

# INSPECTION REPORT

## **ARKWRIGHT PRIMARY SCHOOL**

Chesterfield

LEA area: Derbyshire

Unique reference number: 112632

Headteacher: Mr R Parkes

Reporting inspector: Mr R Wonnacott  
2787

Dates of inspection: 25 February – 1 March 2002

Inspection number: 195119

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3-11 years

Gender of pupils: Mixed

School address: School Lane  
Arkwright Town  
Chesterfield  
Derbyshire

Postcode: S44 5BZ

Telephone number: 01246 234018

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Appropriate authority: Governing Body

Name of chair of governors: Mrs N Dolby

Date of previous inspection: 19/05/1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2787	Mr R Wonnacott	Registered inspector	Mathematics	What sort of school is it?
			Science	The school's results and pupils' achievements
			Information and communication technology	How well are pupils taught?
			Music	How well is the school led and managed?
			Physical education	What should the school do to improve further?
			Equal opportunities	
15522	Mr B Morgan	Lay inspector		Pupils' attitudes, values and personal development
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
23475	Mrs K Tomkins	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
			Art and design	
			Design and technology	
			Geography	
			History	
			Religious education	
			Foundation stage	
			Special educational needs	

The inspection contractor was:

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

### **INFORMATION ABOUT THE SCHOOL**

Arkwright Primary School is in Arkwright Town, some four miles from Chesterfield in Derbyshire. A new school building was completed in 1995. Since the last inspection the number of pupils on roll has increased from 39 to 106. This increase has had a significant impact on many aspects of the school's work, including the establishment of two new classes and the appointment of staff. However, the school is still a very small primary school compared with primary schools nationally. Pupils are aged three to eleven years. They are taught in five classes, which include Nursery provision for the youngest children. The size of the school's population is still increasing. For example, there were only six pupils in the Year 6 class of 2001 but there are 21 pupils in the present Year 3 class. Because of the small number of pupils in a single year group any statistical comparisons with national data need to be treated with caution. For example, with only six pupils in the Year 6 class for 2001, the results of one pupil in national tests was worth nearly 20% of the school's score. The percentage of pupils entitled to free school meals is broadly in line with the national average. The percentage of pupils with special educational needs, including those with statements of educational need, is well below the national average. These pupils have a range of needs but the majority are due to learning difficulties. All pupils are of white British heritage. When children join the school at age three years, their attainment is generally lower than that found nationally for the age group.

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

The school is providing pupils with a satisfactory standard of education. The welfare and care of pupils are good. Overall, pupils make satisfactory progress as they move through the school. Standards in most subjects are typical of those found in primary schools nationally. However, by the age of eleven years pupils attain below average standards in science, design and technology, geography and art and design. Pupils who have special educational needs are provided with satisfactory, and at times good support. The school meets the needs of all pupils satisfactorily. All pupils are provided with equal access to all aspects of the school's work, they are included in all the school's activities.

Management and leadership are satisfactory overall. The headteacher has established satisfactory procedures that enable the school to function efficiently on a day-to-day basis. However, longer-term strategies for monitoring and developing aspects of the school's work, particularly the quality of teaching, are underdeveloped and do not have sufficient impact on raising the standards attained by pupils.

The school is judged to provide satisfactory value for money.

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

- Relationships in the school are very good. Pupils work well together and show respect for each other's feelings.
- The Nursery unit provides children with a good foundation for their future learning.
- New national strategies for developing the pupils' skills in literacy and numeracy have been effectively established.
- In lessons, pupils show good attitudes to their learning. Pupils' behaviour is good.
- The school has good procedures in place that enables it to support and develop the pupils' personal development. It is a caring school.

### **What could be improved**

- Standards in science are low.
- Not enough of the teaching is of a good or better quality.
- The school's management does not currently focus in a systematic way on raising standards throughout the school.

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

## **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in May 1997. In the last two years, a new Nursery block has been completed and a computer room has been added.

Standards in English and mathematics show improvement. Standards in the majority of the other subjects are similar to those reported at the time of the last inspection. The addition of the computer room is not yet having enough impact on raising standards in information and communication technology.

The teaching observed during the inspection was of a similar quality to that reported after the last inspection.

The school has made satisfactory progress in tackling the issues identified in the last report. Subject co-ordinators have made a satisfactory start in monitoring the standards attained by pupils in subjects. Schemes of work are in place for the majority of subjects. Standards in music have improved.

