

## INSPECTION REPORT

### **HOLLINSCLOUGH CE (VA) PRIMARY SCHOOL**

Hollinsclough, Buxton

LEA area: Staffordshire

Unique reference number: 124462

Head teacher: Mrs June Wherry

Reporting inspector: Mrs Barbara Doughty  
22261

Dates of inspection: 15<sup>th</sup> – 17<sup>th</sup> October 2001

Inspection number: 195038

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Hollinsclough Near Longnor Buxton Derbyshire
Postcode:	SK17 0RH
Telephone number:	01298 83303
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Mark Rogers
Date of previous inspection:	7 <sup>th</sup> May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs Barbara Doughty Registered inspector 22261	English Art and design Design and technology Physical education The Foundation Stage curriculum Equal opportunities Special educational needs Music	What sort of school it is and what it should do to improve further The school's results and achievements How well the pupils are taught How well the school is led and managed
Mr Ernie Marshall Lay inspector 14141		How well the school cares for its pupils How well the school works in partnership with its parents
Mrs Carole Jarvis Team inspector 27276	Mathematics Science Information and communication technology Geography History Modern foreign languages	Pupils' attitudes, values and personal development How good the curricular and other opportunities offered to the pupils are

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Hollinsclough Primary School is much smaller than most other primary schools. It is in a rural, sparsely populated area and has 46 pupils on roll aged three to eleven. There are 22 boys and 24 girls. There is a below average number of pupils known to be eligible for free school meals, four per cent. Seven per cent of the pupils have special needs; this is well below average. Two per cent of these pupils have a statement of special need. All of the pupils are from white English speaking families; there are none with English as an additional language. Children are admitted to the Nursery at three and a half years of age. Their pre-school experiences vary greatly, and overall, their attainment on entry is broadly typical of that found in most other schools. Since the last inspection, the number of pupils attending the school has risen and two extensions have been built to include a teaching area for Nursery and Reception children, an entrance hall, a staff toilet, and a storeroom.

### **HOW GOOD THE SCHOOL IS**

This is a good school. Teaching is good and most pupils do at least as well as expected from their attainment on entry, and many do better than expected by the time they leave the school at the age of eleven. Standards are high in speaking and listening, science, and information and communication technology (ICT) and pupils achieve satisfactory standards in all other subjects. Leadership and management are good. Teaching and learning have improved over time because effective systems identify what is and is not working in lessons. This is an expensive school to run, mainly because it is so small. Nevertheless, the school spends what it gets very wisely and gives satisfactory value for money overall.

#### **What the school does well**

- Children get off to a good start in Nursery and Reception. They do well and most attain better levels than expected from their attainment on entry.
- Teaching is good in Years 1-2 and pupils make good progress.
- Standards are high in science and ICT because of good teaching in these subjects. Pupils' speaking and listening skills are better than expected for their ages.
- Pupils present their work with pride and they have very good attitudes to learning. They work well with others and their behaviour is excellent.
- The work planned for the pupils is rich and varied, and is enhanced by joint projects with other small schools.
- The school is well led and managed; money is efficiently controlled and effectively spent.
- Staffing is generous and used very effectively to enable pupils to be taught in smaller groups.

#### **What could be improved**

- In story writing, infant pupils do not use enough creative words to make them interesting to the reader, and junior pupils do not always sustain the plot so their stories lose direction.
- The older more able junior pupils do not have enough opportunities to show initiative and independence in mathematical problem solving, investigative work in science, and presenting information to their classmates in a variety of ways.
- Pupils do not have a good enough understanding of how to bring about improvement to their work and do better next time.

*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 good improvement since it was last inspected in 1997. Pupils make better progress over time in English, mathematics and science. Standards have risen in science from average to above average. The provision for Nursery and Reception children is much improved and there is now an appropriate range of physical education experiences for pupils of all ages, although the lack of a school hall limits these mostly to fine weather times. Pupils' learning experiences are more wide and varied, and teaching and learning are better than they were because the school's leadership and management are more focused on bringing about improvement.

## STANDARDS

Few pupils take the tests each year, typically about three or four, so making comparisons with results in other schools unreliable. Occasionally no pupils take the national tests for eleven year olds, and so trends in standards over time are difficult to track because of incomplete data. Nevertheless, from looking at how individual pupils do over time, most do better than expected in English and mathematics from their attainment on entry; predicted target levels are usually met or exceeded in English, mathematics and science. Good teaching in Nursery, Reception and Years 1-2 means that by the end of Reception, children's knowledge, skills and understanding are very secure in all areas of learning and, by the end of Year 2, standards are better than expected from those at the end of Reception. These standards are maintained in the juniors and pupils usually reach the expected level or above by the end of Year 6.

By the time they leave the school, most pupils are very confident communicators. When asked to, they explain their thinking well and engage the full attention of the listener. However, their ability to present information in verbal or written form is under-developed because of too few opportunities to do so. By the end of Year 6, pupils read confidently and write for a range of different purposes, such as play scripts and poetry. However, infant pupils' stories lack imaginative words and junior pupils' stories sometimes lose direction and the plot becomes disjointed. Pupils' mental calculation skills are well developed and applied successfully to solve problems but these are mainly from textbooks and not related enough to pupils' own experiences.

Standards in science and ICT are high because of specialist teaching in ICT and very effective management of pupils' learning in both subjects. Consequently, by the end of Year 6, pupils have good scientific knowledge, and understand how to draw conclusions from investigations. However, the older, more able pupils do not have enough opportunity to plan and carry out their own investigations and record the findings in their own way; this lessens their achievement in investigative work. Pupils in both the infants and juniors use computers well, for example when they check spellings, send e-mails, and find out information. They have a good understanding of the use of technology outside school. Standards in all other subjects are broadly as expected for pupils aged seven and eleven. Pupils' swimming skills are very good. Pupils sing well in music lessons and their design skills are well developed. Their observational artwork is of a high standard.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good. Pupils enjoy learning and because of this, concentrate well on their work. They sustain interest in school and want to continue their studies at home.
Behaviour, in and out of classrooms	Excellent. Pupils are polite and courteous and behave extremely well in lessons and around the school.
Personal development and relationships	Good. Pupils of all ages get on very well together at work and play. They listen to and care about their schoolmates, looking for ways in which they can help them, and prompting and urging them to do better. They show initiative when they have the opportunity to, and carry out jobs around the school responsibly.
Attendance	Good. Pupils are very enthusiastic about coming to school and starting their work.

Pupils' behaviour is exemplary. Pupils are eager to take responsibility, answer questions and explain what they are doing. They respond well to encouragement and always work hard. They applaud each other's successes and support classmates if and when necessary. Older, more able pupils have insufficient opportunity to show initiative or independence in their work.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	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.*

Teaching and learning are good overall and, because of this, pupils make good progress by the time they leave the school. Teachers throughout the school enjoy very good relationships with the pupils and this means that pupils work hard because they want to please their teachers. Teachers encourage pupils to have a go and their clear explanations mean that pupils know exactly what to do and what is expected of them. Reminders of how much time pupils have left to complete their work adds urgency to lessons and quickens the pace. Lessons are organised extremely well to bring about least disruption when pupils leave for and return from, for example, specialist ICT teaching and French tuition. Teachers' questions probe pupils' understanding well and build their learning successfully. Homework, in the juniors in particular, contributes to pupils' learning well by focusing them on what they can do at home to help their work in school. Marking is variable and does not inform pupils well enough about what to do to improve standards, particularly the older, more able pupils. Not enough time is left at the end of the junior lessons in particular, for pupils to discuss what they have achieved and what they need to do next time to attain better standards.

Teaching and learning are particularly good in Nursery to Year 2, where generous staffing means that pupils are usually taught in single age year groups, supported by an adult for most of the time and, because of this, teaching focuses well on different year groups. This is more difficult in the juniors, where one class containing Years 3, 4, 5 and 6 pupils is taught by a teacher and teaching assistant. The teaching of English and mathematics is good in the Foundation Stage and the infants, and sound in the juniors. Basic literacy and numeracy skills are taught well overall, though this is more successful from Nursery to Year 2 than in the juniors where teachers do not plan enough opportunities for the older and more able pupils in particular to show initiative and independence by planning their own investigations in science and recording them in their own way, solving real-life problems in mathematics, and presenting information to their classmates in a variety of ways. The school meets the needs of the rest of the pupils equally well. Pupils with special needs learn as well as their classmates and make good progress towards their learning targets; they learn better than the other junior pupils because of the individual support they get from the teaching and special needs support assistants. Boys and girls perform equally as well as each other. Specialist teaching in ICT and physical education throughout the school and in music in the infants, results in pupils doing well in these subjects. However, junior physical education lessons are too short to enable pupils to learn and practise new skills and their learning is slower than it should be, given the specialist teaching.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Rich and varied learning opportunities stimulate pupils' learning well, particularly joint projects with other schools. Lessons are too short, however, in the juniors to teach new physical education skills and techniques and for pupils to practise them.
Provision for pupils with special educational needs	This is good. These pupils are supported well in lessons and withdrawal sessions. Their work is relevant and meaningful to them and they make good progress.
Provision for pupils with English as an additional language	There are currently no pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social	Good. There are good opportunities for pupils to appreciate their natural world through observational artwork and growing things in science. Pupils are encouraged to explore their feelings and emotions. The development of their

and cultural, development	awareness of their place in society and that of others is very good.
How well the school cares for its pupils	Good. This is a very caring school, which lies at the heart of its community. Staff enjoy extremely good relationships with parents and members of the local community. Assessment procedures are good, but guidance to pupils about how to improve their work is not as effective as it should be and, because of this, pupils are unsure about how to bring about improvements and their learning is slowed.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. All the staff work together extremely well. Full-time and part-time teachers contribute equally well to subject management and responsibility.
How well the governors fulfil their responsibilities	Satisfactory. Governors are kept informed by the head teacher about what is happening in school so that they can decide how to shape the future direction of the school. However, they rely too heavily on the head teacher to measure the school's success and do not have a good enough understanding of how their decisions impact on school improvement.
The school's evaluation of its performance	Good. The head teacher and staff have a very clear idea of what works well and what needs improving.
The strategic use of resources	Good. The school's finances are managed well, and effectively used to bring about improvements. Staffing is very generous and this impacts well on pupils' learning from Nursery to Year 2 in particular. Learning resources are adequate, but the accommodation is unsatisfactory. The governing body applies the principles of best value for money well.

