous poem about the rain.
79. Overall the quality of teaching is good across the school. Often teaching is very good at Key Stage 1. One lesson observed during the inspection at Key Stage 2 was judged to be unsatisfactory. Teaching is most effective when the National Literacy Hour is appropriately structured and delivered. Teachers consistently promote key reading and writing skills such as spelling patterns, phonology and punctuation rules effectively during both shared and guided reading and writing activities. Demonstration is used well to support learning and precise questioning by teachers ensures pupils gain a better understanding of the texts that they read. When teaching is at its best, teachers have high expectations and plan suitably challenging tasks for all ability groups. When pupils' learning is adversely effected, the Literacy Hour is not appropriately structured, particularly guided reading. Teachers do not manage and focus pupils effectively, set tasks are insufficiently challenging, particularly for higher attaining pupils and the pace of lessons is too slow.
80. Effective specialist teaching and support ensures that pupils with special educational needs make good progress in relation to their prior attainment. Support staff are well informed by teachers about the pupils specific learning targets and tasks are planned to match their specific educational needs.
81. Literacy skills are well promoted across the curriculum by teachers and this impacts positively on the good progress made by pupils. For example, in both history and religious education pupils engage in extended research in order to find information about various topics such as the Tudor, Victorians, Judaism and Islam. In design and technology pupils write evaluations about their designs. In geography Year 6 pupils make a glossary of geographical terms related to rivers. In science, pupils give verbal feedback about their investigations from carefully prepared notes, often demonstrating a very good understanding and command of specific subject vocabulary.
82. Pupils who have English as their second language are keen to learn and make good progress in acquiring appropriate language skills.
83. Procedures to assess and monitor pupils' progress in reading and writing are effective and teachers use the information gained from these assessments effectively to set specific learning targets for both groups and individual pupils. The co-ordinator for the subject is knowledgeable and has supported staff in the implementation of the National Literacy Strategy very effectively. A recent audit and evaluation of literacy planning has been a useful tool in improving literacy planning.
84. Although the headteacher has effectively monitored the subject, there are insufficient opportunities for the subject co-ordinator to monitor standards and the quality of teaching and learning effectively in order to obtain an overview of the subject across both key stages.
85. Resources for the subject are sufficient to teach the subject effectively overall, however, the quality and quantity of both fiction and non-fiction books across the school are inadequate and need extending.

MATHEMATICS

86. In the 1999 end of Key Stage 2 assessments, the school's results were above average in comparisons with schools nationally, but below average in comparison with similar schools. The proportion of pupils reaching the expected standard for eleven year olds (level 4) was well above average in comparisons with all schools and average when compared with similar schools. The proportion of pupils reaching the higher level 5 was above the national average but below average in comparison with similar schools.
87. Since 1996, the school has seen a downward trend in performance in contrast to a picture of improving results nationally. Nevertheless, inspection findings point to standards that are above average and improving due to the effective implementation of the National Numeracy

Strategy and improved monitoring and assessment.