## **STANDARDS**

With small numbers of pupils in the Year 6 class (six pupils in 2001), no year-by-year comparisons of the school's results with national data for eleven-year-olds are included in this report. Because of the small number of pupils in each year group, the combined results for the last four years provide a more secure picture of the school's results.

At age eleven, standards in English tests have been below those typically found nationally. Standards in mathematics tests have shown great variation, but have improved in the last two years so that overall they are close to the national average. Standards in science tests have been close to

those typically found for eleven-year-olds nationally. At age seven, there were 21 pupils in the Year 2 class of 2001; which makes comparisons of the school's results with national data more meaningful. In reading, writing and mathematics the schools results were well below the average for schools nationally in the 2001 tests.

The school has used the data available to set realistic targets for pupils in national tests. The evidence gathered during the inspection indicates that the targets are likely to be met.

An examination of the books of Year 6 pupils, together with discussions with this group, indicate that in English and mathematics, overall standards are similar to those found nationally. The highest attaining pupils attain standards that are higher than those expected nationally. However, in both subjects there are aspects of work where standards are on the low side. Standards in the key skills of literacy and numeracy are typical of those found nationally for the age group. In science, an examination of work in the pupils' books together with discussion with the pupils indicates that standards overall are lower than those expected nationally and are significantly lower than those in English and mathematics. There are gaps in the pupils' scientific knowledge and they do not have a clear understanding of how to develop a scientific investigation.

In other subjects, from an examination of the pupils' books, discussion with the pupils and through observing their work in lessons, indications are that standards are variable. In history, physical education, information and communication technology and music standards are broadly in line with those found nationally for pupils at both age seven and eleven. On the other hand, standards in design and technology, geography and art and design are below average for seven and eleven-year-olds. Standards in religious education are typical of those set out in the locally agreed syllabus for the subject.

Children enter the Nursery with a range of skills that are generally lower than those typical for the age group. Teaching that is generally of good standard enables children of all abilities to make good progress during their time in the Nursery, so that they enter the main school with standards that are close to the national average for the age group. Pupils then make satisfactory progress as they move through the school, responding well to sound teaching and very good relationships.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	In the lessons observed the pupils' attitudes to work was good. Pupils were keen to be involved in activities and they wanted to succeed.
Behaviour, in and out of classrooms	Overall, behaviour in the school is good. In lessons, behaviour is generally good. In the playground, pupils of different ages play together well.
Personal development and relationships	The personal development of pupils is good. Relationships throughout the school are very good. Pupils are provided with limited opportunities to take responsibility for aspects of school life.
Attendance	Attendance levels are similar to those found nationally for primary schools.

In lessons there is a very good relationship between the teachers and pupils. The pupils show good attitudes to their work and they make good progress in their learning. During the school day there is only a limited range of opportunities for older pupils to help in the day-to-day running of the school. Opportunities for pupils to take responsibility for their learning are not sufficiently well developed.

## TEACHING AND LEARNING

Teaching of pupils in:	Foundation Stage	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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.*

The inspectors visited the school over five days and observed 27 lessons, which equated to 22 hours of teaching and learning. All teachers were seen teaching at least four times. Lessons where literacy and numeracy skills were being developed were observed in every class.

Overall, the quality of teaching observed during the inspection was satisfactory. Teaching was judged to be satisfactory or better in all but two of the lessons seen. In ten of the lessons teaching was judged to be good or very good. Very good teaching was observed in the Year 2 class when pupils were being taught mathematics and English. Evidence collected from the teachers' planning records and from the pupils' books indicates that the standard of teaching observed during the inspection was typical of that usually found in the school.

Where the teaching was at its best the lessons were well planned, and teachers used very good questioning techniques to help pupils think carefully about answers. Pupils responded well to this approach and were confident to put forward ideas and make suggestions. In the less effective teaching, and particularly in the unsatisfactory lessons, the work provided for pupils did not always take enough account of their past learning. The lessons did not go with a swing and fully engage pupils in their learning. As a result not all pupils made the progress they were capable of.

Overall, good teaching was observed in English lessons where pupils were developing skills in reading and writing (literacy skills). In mathematics lessons, where pupils were developing their skills in numeracy, the teaching observed was satisfactory. In all other subjects of the curriculum the teaching in the lessons observed was generally of a satisfactory quality.