Library areas have to be housed in the classrooms, limiting space and opportunity for pupils to browse and choose books freely. The head teacher, secretary, and staff share an office, making private conversations difficult to arrange, especially as the room is also used for special needs withdrawal sessions. There is no school hall and so pupils' opportunities for physical education are limited. Staffing is generous, and this means that pupils can be taught in smaller groups. However, teaching groups have to share classrooms, which, although they organise this well, means that occasionally interruptions occur from other groups being taught by other adults.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They are happy with their children's behaviour in school and find the staff very approachable.</li> <li>• Pupils do well and make good progress.</li> <li>• Parents like what their children are asked to do at home and feel that it is the right amount.</li> <li>• Parents believe that they are kept well informed about how well their children are doing and they are comfortable approaching the school with any questions.</li> <li>• They believe that the school is well led and managed and that it works closely with them to make their children more mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents are not happy with the range of activities outside lessons.</li> </ul>

This is a very popular school, with which parents are very happy. Inspectors agree with most of their positive comments. Parents are kept appropriately informed about how well their children are doing, but too little is said, in the progress reports especially, about what their children could do to attain better standards. There is a very interesting range of activities outside lessons, including visits to places of educational value and visitors to school to broaden pupils' learning further.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Standards are satisfactory overall in English and mathematics and good in science. Pupils at this school make good progress over time. However, this is a very small school with very few pupils in each year group. This means that often as few as two or three pupils, and sometimes none at all, take the national tests each year. For example, just two Year 6 pupils will take the tests this May, with each one representing 50 per cent of the total; in most schools, one pupil represents around three per cent of the total. This means that comparisons with test results in other schools are unreliable. It is also difficult to identify a particular trend in the school's results over time because no pupils took the tests in 1998 and so a complete set of data is not available. Therefore, judgements about this school's performance have been made by looking at the progress of individual pupils in English, mathematics and science over time.
2. Pupils make better progress than they did in English, mathematics and science, and standards have risen in science since the last inspection. This is due, in the main, to better teaching and very effective organisation of classes brought about by improved staffing levels. Analyses of the school's assessment data and the work seen in lessons and last year's workbooks, show that pupils do better than expected in English and mathematics from the beginning of Reception to the end, and from the beginning of Year 1 to the end of Year 2. These standards are maintained in the juniors, where pupils make sound progress in both subjects. By the time they leave the school, most pupils attain at least the expected level in English and mathematics and many attain above this level in science and ICT.
3. Pupils' speaking and listening skills are developed well throughout the school and are high by the time the pupils leave. Pupils speak confidently and engage the attention of the listener successfully; they talk articulately and explain themselves well. However, although they get some opportunities to debate, for example, whether or not a hotel should be built near to a beautiful lake, their opportunities to speak in front of an audience are limited to reading stories to their classmates. Reading standards are broadly average, with most pupils usually reaching expected standards or above in reading by the time they leave the school. Pupils read fluently and with good expression; their research skills are particularly good and are used well to support work in other subjects such as science and history. Standards in writing are satisfactory. Punctuation skills are good throughout the school, and the older pupils choose some interesting words for effect. However, infant pupils do not, and junior pupils sometimes have trouble sustaining the story line and they lose the thread, spoiling the end result.
4. Standards in mathematics are broadly in line with those expected by the time the pupils leave the school. Most Year 6 pupils have a secure understanding of numbers and their mental arithmetic skills are good. Pupils add numbers to two decimal places and work confidently with numbers up to and beyond 1000. Although they find solutions to the problems in books, they are not often required to show initiative by solving real-life everyday problems. This slows the learning of the older, more able pupils in particular.
5. Standards are high in science and ICT, and infant and junior pupils achieve well in these subjects because of good teaching and the way lessons are organised. In science, pupils are divided into four classes, each with two year groups, and this means that work is more relevant to pupils' different ages and aptitudes. This can only be done because of high staffing levels. Scientific knowledge is taught mainly through investigative work and this means that pupils understand the ideas they are taught and remember them well. By the time they leave the school at the end of Year 6, most pupils have good scientific knowledge,

good use of subject vocabulary, and a good understanding of drawing conclusions from investigations. However, whilst their knowledge and understanding of scientific facts are well advanced, their ability to formulate their own hypotheses and then plan investigations to test these is under-developed. This slows the learning of the older, more able pupils in particular and lowers their standards in this aspect of science.

6. ICT specialist teaching brings about very effective learning. Pupils have a particularly good understanding of technology in everyday life. They use many of the facilities of the computer, such as spell check, text and graphics, competently. They scan writing and pictures, send e-mails, and use the Internet and computer programs to carry out research effectively. However, although the older pupils compose multimedia presentations using the computer, they do not present these to an audience such as their classmates.
7. Standards in all other subjects are broadly as expected by the time the pupils leave the school. Pupils sing particularly well, with a good sense of timing and pitch. Their designs of, for example, bridges and pop-up cards are extremely well detailed and some of their artwork is of a high standard, with pictures showing good perspective and depth achieved through effective shading.
8. Children get off to a good start during their Nursery and Reception years; their learning is good and they achieve well. Their personal, social and emotional development is particularly good and most children exceed the early learning goals in this area of learning by the end of Reception. Children share equipment well and take turns; they leave their clothes in neat piles when they change for physical education activities. Children get on well with adults and their classmates. Their knowledge and understanding of the world is secure and their physical and creative skills are appropriately developed. Skills in communication, language, literacy and mathematics are as expected for children of this age, with better progress than expected from their assessments on entry being made in both reading and mathematics. By the end of the Reception year, children:
  - talk confidently to others and read some words independently;
  - write in short sentences and use their knowledge of letter sounds to spell simple words accurately;
  - present their written work neatly and with care;
  - work with numbers up to 10 confidently, adding two numbers together correctly and starting to do subtraction sums.
9. There is no noticeable difference between the performance of boys and girls. Pupils with special needs achieve well in the infants and the juniors because of effective support from teachers and support staff. These pupils make good progress towards their learning targets because the work is relevant and meaningful to them. They, like their classmates, present their work neatly and with care.

### **Pupils' attitudes, values and personal development**

10. Pupils' attitudes to school remain very good as described in the last inspection report. This is a strength of the school and makes an effective contribution to pupils' good achievements. Pupils enjoy coming to school and as a result, their attendance is good. They are eager to start work and interested in all of their activities. Parents say that their children are happy in school and behaviour is good. This is borne out in conversations inspectors had with pupils.
11. Pupils' attitudes to learning are very good. Pupils are willing to make suggestions, and they answer questions eagerly. For example, pupils in Years 5 and 6 explained what they thought would happen when pond water was poured through different filters. Pupils settle down quickly to work, concentrate well and show enthusiasm for what they are doing. A good

example of independent work was seen when Year 2 pupils sorted pictures of food into groups. However, in the juniors, opportunities are limited for the more able pupils to plan and carry out their own investigations and to choose how to present their findings. All pupils showed enthusiasm and enjoyment when listening to and attempting to speak French. Pupils work hard in lessons and respond well to the encouragement given through teachers' praise. They sustain interest and concentrate on their work, even when other pupils are moving in and out of the classroom going to French lessons or to work on the computer. They continue their studies at home through a good variety of homework activities that increase appropriately as pupils get older. Pupils say they enjoy these tasks and produce a good amount of work, which helps them with their work in school.

12. Pupils' behaviour is exemplary in lessons and around the school. Pupils of all ages are alert, pleasant and friendly to each other, courteous and polite to adults, and welcoming to visitors. They know how they are expected to behave in all situations and respond appropriately. They listen carefully to their teachers and each other and wait patiently for attention. Pupils move around the school sensibly and quietly during lessons. They show respect for each other and their school, for example when using computers. At lunchtime, pupils behave well although the rooms are crowded. Outside, they organise their games very sociably and play well together. The pupils say that there is no bullying, and none was seen during the inspection. There have been no exclusions.
13. Relationships are very good. Pupils get on well with each other and the adults in the school. Older pupils help younger ones in lessons and on the playground. For example, in a literacy lesson in the junior class, the older pupils helped younger ones sensitively and kindly with research skills. On the playground, they are always eager to help anyone who is hurt or play with them. At the football coaching after school, boys and girls encouraged each other and applauded each other's successes. Pupils ensure that classmates with special educational needs are treated sensitively and are integrated well.
14. Pupils respond well to opportunities to take responsibility and their personal development is good. They are eager to carry out tasks around the school, such as register monitors, getting tables ready for lunch or setting up the music for assemblies. They look for ways of helping, such as moving chairs ready for dinner time and seek how they can be of help to others. Pupils readily organise aspects of their learning, such as reading 'buddies'. However, they have too few opportunities to develop initiative and independence in their learning, particularly in planning and executing investigations in science, solving everyday problems in mathematics, or speaking in formal situations.
15. Attendance and punctuality are good and allow pupils to benefit from the education offered. Attendance last year was above the national primary school average and there were no unauthorised absences. Pupils are rarely late for school and lessons start promptly.