88. In the end of Key Stage 1 tests, national comparisons and comparison with similar schools indicate results that are well above average. The proportion of pupils attaining the expected standard for seven-year-olds was well above the national average and above average when compared with similar schools. The proportion of pupils attaining the higher level 3 was above average in comparisons with all schools and with similar schools. Inspection findings confirm these results. Overall, standards have been maintained since the last inspection.
89. By the end of Key Stage 2, the majority of pupils attain above average standards. Pupils make satisfactory progress and have good numeracy skills. The vast majority use the four number operations confidently, have a good sense of place value and work accurately with three places of decimals. They understand the relationships between fractional and decimal values and percentages. They have good recall of number facts and tables that they use well in mental calculations. Pupils use appropriate units to measure length, capacity and weight and most have a sound understanding of rotational and reflective symmetry. The majority understands the numerical relationship between the circumference and diameter of a circle and can accurately identify properties of two and three-dimensional shapes. Most use their skills well to solve problems set in lessons or for homework; they work methodically and devise appropriate methods to record their findings. They can explain their strategies and understand that alternatives are possible. In make good use of their mathematical knowledge in practical situations including in model making.
90. By the end of Key Stage 1, the majority of pupils attain standards that are above average. They have a good understanding of place value. Almost all work confidently with numbers to a hundred and most work confidently with three digit numbers. They have a good sense of the pattern in number and this is well used in mental and written calculation. Most know the two and five times tables, and can derive division facts from their knowledge of multiplication tables. Higher attaining pupils make written calculations involving multiplication and division operations. Most know and can recall addition and subtraction facts to at ten and, more usually, to twenty and are developing a good range of strategies to enable them to carry out accurate mental calculation. For instance, they know that to add nine to a number, they can add on ten and subtract one. They measure length using metres and centimetres, and judge accurately whether the mass of an object is greater or less than a kilogram. Most identify lines of symmetry and, in their investigations of the properties of solid and plane shapes, the majority identifies right angles.
91. Since the last inspection, when inspectors found that over-reliance on published schemes restricted the quality of pupils' learning, the school has adopted the National Numeracy Strategy and this has improved the quality of pupils' learning which is good in Key Stage 1 and satisfactory in Key Stage 2. Medium term planning is detailed and ensures systematic progression for pupils in all ability groups. Regular mental mathematics sessions are almost always included at the start of lessons and, particularly in Key Stage 1, where the National Numeracy Strategy is most securely established, are effectively raising standards in mental calculation and improving pupils' enjoyment of and confident approach to the subject. The school has introduced good regular half-termly assessments so that it can track pupils' progress in the medium term and plan the next half term's work. These procedures have had a very positive impact on pupils' learning in the group work part of their mathematics lessons. Group work is now planned to ensure that pupils are given work at an appropriate level of difficulty and lower attaining pupils, including some who have special educational needs are often helped by a special educational needs assistant. The mathematics work planned for pupils with special educational needs is well linked to their individual education plans. This is a strong feature of the good quality of learning experienced by this pupils which enables them to make good progress in mathematics.
92. Throughout the school, pupils make effective use of their numeracy skills. Two dimensional shape and pattern are key features of some recent art work done early in Key Stage 2 and pupils' knowledge of three dimensional shape was evident in Year 2's design and technology work. In Year 6, pupils make good use of measuring and other mathematical skills when designing and making model bridges and, throughout the school, counting skills are well used in music lessons. In registration sessions, ordinal number awareness is often reinforced as the register is called.

93. Pupils throughout the school have positive attitudes to the subject. During oral sessions, the majority is keen to answer and enjoy the challenges that are set. Most listen well to their teacher's explanations and to one another. However, in some classes in Key Stage 2, the level of unnecessary chatter is too high. Pupils are able to offer explanations, describe mental strategies and ask relevant questions. They are co-operative and, in both key stages, work well together, sharing equipment amiably. Behaviour is usually good, and when lapses do occur, it is because the pace of lesson is too slow to sustain pupils' attention. Pupils are well motivated and often work hard. When challenged well their response matches the challenge, as was the case in a Year 3/4 class when pupils were very highly motivated, worked hard throughout the lesson and made good progress in their learning.
94. Overall, teaching is satisfactory throughout the school. In Key Stage 1, teaching was good overall with no unsatisfactory teaching. Teaching in Key Stage 2 was satisfactory overall. The teaching mirrors the quality of pupils' learning and the progress they make, which are good in Key Stage 1. In Key Stage 2, the quality of learning is sound and pupils make satisfactory progress overall. Throughout the school, teachers plan well for their lessons using the National Numeracy Strategy. Learning objectives are often sharply focused and key vocabulary is well introduced and reinforced. In the best lessons, teachers plan a range of activities that effectively support the learning objectives, build on previous learning and maintain pupils' interest and motivation. For instance, during the week of the inspection, a Year 1 lesson moved briskly from a class mental mathematics session, to an exposition at the white board and on to well planned group problem solving activities involving addition facts ten and above. Pupils were well engaged in the activities and remained well on task during the entire session. One factor in weaker teaching is that pupils' prior knowledge has not been taken account of sufficiently at the lesson planning stage and opportunities for making progress are therefore reduced. This was the case in a lesson on solid shapes in Key Stage 2. Teachers have sound subject knowledge overall, and in Key Stage 1, subject knowledge is consistently strong. Teachers provide authoritative expositions and provide clear explanations and demonstrations. For instance the use of a number line in a Year 2 lesson effectively enabled pupils to consolidate their knowledge of number patterns and promoted their use of mental calculation strategies. In the best lessons throughout the school, teachers ask challenging questions to probe and deepen understanding. Teachers have high expectations of their pupils. They expect pupils to behave well and to work conscientiously even when classes are large and accommodation is cramped. The very good teaching and high expectations in a Year 3/4 class, enabled pupils of all abilities to make good progress in solving a magic square problem and to practice and recall multiplication facts.
95. In general, resources are well used. Support staff are well briefed and effectively deployed. This was the case in a Year 5 class lesson on angles during which the skilled support of the special educational needs co-ordinator in a practical group activity promoted understanding of angles and enabled pupils with special educational needs to make good, and in some instances, very good progress. Sound use is made of the teaching resources, including digit cards and one hundred boards. The effective use of digit cards enables teachers to make accurate day to day assessments of pupils' understanding. In the majority of classes, time is well used, lessons proceed at a brisk pace and the rate of learning is good. However, in some Key Stage 2 classes the slow pace of lessons is a weakness which results in pupils losing interest and motivation and, in some instances, failing to make sufficient progress. As a result of this, early in Key Stage 2, the pace of learning for some pupils slows down. Pace picks up in Year 5 but slackens at the end of the key stage when timely intervention to keep pupils on task and working productively is not always effective. In some instances, the impact of the slow pace of some lessons is exacerbated because the school has some very long lesson periods assigned for mathematics.
96. The school has effectively introduced the National Numeracy Strategy, however the co-ordinator is aware that the strategy is not fully bedded down in the school. A numeracy governor has been identified. There is a good, annually reviewed policy for mathematics. Assessment procedures are good and are well used in planning. Targets have been set and these are regularly monitored. The co-ordinator gives good leadership to colleagues, but her role is constrained because she does not have opportunities to monitor the implementation of the Numeracy Strategy. Nevertheless, the headteacher has been monitoring mathematics teaching. Teachers' planning is not monitored to ensure full curriculum coverage. The co-ordinator has been given no budgetary responsibility for the subject. There are sufficient resources however, the accommodation is poor and storage space for resources and for practical activities is limited.