#### **HOW WELL ARE PUPILS TAUGHT?**

16. Teaching and learning are good overall. Of the 23 lessons seen during the inspection, all were at least sound, and 65 per cent were good. There were no unsatisfactory lessons, showing good improvement since the last inspection when 12 per cent of the lessons seen were unsatisfactory.
17. Children get a good start in their Nursery and Reception years and learn well because the teaching is good overall. Good improvements have been made since the last inspection, when a quarter of the teaching for these children was unsatisfactory. A nursery nurse has been appointed to teach these children every morning and some afternoons, and the area in which they work is well organised and provides good opportunities for observation and exploration. In addition, there is a spacious and well-resourced outdoor learning area where children move boisterously and engage in more noisy imaginative play. When they return to

the infant classroom in the afternoon, they get good attention from the teacher and teaching assistant and learn equally as well, joining in infant history, music and geography lessons, for example.

18. Generous numbers of qualified teachers and trained support staff mean that, despite there being only two registration classes, pupils are often taught in smaller groups. Teaching and learning are most effective in the infant class, where the four year groups are taught in two classrooms by a teacher, a qualified nursery nurse and a trained teaching assistant. This means that the nursery and reception children are taught by a nursery nurse and the two other year groups are taught by a teacher and the teaching assistant. Pupils in Years 3, 4, 5 and 6, in contrast, share one classroom, a teacher, and a trained teaching assistant, making teaching individual year groups much more difficult.
19. Teachers throughout the school enjoy very good relationships with the pupils and so pupils work hard to please them. Adults treat pupils with respect and value their contributions to discussions and their responses to questions. For example, in an infant literacy lesson, when the teacher asked the children in which of the two streets described in the book 'Six Dinner Sid' they would prefer to live, one pupil responded, "Would you (like to live in that one)?" The teacher thought for a while and then replied sincerely and honestly, sharing her reasons with the pupils. In a Year 6 French lesson, the teacher praised the pupils' attempts at answering in French and built their confidence so that they all had a go, even though they were not sure of the pronunciation of particular words.
20. Teachers' clear explanations of tasks means that pupils usually succeed in doing the work and their reminders of the time pupils have left to complete the activities add a sense of urgency to the work. For example, in a Year 2 science lesson, pupils were urged to "Be quick" to complete their sorting of foodstuffs into categories of healthy and unhealthy eating, and in a junior literacy lesson the teacher moved around the room urging those pupils working independently to get on, making it clear what she expected from them by the end of the lesson. In addition, good resources hold pupils' interest well, such as well-chosen texts in literacy lessons, filtering equipment and pond water in science, and glove puppets in the French sessions.
21. Teachers' questions effectively probe pupils' understanding and extend their learning well. For example, in an infant music lesson, the teacher's question, "Did the tempo stay the same all the way through?" encouraged pupils to think about the pace of the music they were listening to and why it quickened towards the end of the piece. Instructions from the specialist teacher in a junior physical education lesson, like "Think about the amount of force you need to send the ball to your partner" and, "Which pass is the most appropriate one to use to avoid someone intercepting the ball?" made pupils think carefully about using the skills they have in the most effective way.
22. The homework pupils are given to do, particularly in the juniors, helps them well with their work in school. For example, Internet searches on their home computers helped Year 6 gather information about Victorian life, and learning spellings and multiplication tables help them with their writing and mental calculation work.
23. Movement about the school and from lesson to lesson is well planned and carried out with meticulous time keeping, without any loss of lesson flow or interruption to pupils' learning. For example, when small groups of pupils leave lessons to attend 20-minute French talking sessions, teachers and teaching assistants are ready for their return and know exactly what to do whilst another year group then goes out.
24. There is improved teaching for pupils with special educational needs. These pupils are supported very well in lessons and withdrawal sessions because their individual teaching programmes contain good suggestions for what work they need to do whilst working

individually or in a small group with a teaching assistant, and it is made clear how these people can help the pupils with different activities. Teachers know these pupils well and so the work they give them to do in lessons is relevant and achievable and enables them to make good progress towards their learning targets. Teachers' and teaching assistants' comments on pupils' worksheets and in their workbooks, set work in context so that teachers can see at a glance how much these pupils were supported and how easily and quickly they did the work.

25. Specialist teaching in ICT, physical education and French, and in music in the infants, contributes well to high standards. Pupils of all ages do well in these subjects, and also in physical education in the infants, mainly because of excellent teacher subject knowledge and good learning resources. This means that lessons are well focused and pupils' interest is maintained. However, because physical education lessons in the juniors are too short for pupils to learn, practise and consolidate new skills and techniques, the impact of the good teaching is lessened and pupils achieve satisfactory standards overall.
26. Marking is variable and teachers' comments in pupils' workbooks do not always make it clear how pupils, particularly the older ones, can improve their work next time. Opportunities for pupils to evaluate their work through these comments, and during lessons, are too few. This is because some of the lessons in the juniors overrun and not enough time is left to discuss what pupils have done and how well they have done it. In addition, the older, brighter pupils do not get enough chances to show initiative by planning, for example, their own experiments in science, solving mathematical problems related to everyday life, or presenting information, in a variety of different ways, to an audience.

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

27. The school provides a rich and varied range of learning opportunities that meets the needs, interests and aptitudes of the pupils well. It covers all of the subjects of the National Curriculum and religious education, as well as providing French lessons for all pupils, and meeting the requirements of the early learning goals for children in the Foundation Stage. The weakness in provision for gymnastics in physical education found in the last inspection has been addressed. Pupils now have opportunities to use the gymnastics facilities at a neighbouring school. However, physical education lessons are too short to enable junior pupils to learn, practise and evaluate new skills.
28. The school has successfully implemented the National Literacy and Numeracy Strategies and these contribute to pupils' good achievements overall. Oral sessions at the beginning of mathematics lessons have improved pupils' mental arithmetic skills. Teachers use and adapt national teaching guidelines for other subjects effectively so that pupils' skills, knowledge and understanding are built systematically over time. Planning includes effective links between subjects, for example letter writing in history, traffic surveys in geography and the use of the Internet to research gases in science. Specialist ICT teaching, together with numerous opportunities to use ICT in other subjects, contributes to high standards in ICT throughout the school. The curriculum for children in the Foundation Stage is good, an improvement since the last inspection. It gives Nursery and Reception children the opportunity to attain the early learning goals in all areas of learning and prepares them well for their work in Year 1.
29. The school ensures that all pupils have full and equal access to the curriculum and other learning opportunities both in and outside school. Careful planning ensures pupils have ICT lessons in rotation and they have French lessons in groups. Good provision for pupils with educational needs enables them to be fully involved in school life and they make good progress towards targets in their individual education plans. The work these pupils do is relevant to their needs and so their rate of learning is good.

30. The school provides a very good range of extra-curricular activities. Lunchtime games, football coaching by Manchester Football Club and opportunities to play matches or join in sports with other schools enhance pupils' physical education and social skills well. The provision of educational visits and opportunities for visitors to talk to pupils is a strength of the school. Visits to Sudbury Museum, Shugborough Hall or the local reservoir enrich the curriculum further and broaden pupils' experiences. Pupils benefit from the numerous visitors to the school. The local vicar, a Methodist lay preacher, and a speaker from Christian Aid extend pupils' understanding of Christian values and beliefs. Other visitors, such as a poet, a local librarian and a visiting artist enable pupils to experience a wider range of curriculum activities.
31. The school lies at the heart of the community and as such pupils attend local church services, take part in local events and present plays to the local residents. Local visits and fund raising to support a child in Bangladesh help pupils become aware of the wider community. Very good partnerships with other small schools leads to joint ventures that benefit pupils academically, socially and culturally. For example, the schools joined together to write a play, make puppets, and present their production to parents and each other. Pupils from the juniors meet with junior pupils from other schools at least once a term for activities such as dance, music or multicultural events. Regular meetings and visits by staff and pupils to the local secondary schools prepare pupils well for their next stage of education. Students from local schools and colleges work alongside staff in classrooms, supporting pupils effectively in their work.
32. Provision for pupils' personal development is good. Pupils are encouraged to care for one another and their surroundings. This helps them become more mature and responsible for each other as they get older. Health education, including sex education and the dangers of drug misuse, forms part of the science and personal and social education curriculum. Opportunities to consider issues, such as bullying or personal safety, occur when pupils watch a theatre group or listen to presentations from different organisations. Pupils have many opportunities to take responsibility for daily tasks, such as putting on the music for assembly, looking after computers, and helping younger pupils. However, pupils do not have enough opportunities to show initiative in lessons by planning science investigations, solving everyday problems in mathematics, for example, or presenting information verbally or in written form to others.
33. The provision for pupils' social development is very good. Pupils are encouraged to respect other people and their property. Very good relationships between all adults in the school give pupils very good role models and help to foster mutual respect between pupils and pupils, as well as between pupils and adults. Pupils are expected to share resources, such as computers or small equipment, and to support each other in lessons, such as the reading 'buddies'. Staff encourage pupils to co-operate when playing games at playtime and they provide opportunities for negotiation in group activities in lessons. Joint workshops, sport and e-mail links with other schools enable pupils to extend their social skills well.
34. The school makes good provision for pupils' spiritual, moral and cultural development. At the last inspection, there were weaknesses in the quality of provision for cultural development, but the school now provides a wide range of opportunities for pupils to learn about their own and other cultures. Pupils visit places of historical interest, theatres, art galleries and museums. They sponsor a child in another country and have visitors who come to explain how the money is spent. Listening to music from other countries, studying the work of artists from around the world, and learning another language enable pupils to learn about other cultures. They develop their understanding of the multicultural diversity of Britain through the study of different religious faiths and by attending multicultural events with other schools.
35. Good provision for pupils' spiritual development helps pupils learn to appreciate their natural world through observational artwork, walks in the local area, and growing plants in science.