SCIENCE

97. In the 1999 tests for eleven-year-olds attainment was above the national average for all schools. When compared with similar schools attainment was below average. The reason for this was the smaller than expected proportion of pupils who attained at the higher levels in comparison with other similar schools. The proportion of pupils reaching the higher levels was in line with the national average but below average for similar schools. Overall, however, high standards have been maintained over the past four years and there was a high proportion of pupils, 94 per cent, who attained at the expected level or higher in 1999. This trend is being maintained. A scrutiny of pupils work and discussions with pupils shows that standards for the present cohort are above average, although a small number of high attaining pupils are not always challenged in Key Stage 2. Standards have been maintained since the last inspection, when they were good.
98. By the time they are eleven the majority of pupils achieve above average in experimental and investigative science. A few very high attaining pupils are not sufficiently challenged to develop their reasoning when drawing their own conclusions about work which they have carried out. Pupils have a good understanding of a fair test, for example when measuring the strength of an elastic band. Year 5 pupils know that materials can change their state and that it is sometimes possible to reverse this change. They have a clear understanding of condensation, evaporation and freezing and successfully set up their own experiments in order to find the most suitable place for drying materials. Higher attaining pupils are suitably challenged by being given the responsibility to set up their own experiment using their prior knowledge. At the beginning of Key Stage 2 pupils have a good understanding of friction as a stopping force. They carry out experiments to show the effect of shoe tread in improving friction and make accurate records of their results. Setting up a fair test is a challenge for many pupils but they enjoy this element of the lesson and this generates good discussion amongst the groups. Pupils in Year 2 have an excellent understanding of a fair test and carry out experiments using toy cars to discover the effect of different surfaces on the distance travelled. They know that rough surfaces make the car travel a shorter distance and they record their results carefully and accurately by measuring the distance travelled. Pupils in Year 1 successfully carry out experiments to show that it is possible to use forces such as air pressure to cause movement. They gain great pleasure in making a balloon move along a piece of string using air pressure and they show good verbal skills when talking about what they have done. The school has developed a very effective system for carrying out and recording pupils' practical work and this is having a beneficial effect on standards throughout the school. Pupils use scientific language accurately to describe their work. Some of the recording by pupils of all ages is excellent and it is uniformly high in both key stages.
99. Pupils thoroughly enjoy science. They work well in groups and are pleased to discuss what they are doing with adults. Pupils' behaviour is good overall. The behaviour of a significant minority of older pupils is poor when the teacher does not insist that they listen to instructions and plan their experiments carefully. When plenary sessions are held at the end of lessons, pupils are very respectful of the work of others and listen carefully to what they have to say.
100. The quality of teaching is good in Key Stage 1 and satisfactory, with some examples of good teaching, in Key Stage 2. As a result pupils make good progress in Key Stage 1 and satisfactory progress, overall, in Key Stage 2. Where teaching is good the pace of the lesson sustains pupils' interest. Activities are challenging and pupils are given the opportunity to set up their own experiments and draw their own conclusions. Many classrooms are unsuitable for practical work and teachers have good organisational and management skills which enable them to overcome many of the difficulties successfully. The majority of teachers have high expectations and encourage pupils to do their best. Effective questioning, for example in Key Stage 1 ensures that pupils have a clear understanding of the task. The limited resources are used well to ensure that all pupils have access to the materials needed for their experiments. A good feature of some lessons in Key Stage 2 is the opportunity for pupils to present their findings in a plenary session at the end of lessons. This enables the teacher to check on pupils' understanding and extend their learning through careful questioning and prompting. Clear explanations at the start of lessons ensure that pupils know what they have to do. Lesson objectives are well understood by pupils with the result that even the youngest pupils talk happily about their work on forces. In the very small proportion of lessons where teaching is unsatisfactory there is a low expectation of pupils' behaviour and as a result pupils lose

concentration, work at a slow pace and do not give the depth of thought to the work that they are capable of. Pupils with special educational needs are well supported in small groups. Learning support assistants provide encouragement and advice sensitively, allowing the pupils to make their own decisions. Parents are used effectively in some classes to work with small groups. Teachers subject knowledge is satisfactory and they are all working hard to improve their skills in teaching pupils how to set up and carry out experiments fairly.

101. Teachers' planning is good and regular assessments are carried out to enable pupils' progress to be monitored. This is a good development but has not yet fully impacted on pupils' learning, for example in ensuring extra challenge for higher attaining pupils. There is no active monitoring of teaching and this is a weakness. The school is aware of the need to monitor teaching and this is planned to happen in summer 2000. The recently appointed science co-ordinators provide strong leadership and this is having a positive impact on raising standards. They have established good relationships with the local secondary school and have arranged visits in order to observe teaching, as well as to loan equipment. The co-ordinators do not have a budget allocation. Resources are unsatisfactory and there is evidence that teachers use their own money to buy resources in order to support pupils' learning. Educational visits to places like the Festival of Science and the Eureka exhibition in Halifax enhance the curriculum. The accommodation is unsuitable for the effective delivery of the curriculum and teachers have to work very hard, showing good organisational skills to ensure that experimental work is successful. The poor accommodation, linked to the number of pupils in the class, contributed significantly to the satisfactory and unsatisfactory teaching seen.

ART

102. It was only possible to see a very limited number of lessons in Key Stage 2 during the week of the inspection and no lessons were seen in Key Stage 1. Judgements are based on a scrutiny of pupils work, conversation with the subject co-ordinator and evidence from lesson observations. In both key stages, overall pupils reach average standards and make satisfactory progress in their learning.
103. By the end of key Stage 2, pupils' have above average skills in combining processes and media. This is evident from Year 6's winter landscapes in which pupils have successfully combined line, collage and paint effects to produce evocative and atmospheric pictures. Pupils' river pictures and Victorian style portraits display a control of paint, crayon or pencil appropriate for eleven year olds. Throughout the key stage, pupils make sound, but uneven progress in their learning. Early in the key stage, they develop colour mixing skills, use a range of materials to make collage pictures and investigate pattern. In Year 5, they base their work on the paintings of a range of artists including Klee, Hockney and Lowry. It is a weakness that pupils' skills in drawing and painting from direct observation are underdeveloped.
104. By the end of Key Stage 1, pupils have good control of paint. Their powerful sea storm pictures, inspired by the story of Grace Darling, show good brush work in the well painted swirling waves and good colour mixing skills in the range of tones and colours used. They have good opportunities to draw from direct observation and their drawings of bicycles and wheeled toys are of a high standard. In the joint Reception and Year 1 classes, pupils make good progress developing skills in their control and use of line. They learn to carefully make zig-zag and other line patterns to create interesting effects and experiment with string printing to create curved line shapes. Inspired by the work of Mondrian, they produce very good quality collage pictures which incorporate strong linear features and bold blocks of primary colours.
105. In the lessons seen, pupils listened carefully to instructions and concentrated well. They handled artefacts with care and used equipment sensibly. They enjoyed the task set and behaved well.
106. Teaching is satisfactory in Key Stage 2; often lessons are well planned and skills are appropriately demonstrated. However, in some lessons, teaching is characterised by uncertain subject knowledge and slow pace so that pupils spend too little of their lesson actually engaging in creative effort. The quality of some visual aids is poor and lacks the impact to inspire pupils. Throughout the school pupils' work is carefully displayed and often accompanied by well chosen text. For instance winter pictures painted by pupils in Year 2 are displayed with poems on the same theme written by Year 5 pupils. No direct art teaching was seen in Key Stage 1, nevertheless, the quality of work produced by pupils indicates that teaching is at least

satisfactory.

107. A newly appointed co-ordinator has recently taken responsibility for the subject and has already revised the school art policy. She is aware that she needs to fully acquaint herself with the art work that is currently being done throughout the school. At present there is no scheme of work in place and the school is awaiting new national guidance before writing a scheme. Informal assessment takes place, but there are no formal procedures. Resources for the subject are adequate but accommodation is unsatisfactory.