They are encouraged to explore their feelings, for example when Year 2 pupils write, "I love you mummy because..." The daily acts of collective worship provide good opportunities for pupils to reflect on spiritual aspects of life, such as the wonder of the human body. Teachers encourage pupils to think of others. They regularly raise funds for charities and care for each other in school if they are hurt, for example. Pupils have opportunities to discuss moral dilemmas in science lessons, and develop an understanding of another's viewpoint in design and technology. The secure moral framework in school extends pupils' understanding of right and wrong. On the rare occasions when pupils do misbehave, they are encouraged to reflect on their misdeeds and the consequences of their actions, and the feelings of others.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

36. The school provides a high level of pastoral care for all of its pupils. Both the teaching and support staff know the children well as individuals and show them kindness and respect in lessons and at play. Parents are much aware of this situation and appreciate the part played by the school in making it a place their children want to attend. Pupils with special educational needs are particularly well supported.
37. Effective child protection measures are in place and all staff are about to receive updated training on their roles and responsibilities. The school staff and the governing body take a responsible attitude to health and safety matters and make good use of professional guidance provided by the local education authority. Six members of the staff have received training in first aid procedures. Regular safety testing of school equipment is systematically organised and carried out. The school shows a good level of care at the end of the day by ensuring no child leaves the premises unless in the charge of the recognised parent or carer.
38. The school successfully raises the pupils' awareness of how to keep safe by arranging popular visits to meet the 'Crucial Crew 2000', a safety event organised by the police and fire services.
39. The head teacher monitors attendance daily and actively seeks parents' co-operation in ensuring the school is informed of any reason for absence. The resulting attendance levels are good and so the school has no need to call upon the services of the Educational Welfare Officer.
40. Staff are excellent role models; they get on well together and are always polite and courteous to others. They obtain the respect of the pupils as a consequence. Pupils are made fully aware of acceptable and unacceptable behaviour and know the sanctions that can be applied.
41. The procedures for assessing and recording pupils' achievements are good, and overall, satisfactory use is made of the information collected to adapt the curriculum to suit the needs of pupils who learn at different rates. The information is also used very well to inform the teaching and learning of mixed age groups. However, it is not used effectively on a day-to-day basis, through marking or general discussions with individual pupils, to show pupils how to improve their work next time. No infant pupils are assessed at the higher level in science, but from the work seen, many achieve it. However, the school staff are dealing with this matter, and pupils' assessed levels are being amended. Personal development assessment is satisfactory. The use of pupils' achievement records is good for those pupils with special educational needs. Their progress is monitored on a continual basis with new targets being regularly set.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

42. Parents are very supportive of the school. They regard the staff as friendly, caring and very approachable when the need arises for parents to come into school and discuss any problems concerning their children's education or well-being.
43. Parents feel well informed of their children's progress and know what is being taught in each term. The school has recently issued written guidance on homework to help parents understand the nature of the work their children are given and ways in which they can assist them. Parents help their children at home with regular reading and spelling and those with children in Years 3, 4 and 5 have been issued with a learning and exercise pack for mathematics.
44. Other information in the form of regular newsletters, the school prospectus and the annual report of the governing body are satisfactory. The small numbers of pupils in some year groups means that certain sections of the governing body report are omitted to preserve pupils' anonymity. Parents have the opportunity to meet teachers each term. Pupils' annual progress reports cover all subjects and give an assessment of pupils' achievements, but do not refer to future individual targets for development, leaving parents and their children unsure about what they can do to improve standards further.
45. There is a small but active group of parents, members of the community, and staff, that organises an annual programme of social and fund-raising events such as an annual fete, sheep dog trials and fell racing, harvest festival auctions and the Christmas fair. These events are well supported by parents and members of the community, making the school a focal point of the village. The money raised is used to purchase equipment for the school, but more importantly, to subsidise the good range of visits and extra-curricular activities provided.
46. A small number of parents regularly help in school hearing pupils read. The school has secured the services of an artistically talented parent who helps with preparing wall displays and who also paints the scenery for the school's annual concert.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

47. Leadership and management have improved since the time of the last inspection and are now good overall. This is because the head teacher has put in place better systems and procedures for finding out about what is and is not working in school and these have brought about better teaching and learning overall. She works hard to involve all of the staff in decision making and, therefore, the contribution of others to the management of the school is very good. The two full-time and the one part-time teachers take responsibility for managing subjects and, partly because this is such a small school, most of the things that happen are brought about only after full consultation. This means that improvements are understood by all and can, if necessary and relevant, be implemented immediately. Changes to the curriculum, for example, are brought about straight away, bringing sudden and maximum impact to pupils' learning. For example, following feedback to the head teacher during the inspection week, already the school has started to make arrangements to make the physical education lessons in the juniors longer, reassess pupils' learning in science, and give pupils more opportunities to make presentations to their classmates in order to develop their public speaking skills even further.
48. Improvement since the last inspection has been good. In particular, the provision for the youngest children in school is much better than it was. The school employs a nursery nurse who works with the Nursery and Reception children in a newly built learning area outside the classroom, under the close direction of the infant teachers. This has brought about very good improvements for the learning of these children, who now receive a curriculum that is relevant to their age and maturity and which is based more appropriately on learning through exploration and observation. In addition, teaching throughout the school is much better than it was because of good lesson observations that focus well on what needs improving, such

as how too little time is left at the end of the junior lessons for pupils to talk about what they have done well and how they can improve their work the next time. Formal performance management procedures are in place and are already improving teachers' perception of what they can do to improve teaching and learning.

49. The staff work very well together as a team. Staffing is very generous and this means that class sizes are below average and that pupils can, although housed in just two classrooms, work in smaller groups. Excellent use is made of all available space, and even corridors sometimes become teaching areas. Teachers and teaching assistants work together very well, often teaching alongside each other in one classroom. This works well in both classes because of the excellent behaviour of the pupils; noise is kept to a minimum resulting in limited interruption to the learning of one group by the other.
50. Although the head teacher has more time away from the classroom to carry out her administrative duties than she did at the time of the last inspection, her time for administrative tasks is nevertheless still very limited. Very good filing systems, however, help her to manage the school well and the office is run in a very efficient manner. A school bursar is employed to administer the finances. The school's budget is very well managed and effectively spent. The governing body's finance committee, which is very well organised, has a clear picture of how much is being spent on what, and keep a close eye on what is happening to the budget. They plan the school's spending well and make good contingency arrangements. This is a very costly school to run, mainly because it is so small, but the principles of best value for money are applied well and the school ensures that it gets the best it can for the money it spends. Although there is a slightly above average amount of money usually carried forward from one year to the next, this is decreasing year by year and includes funding which could be withdrawn at any time.
51. The governing body fulfils its statutory duties satisfactorily. Governors are involved in development planning and decision making and have an appropriate idea of what is happening in school, mainly through the information they receive from the head teacher. Because of this, they have a reasonable influence on shaping its direction. Development priorities, which are relevant to the needs and circumstances of the school, are financed through careful financial planning and the governing body keeps a watchful eye on the school's progress towards achieving them. However, governors rely too much on the head teacher to tell them about what is happening in school and how effective their decisions are in bringing about improvements.
52. Although it has improved since the last inspection, the accommodation is unsatisfactory. There is a single office, shared by the head, school bursar and staff. This makes private conversations very difficult. There is no school hall, so all physical education lessons have to take place outside or at another local school. This means that when it is too cold or wet to go out, pupils have limited physical exercise. Although the school makes use of space in the classrooms and of a hall in another school, this is insufficient. Library facilities are squeezed into classrooms, taking up valuable space and making it impossible for pupils to browse through books at their leisure.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. The governing body and school staff should now:

- (1) improve standards in creative writing by:
  - encouraging infant pupils to use more imaginative words in order to make their writing more interesting; and
  - making sure that the junior pupils sustain the story line better.  
(Paragraphs 3, 66)
  
- (2) improve the older, more able pupils' opportunities to show initiative and independence in their work by:
  - not relying so much on textbooks for problem solving in mathematics;
  - giving pupils more opportunities to plan their own experiments and investigations in science and record them in their own way; and
  - requiring them to plan and present information to their classmates in a variety of forms.  
(Paragraphs 3-6, 11, 14, 20, 26, 32, 64, 73, 77, 79, 81)
  
- (3) so that pupils can bring about improvements to their work, make sure that they have a good understanding of what they are doing well and not so well through:
  - more effective teachers' marking which highlights more precisely strengths and areas for improvement in pupils' work;
  - identifying in the annual progress reports what pupils are doing well and need to practise next so that parents and children have a better understanding of how well pupils are doing;
  - using time in lessons better to discuss with pupils how well they are doing, what they have achieved, and how they can improve their work next time.  
(Paragraphs 26, 44, 48, 67, 77, 114)

In addition to the issues identified above, the following minor areas for improvement are mentioned in the report which the governing body should have regard to in their action plan:

1. The time allocated to the teaching of physical education in the juniors (paragraphs 25, 27, 114).
2. The governing body's procedures for measuring the impact of their decisions on pupils' learning and progress (paragraph 51).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	15	8	0	0	0
Percentage	0	0	65	35	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	2	44
Number of full-time pupils known to be eligible for free school meals	0	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	3