DESIGN AND TECHNOLOGY

108. At the last inspection standards of attainment were judged to be in line with national expectations at the end of both key stages. The school has maintained these standards and pupils, including those with special educational needs, continue to make satisfactory progress as they move through the school.
109. Teachers provide a good range of resources for pupils to use in lessons, which support learning well and by the time pupils are eleven most can assemble and join a variety of materials in various ways. For example, Year 6 pupils construct a bridge which will hold the weight of two small cars and use an appropriate range of joining techniques, including accurately measured and cut card with art straws to create moving sections. Year 2 pupils demonstrate good manipulation skills and use sticky tape and glue to join materials to good effect when making model vehicles. Teachers effectively allow pupils to experiment with materials in order to investigate how suitable certain materials are for a specific purpose and also encourage pupils to evaluate and consider the effectiveness of their finished models. For example, in the same Year 6 lesson, some pupils experiment with materials and discover that some structures have greater rigidity than others.
110. Pupils across the school respond positively to designing and making activities and they show good levels of interest and enjoyment. This contributes significantly to the sound progress made by pupils in the subject. Most pupils are very aware of the importance of finishing techniques and often add refinements to their finished designs to good effect and show obvious delight in their successes. For example, Year 2 pupils match their model to their design and select and use cellophane paper to make windows for their model car.
111. Only two lessons at Key Stage 1 and one lesson at Key Stage 2 were observed in design and technology during the inspection. The quality of teaching at Key Stage 1 is good and at Key Stage 2 it is satisfactory. A feature of technology which ensures pupils make appropriate progress is the good support and clear guidance teachers give to pupils about the design process. They effectively plan and organise well-focused activities which enable pupils to learn well and effectively encourage pupils to develop and express their own ideas about how they will approach tasks. Then when pupils have finished making their models, teachers successfully allow them to evaluate their product against their original design plans.
112. When there are shortcomings in teaching, teachers do not consistently maintain the attention of pupils and weak management can lead to some incidents of unsatisfactory behaviour by pupils.
113. Since the last inspection a new scheme of work for the subject has recently been implemented. This provides for the suitable development of skills, techniques and knowledge. However, the co-ordinator for the subject has insufficient opportunities to monitor standards and the quality of teaching and learning across both key stages. Resources for the subject are adequate.

GEOGRAPHY

114. At the time of the last inspection standards were reported to be in line with National Curriculum requirements at Key Stage 1 and standards and progress were generally sound at Key Stage 2. Because of the timetabling of geography in blocks of termly topics, the subject was not currently in focus for many year groups, therefore it was only possible to observe one lesson at Key Stage 2 during the inspection. However, further evidence was obtained from the scrutiny of pupils' work, teachers' planning and discussions with both teachers and pupils. Inspection findings indicate that standards of attainment by the end of both key stages are in line with

those expected for pupils of a similar age.

115. By the end of Key Stage 1, pupils can make simple maps and plans of real and imaginary places and they make sound progress in understanding the human and physical features that give places their character. For example, Year 2 pupils incorporate several physical and human features such as mountains, buildings and the sea onto their drawn maps of the Isle of Struay and Coll.
116. Across the school pupils make satisfactory progress in their studies of contrasting localities. They acquire a sound knowledge and understanding of a range of places and compare their own environment with contrasting localities in the United Kingdom and the wider world. For example, Year 4 pupils study India and identify similarities and differences well between the features of an Indian city and village.
117. Year 6 pupils make good progress in their study of rivers and know about the source and other features of a river such as meander and tributaries. Older pupils also show an appropriate knowledge and understanding of geographical terms, such as climate, temperature and population. Pupils have a good understanding of co-ordinates and four figure grid references.
118. An effective feature of teaching within geography is the good links made with other subjects such as English and mathematics. For example, Year 1 pupils successfully learn how to tally as they carry out a local traffic survey and in Year 6, pupils successfully compile a glossary of geographical terms relating to rivers. However, there are insufficient opportunities for pupils to use information technology to inform their learning in geography.
119. Teachers' planning and resources to effectively deliver the subject are satisfactory. However, the subject co-ordinator has insufficient opportunities to monitor standards, teaching and learning effectively in order to ensure appropriate development of the subject across the school.