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

### Attendance

Authorised absence	%
School data	5.1
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete 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	39
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	2.6
Number of pupils per qualified teacher	16.9
Average class size	22

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	92

### **Exclusions in the last school year**

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

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

### **Financial information**

Financial year	2000/01
	£
Total income	145733
Total expenditure	148298
Expenditure per pupil	3903
Balance brought forward from previous year	12970
Balance carried forward to next year	10405

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0.1
Number of teachers appointed to the school during the last two years	0.1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	46
Number of questionnaires returned	42

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	5	0	0
My child is making good progress in school.	71	24	2	0	2
Behaviour in the school is good.	67	33	0	0	0
My child gets the right amount of work to do at home.	50	45	0	0	5
The teaching is good.	69	21	0	0	10
I am kept well informed about how my child is getting on.	60	33	0	0	7
I would feel comfortable about approaching the school with questions or a problem.	74	21	5	0	0
The school expects my child to work hard and achieve his or her best.	62	36	0	0	2
The school works closely with parents.	45	45	2	0	7
The school is well led and managed.	64	33	2	0	0
The school is helping my child become mature and responsible.	55	36	0	0	10
The school provides an interesting range of activities outside lessons.	43	24	21	7	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**

54. Children have a good introduction to school life at Hollinsclough Primary. They are taught well and learn rapidly during their Nursery and Reception years. Teaching is good overall in these two year groups and, unlike the last inspection when a quarter of the lessons seen were unsatisfactory, all of it this time was at least sound and much of it good.
55. The provision for Nursery and Reception children has improved significantly since the last inspection. These children are in the same registration group as the Year 1 and 2 pupils. However, in the mornings a trained nursery nurse teaches them in a learning area outside the classroom. Here, they engage in well-planned, purposeful activities and learn well through observation and exploration. The five Reception children rejoin the infant classroom in the afternoon, after the two Nursery children have gone home. This gives these children the opportunity to work in a small group with one adult, and then in a larger group with older pupils, further developing their ability to get on with others.

### **Personal, social and emotional development**

56. Children do particularly well in this area of learning, because of good teaching, and exceed standards expected for their age by the time they leave the Reception class. Most are already attaining, or are close to attaining, some of the early learning goals. Children are very secure and learn rapidly because they are encouraged to share and take turns and consider the feelings of others. For example, when playing a number domino game, whilst Reception children understood the rules of the game, Nursery children found it hard to wait their turn, snatching dominos and playing out of turn. Sensitive handling by staff helped these children to realise that it was not fair to snatch and go before their turn. This developed their self-restraint and understanding of how to work with others. Children get on very well together, both in the small group in the mornings and when working with the older Years 1 and 2 pupils in the afternoons. For example, they make tea for each other in the playhouse and share the wheeled toys well. They change confidently for physical education lessons, carefully and neatly folding their clothes. They join in all of the activities, deciding themselves in which order they will do them, exercising good independence skills. Reception children join in the infant music lessons well, singing along cheerfully with their classmates. They sustain good concentration when, for example, painting the letter 'e' with finger paints and tracing pictures. They enjoy very good relationships with adults and each other, asking classmates, for example, "Do you want to do this one now?" when tracing.

### **Communication, language and literacy**

57. Children's learning is good because of effective teaching and most children have attained most of the early learning goals by the end of Reception. These children are well prepared for their work in Year 1 because the principles of the National Literacy Strategy are adopted towards the end of the Reception year and children are very familiar with the structure of literacy hour. Nursery and Reception children enjoy looking at books, and turn pages in the correct order. They talk about the types of transport illustrated, saying, "Some have dustbins on the back" and "Some have diggers". Children's progress records show that most children simple read words independently, retell stories correctly and, with adult support, use information books to find things out. They listen attentively to the adults explaining things, for example in music when they were learning a new Israeli song. The nursery nurse talks constantly with the children and they are developing good speaking and listening skills because of this. They are eager to talk about things they have done. Most children talk in sentences or short phrases, for example about going on holiday with their grandparents, and

how next week they are “going to see a steam train”. They are starting to recognise letters and letter sounds, because effective use is made of small group time to play games and practise writing letters, for example, in the sand and with finger paints. They quickly find pictures in books of things beginning with ‘e’, like ‘elephant’ and ‘egg’. Some of the more mature Reception children suggest other words such as ‘east’ (knowing it is a direction) and ‘Easter’. They have opportunities to practise their writing when, for example, taking orders in the ‘café’ or telephone messages in the ‘office’. By the time they leave Reception, most children use their knowledge of letter sounds to spell simple words accurately and others phonetically, such as ‘goboold’ for ‘gobbled’ and ‘lifd’ for ‘lived’. They write sentences independently such as “In the winter I like building snowmen” and form most letters accurately. The least able children make good progress because good demands are made on them to work at the level expected of the average attaining children. These children are supported well within such a small group.

### **Mathematical development**

58. This is another area in which children are making good progress because teaching effectively promotes the development of their mathematical skills, and number skills in particular. Most Reception children are well on their way to attaining the early learning goals. Nursery children match two numbers that are the same and join in with Reception children to count everyday objects up to 10 and recognise numerals at least to nine. They find the total number of items in two groups by counting them, with the nursery nurse, up to, for example, two lots of six spots on a domino. Nursery and Reception children sing number rhymes enthusiastically, taking away, for example, one green bottle each time or one little leaf. They match numbers to sets of objects up to 10 and the older ones are starting to understand the idea of ‘one more’ and ‘one less’.
59. Teaching makes learning fun through playing games and the small group teaching is particularly effective because it means that individual children receive individual attention. It focuses on those that need additional help, whilst offering more challenge to those that can do the work easily. There are lots of opportunities for children to learn new mathematical ideas and develop existing ones, for example, when Reception children worked with the infant teaching assistant counting up to 10. They used the carpet number squares to match numbers and to learn which number comes ‘before’ and ‘after’ a given number and to find ‘one more’ and ‘one less’. The work from last year shows that most children, by the time they left the Reception class, worked confidently with numbers to 10 and sometimes with larger numbers up to 20 when, for example, measuring boxes “15 cubes high”, and counting back from 20 to one. Their number writing was good and they formed most numbers correctly. They could add two numbers together correctly up to 10 and had begun to do subtraction sums. They ordered snakes of different lengths from longest to shortest and vice versa and identified full, half full and nearly empty containers. They knew which object was the heaviest of three and which was the lightest.

### **Knowledge and understanding of the world**

60. Children do well in this area of learning because of the good range of learning experiences in Nursery and Reception and the work Reception children do with Years 1 and 2 pupils in the afternoons. Children show good awareness of change over time when looking at photographs of themselves and their families in order to identify how they have altered from being a baby. They compare old and new toys and grow things from seeds, such as flowers for the playhouse window boxes. Last year, by the time they left Reception, children accurately labelled flower stems, roots, petals and leaves. Workbooks saved from last year with drawings of “things we did yesterday and things we will do tomorrow” show that these children understood the idea of ‘past’ and ‘present’. Current Reception children have followed a simple map when walking in the village, identifying on it, for example, where they stopped for a drink. During an ICT lesson, children used the computer confidently to ‘drag

and drop' features to construct a face, and the work of last year's Reception children shows how they used computers to label pictures of themselves with sentences like "I am 4 and a half years old". They explore shapes that will and will not roll, and cut out and order sets of clothes that are suitable to wear in sunshine, wind, or rain. There are photographs of last year's children looking at mini-beasts through magnifying glasses and their achievement records show that they asked questions about what things were and why things happened, showing curiosity for their world.

### **Physical development**

61. Unlike at the time of the last inspection, children get good opportunities to develop their physical skills and good progress has been made in this provision. Children's development is satisfactory and teaching and learning are sound. Outdoor learning opportunities are particularly good. Nursery and Reception children used the wheeled toys sensibly and the space in the playground well when riding on them. Although Nursery children were not so good at it, Reception children steered these toys well and avoided bumping into other vehicles when, for example, taking a trailer load of "cattle to the fields". Children climbed the slide steps confidently, but there is no other climbing equipment for use indoors or out, and this limits children's physical development. Reception children changed sensibly into T-shirts and shorts ready for their physical education lesson; they needed some help with fasteners, but on the whole show good co-ordination and control. They move well in different ways, copying, for example, the straight-legged walk of 'teddy', and showing good co-ordination.
62. Nursery and Reception children move around the indoor space well, taking care not to bump into others. They hold pencils and use small apparatus and equipment with increasing control. By the time they leave Reception, past work shows that children colour within two lines accurately and their records show that they know the importance of keeping healthy, understand the changes to their bodies during physical exertion, and handle malleable materials with increasing control.

### **Creative development**

63. Teaching and learning are sound, so children make satisfactory progress and attain the early learning goals in this area of learning by the end of Reception. Past work shows that last year's Reception children could draw accurate pictures of objects such as toys from the side and above, and good representations of flowers in a vase. They painted objects like boats with appropriate use of shape, colour and proportion. In one lesson, Reception children joined their Years 1 and 2 classmates singing songs in music lessons and clapped well to the beat. Nursery and Reception children mixed paints to create a good 'skin' colour when painting pictures of their own faces, and one used the construction equipment well to make a set of water pipes. She used her imagination well when the teacher asked, "Which room does this go to?" relying confidently, "This one goes to the bathroom and these two to the kitchen". The outside playhouse is used well to develop children's imagination. A small group of children chatted happily to each other and adults when getting out the tables and chairs ready for a meal outdoors and "making the tea". The indoor role-play area changes regularly from a café, for example, to an office; it was once a recording studio in which children recorded their own music, operating the tape recorder themselves.