HISTORY

120. This subject has improved since the previous inspection. Lesson observations, discussions with pupils, and a scrutiny of their work, indicates that attainment at the end of both key stages is above national expectations.
121. The younger pupils record family information, sequence events and recognise this as historical data. They recall, predict and give reasons why things happen. Their understanding is deepened and extended as they make connections between things that happen now with past and future events. When describing their typical school day, the pupils show their knowledge of the passing of time, with reference to describing facts and fiction. They describe how the design of toys and vehicles has altered over the years. Year 2 pupils compare and contrast arrangements for rescue at sea at the time of Grace Darling with the present life boat service now. Their knowledge of how different people have different points of view shows that a significant number of older Key Stage 1 pupils are already able to make relevant connections between for example, history and English. This is evident by their written accounts of the different emotions experienced by Grace, her father and the sailors at the time of the rescue. Other pupils discuss similarities and differences between the clothes which are worn at school today with those worn a hundred years ago, suggesting a number of disadvantages that Victorian pupils had with their mode of dress. By the end of Key Stage 2, pupils describe a range of history study topics. They show factual knowledge and have an understanding of the past beyond living memory. They know that archaeologists find clues about how people used to live from the things they leave behind, such as pottery and buildings. They are able to give valid reasons why it is possible to find more evidence pertaining to the Victorians than for example, the Ancient Greeks.
122. In both key stages, the pupils increase their knowledge and understanding through observation, writing, discussion and the systematic acquisition of the skills of historical inquiry. Younger pupils are introduced to a sense of time through stories and sequence events by retelling and separating past and present. This is evident during discussions about the similarities and differences between the sanitation system in houses now, with what existed at the time of the Great Fire of London. Older pupils build on this by their use of artifacts or picture stimulus when learning about the National Health Service, Britain since 1948, or differences in the school system in the time of the Ancient Greeks and now. The independent research skills of Year 6 are highly developed as they discuss

how they conducted their extended projects. By using the school reference facilities in the staff room and hall and local library, the internet and CD-ROM to elicit the necessary information, their completed work on topics such as, Charles Darwin, Rudyard Kipling, Queen Victoria, or Florence Nightingale are of extremely good quality.

123. At both key stages, there is evidence of a breadth and depth of study. Many of the topics discussed with the pupils contain an extremely well integrated cross-curricular dimension. For example, as Year 6 pupils describe how King Henry V¹¹¹ changed the focus of history and the established church when he divorced his first wife in an attempt to have an heir. Others stress how Florence's nursing care influenced radical change within the nursing profession. The pupils respond positively to their work and enjoy talking about the things they have learnt. When questioned, they give thoughtful replies, in the light of their own experience. A particular strength is when pupils are actively involved in their own learning, such as, when the school joins with other schools for a theme day at a stately home, or when specialists visit school to give the pupils a flavour of bygone times. On such occasions, good provision is made for investigation and the evaluation of different kinds of evidence. The pupils with special educational needs are well supported in this subject.
124. The history curriculum is well structured and resources are adequate. The adoption of a commercially produced scheme and a detailed overview plan enables the subject to be secure, although assessment procedures are in the early stages of development.

INFORMATION TECHNOLOGY

125. Standards in information technology are below those expected of eleven-year-olds. During the inspection very little teaching of information technology was observed and there was only limited evidence from the scrutiny of pupils' work. Judgements are based on discussions with pupils and staff. Pupils' showed sound skills in creating and using text but made unsatisfactory progress in the other areas of the curriculum, such as data handling and control. Pupils in Year 6 have a good understanding of the advantages of using technology and some of the work produced at home is of a high quality, for example the work on Victorians.
126. By the end of Key Stage 1 pupils understand the advantage of using technology, pointing out that their work is neater and it is easier to correct any mistakes. They have good keyboard skills, for example using the space bar and caps lock confidently. Higher attaining pupils use the computer to put word strings into lists and know how to print their completed work. Pupils use art programs to produce illustrations, for example for Christmas cards. New resources have recently been purchased to enable the effective teaching of control technology, which is planned for next term.
127. By the end of Key Stage 2 pupils have some good communication skills when using text. They can change a page layout to provide a more varied and interesting piece of work, for example by moving text and changing the font type or colour of print. They are aware of the advantages of using computer generated work pointing out that it "looks more professional" and is easier to change and improve. Pupils use a CD-ROM to research information and they have used programs to support number work in mathematics. Pupils have had experience of modelling and using art programs at the beginning of the key stage and talked about their use of control technology when they were in Key Stage 1. However, there is no continuity of provision to develop these skills. They do not use e-mail or have access to the web.
128. Pupils are positive and enthusiastic about using new technology. They talk eagerly about what they have done and are keen to show visitors their work. Many older pupils enjoy working on computers at home and scan in pictures to enhance their work.
129. Teaching is unsatisfactory. During the week of the inspection there was only one instance of direct teaching observed to a small group of pupils. This teaching was of a good quality and the teacher used questions effectively to reinforce and extend pupils' learning. However, there is no regular established program of teaching which develops pupils' skills and understanding. Very little use is made of computers to reinforce learning in other subjects.
130. Resources are unsatisfactory and this is a major factor in the poor provision made. There are a variety of computers in use, some of them very old. As a result staff training and software acquisition cannot be effectively co-ordinated. The accommodation is cramped and restricts movement and placing of computers to maximise their use. There is a shortage of electrical

points; some classrooms have only one. A recent survey carried out by governors with the local authority found that the present electrical circuits could not be extended as they were up to capacity. There is no available space to establish a computer suite. The school is aware of the lack of provision for information technology and this area of the curriculum is included in the school development plan.

MUSIC

131. By the end of both key stages, the pupils reach higher standards in this subject than expected in most schools.
132. Throughout the school, pupils experience music as a class and group activity. Each week, the younger pupils can attend a recorder club. In Key Stage 2, pupils have opportunities to sing in the choir, play in the band and have group tuition on a brass, woodwind, or string instruments. Many older pupils take the advantage to participate in a range of musical activities outside lesson times.
133. Younger pupils learn to name percussion instruments correctly and use them with confidence. As they progress through school, they become increasingly proficient as they copy a simple beat and invent their own rhythm on different percussion instruments. Most older pupils understand pitch, tone, texture and dynamics. They develop good listening skills, as they realise how sounds are made in a number of ways. The oldest pupils in Key Stage 2 respond well to different tempos using a variety of symbols and sounds. They develop these skills by using hands and voices to create more complex rhythms as they compose 'sound poems'. In both key stages pupils are encouraged to appraise their work and identify ways of improving it. Year1 pupils listen to a tape recording of their performance of 'Yellow Submarine', appraised what they heard and offer suggestions of how to make it better next time.
134. Most pupils are enthusiastic about their singing and music making. The school is fortunate to have two music specialists as well as other staff who are accomplished pianists. This has a significant impact on the attainment and progress that pupils make throughout school. The weekly singing and hymn practices are well organised and used as important teaching sessions where posture, tone, phrasing and dynamics are discussed and developed. The pupils in Key Stage 1 know a range of songs by heart and sing competently. They listen carefully and identify correctly the repeating pattern and phrases in a song. They follow the lead of a conductor well and join in with a piano accompaniment, clapping to the time of the beat. A large number of Key Stage 2 pupils belong to the school choir and are working hard at their contribution for the local music festival. Because of the impact that these singing sessions have, the pupils respond very well to class singing and reach high standards when singing in different contexts, such as when following their own notation, singing in parts or in a round,
135. Most pupils are attentive and enjoy the different aspects of music making. In both key stages, they sustain concentration increasingly well. When they perform, instruments are handled with care and there is a high level of co-operation at all times. In assemblies, the pupils sing with pleasure and confidence, paying attention to rhythm, tone, diction and pitch. Different aged groups of pupils are equally confident when using tuned and untuned instruments to accompany others in class. The attitudes and enthusiasm displayed by pupils has a positive impact on the good progress made by pupils of all ability levels, including those with special educational needs.
136. The pupils are provided with a wide range of opportunities to sing, play instruments, compose and perform. They have opportunities to appraise the work of famous composers and are beginning to appreciate music from different cultures, when visiting musicians demonstrate different musical traditions. Good progress in this subject culminates in regular school performances to the local community, where pupils demonstrate their knowledge, skills and understanding competently. The quality of teaching is good and has a positive effect on the pupils' attitudes and their determination to improve. Teaching points are systematically developed throughout lessons. The good teaching by specialists provides an effective added dimension for the school. Planning during the inspection was thorough and had a positive impact on the attainment and progress which pupils made. The school has a comprehensive overview scheme of work that provides effective support for the non-specialist teachers and enables this subject to be used well in other subjects, such as history and religious education.

137. The wide range of musical instruments provides the pupils with ample opportunities for making music. The high profile of music in the school has a positive impact on the attitudes and motivation of the pupils.