### **ENGLISH**

64. Standards in English are the same as at the time of the last inspection and are broadly as expected by the time the pupils leave the school. High standards in speaking and listening have been maintained since the last inspection and pupils make good progress in this aspect of English. This is because pupils get lots of time and opportunities to share their thoughts with each other and with the many adults who work in the school. Pupils of all ages are listened to and their contributions are valued. This makes them confident to express

opinions and share their thoughts with others. Younger pupils talk in sentences and make comment about themselves and what they do, such as “stay healthy by eating the right things and not too many sweets!” In one lesson, Year 3-6 pupils readily offered their opinions about the text ‘Ninny is taken prisoner’, deducing, for example, that it was a story, partly from looking at the pictures and the title, but mainly through a process of elimination, such as “It hasn’t any bullet points” and “It is not a set of instructions because it is not numbered”. Older junior pupils offer suggestions and opinions when discussing life in Victorian times and express their thoughts and knowledge well, for example, about what life was like for children working in factories. They explain clearly why it is necessary to get valid results in science investigations through making tests fair. Class debates about the pros and cons of, for example, whether or not pocket money should be given or earned, give good opportunities for pupils to develop their speaking and listening skills, but opportunities for the older brighter pupils in particular to give reports verbally or as multimedia presentations using the computer, for example, are too limited.

65. Standards in reading are broadly average by the end of Years 2 and 6. Pupils’ enjoyment and enthusiasm for books is heightened because of the obvious delight and excitement that teachers show, in the shared text sessions, in discovering the mysteries of books as stories unfold. Texts are chosen well to develop pupils’ inference and deduction skills. For example, infant pupils worked out that Sid, in ‘Six Dinner Sid’, gets too many dinners because the six people living in his street each fed him daily. Teaching in both classes demonstrates expressive reading well and pupils imitate this when reading aloud to others. Teachers draw pupils’ attention well to the punctuation used and, most importantly, why it is used, like commas that tell the reader to take a slight pause. This means that pupils then use these in their own writing. Junior pupils’ research skills are particularly good because of good teaching. Year 6 pupils, for example, already use their library reference skills well to find books about the solar system for their work in science and about Victorians in history. They scan text and locate information quickly. They read a good range of texts, including, for example, Anne Frank’s autobiography and books about ancient Egypt. They have favourite authors and talk about parts of books they particularly enjoy, like the two pages in the book ‘The Lotty Project’ where the author describes a particular room.
66. Standards in writing are average. Infant and junior pupils construct sentences well and use punctuation correctly. They join sentences together well by using interesting words, such as ‘After a while...’ or ‘Finally ...’. Their work is usually neat and well presented and pupils develop their own style of handwriting, as they grow older. They take care with spellings, mainly because of the very effective teaching of word skills, and know how to use initial letter sounds and ‘letter blends’ to build words they cannot spell. Older pupils, mainly those in Years 5 and 6, use paragraphs to make sense of what they write. They use computers and dictionaries confidently to check spellings, and a thesaurus to find different words that say the same thing. They know that they need to use interesting words and phrases in their writing to “make it more exciting and others to want to read it”. This is because texts that do this are well chosen by teachers as good examples, and teaching draws pupils’ attention to how authors create different atmospheres in their writing. In turn, pupils achieve this well through phrases such as, “ the rickety old cottage”, “It turned out ...” and “A while later ....”. However, sometimes their stories lose direction; the plot twists unexpectedly or characters are introduced suddenly and momentum is lost. Sometimes stories end abruptly, or are brought to a sudden conclusion, leaving the reader with an uneasy feeling of wanting more, but there is no more. In the infants, although the brighter pupils use interesting words to grab the reader’s interest, others do not. Their stories are very descriptive and fall flat because of this. The school has recognised this and has started to deal with these weaknesses through focusing on them in lessons and then encouraging pupils to apply what they have learnt to their extended story writing.
67. Teaching has improved since the last inspection from satisfactory overall to good. Staffing levels have improved significantly and this has helped to bring about improvements in pupils’

learning and progress. Teaching and learning are particularly good in the infants, where two year groups are taught by two adults. They are sound in the juniors, where the same number of adults teach four year groups. In both classes, lesson observations have identified what works well and not so well and has helped teachers to improve their teaching and pupils' learning. Teachers are clear about what pupils already know, understand and can do, and this means that the work they give pupils is relevant to their needs and abilities. They give pupils good opportunities to write for a wide range of purposes such as poems, instructions, book reviews and play scripts, but insufficient time to talk about what they have done well and not so well. Teachers' comments in pupils' books are variable in effectiveness. Sometimes, they give pupils a very clear picture of what they have done well and what they need to do next, like in Year 4, when a teacher wrote "Your sentences make sense. Your descriptions are interesting and paint a picture ... Remember to join your writing". This gave this pupil a very precise idea of what he or she was doing well and how they could do better. Mostly, however, comments like "Good points", "Well done", and "Improve your handwriting" do not let the pupils know precisely enough how to bring about improvements. Evaluation sessions at the end of lessons are sometimes used well to explain to pupils what they need to work on next. In an infant lesson, for example, a group of Year 1 pupils talked with the teaching assistant about how one pupil now needs to practise writing the letter 't', and another needs to remember to leave spaces between words. In the junior class, however, lessons often overrun and there is too little time left for pupils to think about how well they have done, and what they need to work on next, whilst it is fresh in pupils' minds.

68. Pupils with special needs do well in English lessons mainly because they are very well supported and good regard is given to their individual learning targets. Boys and girls are treated no differently and both perform equally as well, achieve similar standards, and learn at a similar rate and pace.
69. English is used well to support learning in other subjects, and English skills are developed in other subjects such as history, ICT and science. Pupils, for example, use books from the library and search the Internet to find out about Victorian Britain. They label designs and write step-by-step instructions about how to make them. They write about their experiments in science and about different countries in geography. However, their presentation skills are not as good in other subjects, because teaching tends to concentrate on the subject content of their writing, rather than the English skills developed.
70. Subject leadership and management are good overall. The subject leader has a clear idea about what is happening in English and has already started to work on some of the areas for improvement identified in this report. Although these are not written in the school development plan, they are being dealt with through discussion with other staff and ongoing changes to the curriculum.

## **MATHEMATICS**

71. Satisfactory standards have been maintained since the last inspection and pupils in Year 2 and Year 6 attain standards expected for their ages in mathematics. Teachers have implemented the National Numeracy Strategy successfully and this contributes to good standards in mental computation in particular. New mathematics teaching guidelines ensure teachers know what to teach to pupils of different ages. Pupils enjoy all aspects of their lessons, and complete homework tasks regularly. Although standards vary from year to year, due to the very small number of pupils in each year group, many pupils achieve well, particularly in the infants. Organisation of groups within classes and the well-targeted support by classroom assistants enables pupils with special educational needs to make good progress.

72. By the end of Year 2, pupils understand place value to 100, and add and subtract two-digit numbers. They recognise patterns when finding odd and even numbers. For example, Year 2 pupils explain odd numbers by saying, "One person would have to have one more than the other," and they count in twos to show even numbers. However, they are less secure in identifying connections when trying to solve problems. For example, they struggle to find the lowest total found on four dominoes. Pupils are beginning to multiply and divide by simple numbers, and higher attaining pupils multiply and divide by 2, 3, 4, 5, and 10. Pupils name common two- and three-dimensional shapes and describe their properties using mathematical language. For example, they know a prism has five faces and a triangle at each end. Higher attaining pupils draw the reflective symmetry of two-dimensional shapes.
73. By the age of eleven, pupils have a secure understanding of place value in order to add, subtract, multiply or divide whole numbers or decimals. They understand the use of fractions and percentages and their link. They recognise prime and square numbers. When collecting data, they use tallying and frequency tables before recording their information on bar line graphs. Higher attaining pupils understand how to collect and record group data. For example, they find out the frequency of the different numbers of letters in names. Pupils answer problems set in their textbooks or homework books but have too few opportunities to solve problems relating to real- life situations. Consequently, they are less secure selecting their own strategies for problem solving.
74. Teaching and learning are sound overall. This is an improvement since the last inspection, when there was some unsatisfactory teaching. The successful implementation of the numeracy hour provides sound structure to lessons. Teachers are confident with the introductory oral session of the lesson and challenge pupils' mental arithmetic skills well. This improves pupils' mental agility and contributes to improving standards in numeracy. Good demands are made on infant and junior pupils during the mental arithmetic sessions because questions are directed at specific year groups, but sometimes, in both classes, pupils in other year groups sit unoccupied because the questions are either too easy or too hard for them. This slows the learning of some pupils for a short time.
75. Teachers know their pupils well and promote very good relationships. This encourages pupils' excellent behaviour and fosters very good attitudes to mathematics. Well-planned lessons and very good organisation ensure pupils concentrate effectively on their learning and make sound progress. For example, Years 1 and 2 pupils moved in and out of the classroom for their French lessons. The class teacher and classroom assistant worked with different groups and pupils maintained their concentration and worked hard.
76. Teachers explain new concepts clearly and reinforce pupils' understanding or previous learning through effective questioning. They encourage pupils to explain their answers. For example, when Year 5 pupils were learning about data collection, they had to explain tallying and frequency tables accurately and later used new learning to construct bar line graphs. Pupils use mathematical language well because teachers use and reinforce it frequently.
77. Classroom assistants make a good contribution to the effective teaching and learning of all pupils. They are clear what they are to do, and because of this, they support individuals and groups when appropriate, and take an active part in the management of classrooms. Good support for pupils with special educational needs ensures these pupils are fully involved in lessons. Teachers identify what pupils can and cannot do and use the information well to match activities to pupils' abilities. However, teachers do not always use plenary sessions at the end of lessons to enable pupils to evaluate their own learning. As a result, pupils are not always clear what they need to do to improve their work. Although teachers use mathematics textbooks that pupils enjoy working from, they do not give pupils enough real-life problems to solve, relating to their own experiences.