PHYSICAL EDUCATION

138. Pupils make sound progress overall in both key stages in dance and games. It was not possible to judge standards in gymnastics in Key Stage 2 or swimming as no lessons were seen. The previous report judged standards to be average overall.
139. At the beginning of Key Stage 1, in dance, pupils have a clear understanding of the task and join in lessons enthusiastically. They know some of the basic dance steps for country dancing, such as skipping, and they successfully skip to the bottom of a set to music. They work well in pairs, swinging and promenading, and as a whole class when they dance the Circassian Circle. By the end of the key stage pupils use apparatus confidently in gymnastics and refine their performances through observation of others. They enjoy the subjects and are keen and eager to participate. They behave well and act responsibly on the apparatus which means that the teacher can focus on improving pupils' performance rather than classroom management.
140. At the beginning of Key Stage 2 pupils make little progress in some lessons due to their poor behaviour and lack of concentration. They work on rhythm in modern dance, for example by building up a sequence of movements as part of an assembly line in a factory. Pupils who did want to improve their performance were constantly distracted by others in the class. However in another class at the beginning of the key stage pupils' behaviour was very good. Pupils work out their own sequence of movements in small groups, working on the rhythm of a clock. They successfully vary the rhythm of their movements and make constructive comments for improvements after observing the work of others. At the end of the key stage pupils pass a football accurately and develop their knowledge of team work successfully through team games. Pupils try hard throughout the lesson and are aware of the high expectations of the teacher, responding accordingly.
141. Teaching is good overall. Teachers have clear lesson plans which outline what they want pupils to learn. Lessons are usually challenging and there is a high expectation that pupils will behave well and work hard. In dance, teachers are limited by the small hall but make the best use of cramped conditions. In the good lessons teachers make good use of demonstrations by pupils to improve the performance of the whole class. In all lessons teachers set a good example by dressing appropriately and joining in with the activities. Where teaching is unsatisfactory the teachers' control is poor and children pay little attention to instructions and are not motivated to try their best.
142. The whole range of the curriculum is covered in teachers' planning and the school works hard in difficult circumstances, the split site and small hall, to ensure that all pupils receive their curriculum entitlement. There is a good programme for swimming and school records indicate that pupils do well in this aspect of the curriculum. Many older pupils take part in recognised personal survival awards, which mean swimming far in excess of the required 25 metres. Extra-curricular activities such as tennis, basketball, netball, football and cricket give pupils the opportunity to sample a variety of sports throughout the year. The school uses the local community facilities for football and tennis. However, the lack of space on the school site means that time is lost walking to and from the village recreation ground.

RELIGIOUS EDUCATION

143. There have been improvements in this subject since the previous inspection. Overall, attainment is in line with the expectations of the locally Agreed Syllabus. However, discussions with pupils at the end of both key stages and particularly Year 6 indicates high standards are already being achieved by some pupils in the study of Christianity, although the implementation of the scheme of work linked to the Agreed Syllabus is relatively new.
144. The pupils gain a knowledge of Christianity and other faiths through regular lessons and daily assemblies. They understand the difference between right and wrong and good and bad and demonstrate these values throughout school.

145. By the end of Key Stage 1, pupils describe ways to help at home, in school and in the world. They have a clear idea about how to care for God's world and understand the importance of looking after their own environment. When describing their feelings, they know what it is that makes them happy or sad. They understand that emotions influence how they feel at certain times. When discussing their families and friends, they know what makes a person special to them. By the end of Key Stage 2, whilst investigating three of the six major faiths in some depth, they have acquired a good understanding of the significance of the rules associated with these faiths. Other older pupils identify books that are sacred to the different religions, for example, when explaining differences between the Jewish and Christian interpretation of the Bible and the significance of the Torah. They appreciate the importance of the Old Testament to the Jews and relate this to the Jewish faith. They understand the connection between Judaism and Christianity and know the significance of Easter and the Last Supper. Others explain what Christians understand about Jesus and how the concept of God differs according to one's beliefs.
146. In both key stages, the pupils discuss the life of Jesus and his family. They know the Christmas story in great detail. This is developed as older pupils investigate how religion began and relate this to what happens in a church and synagogue. They use the local environment well, visiting the local church, understanding the significance of the altar, statues, candles, pulpit and baptismal font. This is developed as the reasons for going to church are discussed, along with the similarities and differences of different denominations of the Christian church. The majority of pupils have a good subject knowledge and make easy connections between their study topics. For example, they describe reasons why King Henry V111 chose to leave the Roman Catholic Church and persecuted those who tried to disagree with him. Others explain the significance of the Trinity to Christians. They understand that many people in the world have beliefs that are different from their own and appreciate similarities and differences between the Christian religion and other world faiths. This is further developed as the cultural differences of Islam Judaism and Christianity are investigated and explored.
147. Many pupils respond well in discussions. They are eager to ask and answer questions. From an early age, they show independence and the ability to think for themselves. Most participate well in discussion and can readily recall facts from a previous lesson. The pupils show respect and care for each other's feelings, give their own point of view and stick by it.
148. Most of the teachers have a secure subject knowledge with lessons planned to allow opportunities for thought and active involvement in learning. This is why lessons are planned to enable the pupils to explain and show what they know before they are expected to record evidence. Resources are well used to support the pupils as they learn.
149. The school is developing a well-organised overview of lesson outlines to complement the new Agreed Syllabus. The pupils visit the local community as part of their studies. This subject is seen by the school as a meaningful way to promote good values. The school has developed its resources and artefacts significantly since the previous inspection.