78. Pupils have some opportunities to use their mathematical skills in other subjects and use ICT to support their work in mathematics well. They improve their data handling skills by making tables and graphs in science, and carrying out a traffic survey in geography. They improve measuring skills through design and technology and geography.

## SCIENCE

79. Standards in science are above average levels by the end of both key stages. This is better than at the time of the last inspection when standards were satisfactory. Teaching and learning have improved and are now good. The organisation of classes to enable younger juniors to work separately from the older juniors ensures learning is more effective. Teachers plan lessons around observations and investigations. This practical approach ensures pupils gain a good understanding of scientific knowledge about life processes, living things, materials and physical processes. Pupils make good progress and achieve well. However, pupils' standards of scientific enquiry are not as high, particularly by the end of the juniors. Although they have a clear understanding of the requirements needed to carry out a fair test, they do not have sufficient opportunities to plan, and where necessary repeat investigations, or to decide how they are going to record and present their findings.
80. By the end of the infants, pupils achieve high standards in their scientific knowledge and understanding. They recognise the basic conditions for life and classify living and non-living things. They show a good understanding of health and diet in humans, for example that too much sugar is bad for teeth. They draw pictures to show how animals use camouflage. Pupils identify and name different materials and sort them according to whether they are natural or manufactured. They identify and explain different materials used when building houses. When investigating whether objects float or sink, pupils recorded what they did, predicted the outcome and then drew conclusions about the results. They understand that push and pull are examples of forces.
81. In the juniors, pupils are now divided into two classes for science, each taught by a teacher. This enables pupils to learn at an appropriate level and provides opportunities for those with special needs or brighter pupils to work in the different classes, when necessary. Work matches pupils' needs well and progress is good. Much of the learning throughout the school begins with discussions when teachers encourage pupils to consider the findings of investigations. Pupils explore their ideas and make sensible predictions based on scientific knowledge. In Year 6, pupils are confident and know that the conclusions "explain things and could be very different to what we predicted". They have a good understanding of what a fair test is, and present their findings in graphs, tables and charts. Teachers base most lessons on observation and investigation, but limit pupils' opportunities to devise and carry out experiments using their own ideas. For example, Years 5 and 6 pupils investigated filtration. Although a range of filters was available, all pupils used the filter papers provided and recorded the experiment on a sheet prepared by the teacher. However, pupils' scientific knowledge is good. By the end of Year 6, pupils correctly explain the functions of the ear and the eye and link these with explanations of how sound and light travel. They understand how high and low tones occur and explain sound amplification. They know that a stationary object shows a balance of forces. Pupils research different gases for homework, and share their findings in class and on displays. They use the correct terminology well because teachers use and reinforce scientific vocabulary frequently in their lessons. For example, Year 6 pupils use and explain the words 'absorbent', 'suspension' and 'decant', when separating liquids and solids.
82. Good teaching in both key stages enables pupils to attain good standards. Lessons are well planned and teachers have good subject knowledge, which enables them to explain new learning effectively. Probing questioning deepens pupils' understanding and extends their learning. For example, in a Years 3 and 4 lesson, questions helped to draw out the conclusions of an investigation into changes of temperature. Clear explanations ensured

that pupils knew what to do and carried out investigations sensibly and safely. Good relationships encourage pupils to enjoy science and promote concentration and enthusiasm. Teachers interact with pupils effectively during activities to extend learning further, when, for example, pupils in Year 2 considered their own diet and gave reasons for not having too many sweets. Brisk pace in lessons and firm reminders to “Be quick” focus pupils' attention and productivity increases. Classroom assistants very effectively support the learning of pupils with special educational needs and enable these pupils to be fully involved in lessons. They also support groups of pupils within the class and take part in the plenary. This results in good achievement for all pupils. Teachers use the plenary sessions effectively to reinforce and introduce new ideas. However, they do not always ensure all pupils are listening carefully so that they are not fully involved and concentration wanes.

83. The school has made good progress since the last inspection. Monitoring of lessons and close teamwork between staff ensure that the co-ordinator understands the strengths and weaknesses in teaching and learning. For example, year groups in the infants and juniors were separated because of the problems of teaching the wide age range.
84. A satisfactory range of assessments enable teachers to find out what pupils know, understand and can do at the end of each unit of work and at the end of each year. However, these are not always accurate. Infant teacher assessments indicate that no pupils ever attain the higher level in science by the end of the infants. Inspection findings contradict this, and show standards are high.

## **ART AND DESIGN**

85. Standards have been maintained since the last inspection and are broadly similar to those expected nationally by the time the pupils leave the school at the end of Year 6. Insufficient evidence prevents secure judgements being made about standards in the infants and teaching and learning throughout the school. No art lessons were seen during the inspection, therefore evidence comes from talking with pupils, discussion with the subject leader, and looking at teachers' planning and pupils' artwork in sketchbooks and around the school.
86. Good learning opportunities are brought about through:
- the use of a wide range of equipment and materials, including computers to generate pictures and designs;
  - visits out of school and visiting artists who work with pupils on various projects, such as tile painting; and
  - joint projects with other local small schools which give the pupils the chance to work with other pupils.
87. One of these projects, producing a puppet play, involved some art and design work; it was the job of Hollinsclough pupils to make the puppets. These turned out to be of exceptional quality and involved a range of designing and making skills and using different media such as clay, paints and textiles.
88. Other samples of artwork seen were of similar quality to that found in most other schools. Infant pupils use art well to support their work in, for example, history when they draw detailed pictures of old and new toys. Skills are developed appropriately in the juniors, where teaching subject knowledge is good. Whilst the work pupils do is the same in Years 3-6, the quality gets better the older the pupils are. Past work shows that by the time they leave the school, Year 6 pupils draw pictures of the landscape using perspective well. Shading effectively creates depth in their observational drawings of flower heads and snowdrops. Their Rosetta Stone sketches are intricately detailed and very precise in shape and line. Their felt pictures are particularly effective and very pleasing to look at.

89. Pupils study the work of other artists, but this has had little long-lasting impression on Year 6 pupils, who struggled to recall artists they have studied other than the most recent work of William Morris and some distant recollection of Picasso. They do not talk confidently about the styles of different artists, but they do talk very enthusiastically about their current work on Victorian monograms. They describe how they look at their work and decide how to improve it, but there is little evidence in their sketchbooks of this happening.
90. The subject leader has a clear idea, mainly from her own teaching and from her informal observations of what is going on in the other class, of what needs improving next, knowing, for example, that pupils' knowledge of the work of famous artists is limited.

## **DESIGN AND TECHNOLOGY**

91. No lessons were seen and only limited evidence of past and present work was available, therefore judgements cannot be made about design and making standards overall, or the quality of teaching and learning.
92. Junior pupils' past design work, however, is very impressive and of a high standard. ICT skills are used well to support this subject, for example, when pupils communicate their intentions well through diagrams and step-by-step instructions. Last year, Year 6 pupils produced very complicated drawings, containing intricate detail. One pupil wrote, for example, "When water goes down the funnel it hits a water wheel which has a cog on which turns an upright cog which turns a cog lying down which moves a piece of wood with kinks in". As in other pupils' work, detailed drawings supported these written plans, and helped to explain how the finished product was meant to work. However, there were no actual models or photographs of this or other pupils' models, and so it is impossible to judge the effectiveness of their designs, the quality of their end products, or how well they made them.
93. Discussions with current Year 6 pupils showed, nevertheless, that good attitudes towards the subject have been maintained since the last inspection. These pupils enjoy their work in design and technology lessons. They and some Year 5 pupils talked about, for example, how they used their designs to make things and how alterations were made to, for example, their Jack-in-the box designs when, "Sticky tape wasn't strong enough because the spring lifting Jack was too powerful. An elastic band wasn't strong enough, so I dismantled another toy to use its mechanism". Pupils' work shows good knowledge of the way in which different mechanisms work. For example, one Year 5 pupil wrote, "If you turn the handle it turns the cogs which will hopefully push the pig upwards".
94. There is evidence of pupils from Years 3-6 using a good range of materials and equipment, including wood. A Year 3 pupils, for example, wrote about needing, "A rectangular box, a little person and some paint" to make a moving toy. A Year 4 pupil made a feasible step-by-step design of a vehicle using nails and wood, wheels and an axle, and propelled by an elastic band. He concluded proudly at the bottom of his design, "I think I can make it!"
95. Literacy and numeracy skills are promoted well through design and technology. Pupils in Year 5 measure wood, for example 15 centimetres long, and pupils' labelled drawings and step-by-step instructions develop their skills of communicating through writing well. Computers have been used to generate designs, although evidence of this is very limited.
96. Subject leadership is satisfactory, although monitoring of work is informal. Nevertheless, subject strengths are clearly identified and areas for improvement are being dealt with.

## **GEOGRAPHY**

97. Standards are broadly average by the end of both the infants and the juniors. This is lower than at the time of the last inspection when many pupils attained above the expected level.

However, there was a period of time between the last inspection and this one, when there were no requirements for this subject and now the implementation and adaptation of the new national guidelines ensure pupils extend their knowledge, skills and understanding soundly.

98. Teachers link geographical skills with the study of places well. For example, pupils explore the cause and effects of coastal erosion when studying the coastal town of Rhyl. Visits to other places and the use of the local environment provide pupils with very valuable experiences. This remains a strength of geographical teaching from the last inspection. Pupils extend their knowledge of the locality and further afield appropriately as they move through the school. Pupils in Year 2 investigate places in their own area and how to reach them. They compare the land use in Hollinsclough and Buxton. Teachers use stories to stimulate pupils' interest in places further away. Pupils consider the advantages and disadvantages of living on the imaginary Scottish island of Struay and ways of travelling around it. They interpret aerial views of the island and successfully identify different landmarks.
99. Junior pupils study people and places around the world in more depth. They make maps and models to show positions and features of places. For example, they drew maps to show how they got from Hollinsclough to Rhyl, and they measured the distance. They understand the use of different types of maps but are not sure about how to use scale. Teachers encourage pupils to investigate places and environments, for example by requiring them to pose their own questions to answer on visits. Through this, pupils begin to recognise and describe differences in how people live and use different localities. For example, Year 6 pupils compared the problems and attractions of living in Buxton and Rhyl, expressing their own views based on their research. Teachers recognise the need for pupils to develop geographical research. Pupils use books, the Internet and computer programs to investigate places. However, pupils record their findings briefly and this limits their ability to extend writing skills through geography.

## **HISTORY**

100. There were no lessons seen during the inspection. However, from talking to pupils and looking at their work, standards are broadly average for seven and eleven year olds. This remains the same as at the time of the last inspection. The implementation and adaptation of national guidelines and reorganisation of groups support the teaching of history to a wide age range within each of the two classes. These are improvements since the last inspection.
101. Pupils benefit from numerous visits to museums, stately homes and places of historical interest. For example, pupils in the juniors visit Shugborough Hall to experience life as Victorian servants. Teachers use a wide range of interesting resources held in school or borrowed from the local community, such as toys from different eras and Victorian clothes. This helps bring history alive and provides opportunities for pupils to understand how people lived in different times and how things have changed. Pupils in Year 2 describe old toys and explain how they are similar or different to their own. When learning about the Great Fire of London, they show an understanding of the passing of time by sequencing events relating to the fire. They learn about famous people from the past, such as Florence Nightingale, and compare nursing then and now. They use a range of artefacts and photographs to find evidence but teachers set the questions for the pupils and so the pupils have not yet begun to think for themselves about what they want to find out.
102. Pupils in the juniors develop an increasing awareness of chronology because teachers display timelines to show events and changes across historical periods. By Year 6, pupils place historical times, such as Egyptians, Romans, Vikings and Anglo-Saxons, in the correct order. They compare the life of rich and poor people in Victorian times and explain the causes of some events, such as the bad health among poor people living in cities and

working in factories. Teachers recognise the further need for pupils to devise their own enquiries and carry out their own research. Pupils in Years 5 and 6 answer their own questions and those devised by the teacher through researching in books and computer programs. Pupils use writing to record some of their findings and to write letters, to present the argument for girls' schools in Victorian times, for example. However, much of the work is discussion and pupils have limited opportunities to use and extend their writing skills through history.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

103. Standards in ICT are above expected levels by the end of the infants and juniors, as they were at the time of the last inspection. Pupils with special educational needs have good support and this enables them to make good progress. All pupils benefit from the weekly lessons taught by the ICT specialist, who extends their skills well. Opportunities to use the computers and other forms of ICT in other subjects contribute to these high standards. Teachers' very secure subject knowledge, good organisation of timetabled weekly sessions and pupils' enthusiasm ensure pupils make good progress. Effective planning and detailed assessment records enable teachers to determine effectively the next stages of pupils' learning.
104. By the end of Year 2, pupils have good 'mouse', screen and keyboard skills. They use these skills well to write and edit work. Clear explanations and teacher demonstrations enable pupils to change print size to text fit into a speech bubble for example, delete mistakes, and use the shift key for capital letters and upper key symbols, such as question marks. Pupils add effects to their writing by importing graphics into text or inserting stars between letters, for example. They understand the use of different icons to print and save work, change the font, or underline words. Exploring databases and using different computer programs to create graphs, widens pupils' understanding of the use of ICT. They use an art program, for example, to create Paul Klee style pictures and Picasso style faces.
105. By the age of eleven, pupils attain above expected standards in creating multimedia presentations and have a good understanding of the use of ICT in the outside world. They produce the front page of a newspaper using desktop publishing programs to include texts, pictures, headlines and advertisements. Pupils use the main icons and keyboard to organise, improve and present their work, including saving and printing. They carry out surveys, process information and present their findings in tables and graphs. Most pupils search the Internet or CD-ROMs to find and copy information, for example on the Victorians or gases. Pupils send and receive e-mails from pupils in other schools, sometimes including pictures of themselves and their friends. Teachers enable pupils to use their skills effectively in other subjects. They use the scanner to copy work, draw repeating patterns and improve their spelling by using a timed spelling program. Pupils write simple programs to control movements of animals or figures on the screen, linking to mathematics. The use of sensors to monitor external features, such as light or heat, is weaker because the equipment is new and the staff are not fully sure about how to use it.
106. The quality of teaching and learning is good. Successful use of national guidelines and thorough lesson preparation contribute to pupils' good achievements. Teachers explain clearly what pupils are to learn and use the time available well to develop pupils' knowledge, understanding and skills. Careful monitoring during the lesson and effective interventions ensure pupils work hard, support each other and are highly productive. Weekly sessions of direct teaching of skills and further opportunities to use ICT in other subjects motivate pupils' interest and enthusiasm.
107. The leadership and management of ICT are good. The co-ordinator has a good idea of the quality of teaching and learning in the school and knows what is needed to further raise

standards. For example, she recognises the need for further staff training on how to make full use of the new sensor equipment.

## **MODERN FOREIGN LANGUAGES**

108. French is still taught to all pupils throughout the school, as it was at the time of the last inspection. All pupils take part in one of the short sessions once a week and learning is sound. Good use of interesting resources, such as puppets, games and a model hotel, make learning fun and develops pupils' confidence. They respond correctly using French language because most of the lesson is conducted in French. Pupils in the infants answer confidently, using the correct pronunciation, when asked in French, "What colour is this?" or "What is this?" They sing songs and join in simple stories. Pupils in the juniors develop their vocabulary further through games, questioning and conversations. Careful repetition and praise encourage them to attempt reading simple phrases in order to converse together. Pupils enjoy the lessons, help each other if they are stuck and behave very well throughout.

## MUSIC

109. No judgement is made about standards and the quality of teaching and learning because only one music lesson was seen during the inspection. It was in the infants and taught by a music specialist with good subject knowledge; the quality of teaching and learning were good.
110. During this lesson, Year 2 pupils clapped well to the beat and joined in the song 'I am the captain' enthusiastically. They listened attentively to music from China, guessing it to be from India, China or Japan because it sounded, "like music you would move to when doing a martial art". They realised, when learning a new song about Israeli soldiers returning from war, that the tempo got faster as the women rejoiced in the men's homecoming. Teaching focused on the different aged pupils in the group from Reception to Year 2 and involved all of them well. The lesson was well prepared using material from the school's teaching guidelines and the pace of learning was fast.
111. Evidence about standards and pupils' achievements in the juniors was gathered mainly from talking with a group of Years 5 and 6 pupils, who sang the song, 'Those magnificent men in their flying machines', unaccompanied, and with good tune and rhythm. They clearly enjoy the full range of musical activities and talked enthusiastically about playing instruments in lessons and the music clubs that used to be held after school. They compose their own music using musical notation or symbols and listen to music by different composers, identifying how it makes them feel and what it might be used for, like rocking a baby to sleep. However, their recollection of different composers and their musical styles is weak.
112. The recent purchasing of a number of multicultural instruments and CDs of music from other countries has helped to develop pupils' awareness of the multicultural society in which they live. There is little evidence, however, of ICT supporting work in music, apart from the use of tape recorders to record pupils' performances and symbols to record their musical compositions.

## PHYSICAL EDUCATION

113. Only two physical education lessons were seen, one in the infants and one in the juniors. Satisfactory standards overall have been maintained since the last inspection. Pupils in Year 2 move imaginatively to poetry, interpreting the words well and developing their movements into sequences with the guidance of the teacher. Junior pupils use different passes to throw a ball to their partner, such as underarm, overarm, and bouncing. Standards in swimming are exceptional because a well above average amount of time, an hour and a quarter each week, is spent on providing pupils from Reception to Year 6 with the opportunity to learn to swim and then practise this skill to a high level. This is despite junior pupils not spending long enough being taught other physical education skills and then having time to practise and refine them. Consequently, most pupils usually exceed nationally expected standards in swimming well before they leave the school, but not in other aspects of physical education, even though there is specialist teaching in this subject.
114. This is because insufficient time is spent teaching physical education to the juniors in particular. There are opportunities in class, when the weather is too bad to go outside, for pupils to discuss and learn about games tactics, such as 'marking' a partner and 'defending'. However, half an hour a week is not long enough for junior pupils to learn, practise, evaluate and consolidate new games skills and think and talk about the effect exercise has on their bodies. Because of this, although a specialist teacher, who has good subject knowledge and understanding, usually takes lessons, teaching is no better than satisfactory. In addition, although coaching successfully guides pupils towards improvement, because there is little time for pupils to talk about and demonstrate to others how well they have or have not done something, they learn little from each other about how to improve their skills.

115. Nevertheless, the provision for physical education is much improved since the last inspection and although limited because of the lack of time and too few facilities, the full range of the physical education curriculum is taught. Although there is no school hall and therefore no large gymnastics apparatus for pupils to work on, arrangements are made for all pupils to spend an hour a week for half of the summer term at a hall in another school. Whilst this is far from ideal, it is better than nothing, and the school has done well to provide this opportunity free of charge.