Pupils make satisfactory progress in their learning as they move through the school. The teachers' detailed planning and the generally good support provided by classroom assistants enable the school to meet the needs of all the pupils equally well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school gives appropriate emphasis to developing the pupils' skills in reading, writing and number work. The curriculum provided by the school is satisfactory overall. However, only limited opportunities are provided for pupils to develop their skills in a number of subjects, for example, design and technology and geography.
Provision for pupils with special educational needs	Overall, the provision is satisfactory. In lessons, pupils are well supported and they make satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, provision is satisfactory. It is good for pupils' social and moral development. Provision for pupils' spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The school has good procedures in place that ensures pupils' welfare. Procedures for child protection are good. Although the school has satisfactory strategies that enable pupils to understand the targets they should attain, procedures that help pupils to understand their strengths and weakness are not as well developed.

The school has rightly spent the majority of time developing the pupils' skills in English and mathematics and standards in these subjects have improved. In recent years not enough time and thought has been given to developing the pupils' skills and knowledge in science. The school is aware of this weakness and plans are in place to raise standards. The school has positive relationships with parents who are totally supportive of the school's work.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides the school with secure and satisfactory leadership. Teaching and non-teaching staff provide the headteacher with valuable support. Day-to-day management of the school is satisfactory, but the school's management does not focus enough of its time on evaluating and developing the quality of teaching and learning.
How well the governors fulfil their responsibilities	The work of the school governors is satisfactory. They are supportive of the school, and carry out their responsibilities efficiently. They have systems that enable them to hold the school to account for its performance.

<b>Aspect (cont)</b>	<b>Comment (cont)</b>
The school's evaluation of its performance	Analysis of national test results is used to decide on priorities for future years. At the time of the inspection, not enough attention was being given to setting detailed and challenging targets for individual, or small groups of pupils. The quality of classroom teaching and learning is not systematically monitored and evaluated.
The strategic use of resources	Overall, the school uses the different specific grants provided to good effect. Good use has been made of money to support pupils with a range of learning difficulties; these pupils are making satisfactory progress in their learning.

The headteacher provides the school with satisfactory leadership. He has the respect of all those connected with the school. His detailed knowledge of the pupils is used to very good effect to ensure that the social and emotional needs of all pupils are fully met. The priorities identified for the school's development plan do not focus sufficiently on raising standards. The governors understand and use the principles of best value when making decisions regarding expenditure. The work of subject co-ordinators has improved since the last inspection. However, more work needs to be undertaken to enable them to focus on raising the standards attained by pupils. The attractive building provides pupils with a stimulating place to learn. Learning resources are at a good level.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children are keen to come to school and learn; they like school.</li> <li>• Teachers are very approachable.</li> <li>• The school encourages pupils to understand the difference between right and wrong.</li> <li>• Parents judge that the school is helping their children to mature.</li> <li>• The school is a very caring place.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents were not clear about the school's policy regarding homework.</li> </ul>

Parents returned thirty-five questionnaires. Eighteen parents attended the meeting with the registered inspector. The evidence gathered during the inspection supports the positive views identified by the parents. The inspection team agrees that the school needs to clarify its policy regarding the use of homework.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. *The small number of pupils in the Year 6 class over the last four years, less than ten each year, means that comparison of the school's results in national tests with national results has to be interpreted with caution. When the school's results in national tests for eleven-year-olds for the years 1998 to 2001 are taken together, English results have been below the national average. Mathematics and science results have been in line with the national average. There were 21 pupils in the Year 2 class when the 2001 tests for seven-year-old were taken. In reading, writing and mathematics the school's results were well below the national average for the age group.*
2. The national arrangement for assessing pupils' attainment is based on a scale with eight levels. The target for **seven-year-olds** is Level 2 of the scale; higher attaining pupils should reach Level 3. The target for **eleven-year-olds** is Level 4; higher attaining pupils should reach Level 5. As well as comparing the school's results with the national picture it is usually possible to make comparisons with schools that are 'in a similar context', that is, schools which have a similar proportion of pupils entitled to free school meals.
3. Although there were 21 pupils in the 2001 Year 2 class, over the last four years the number of pupils involved in the tests for **seven-year-olds** has been relatively low, a more valid picture of the school's performance is obtained by taken the results for the four years together. In reading, writing and mathematics the school's result have been below the national average.
4. When the school's results for **seven-year-olds** for 2001 are compared with similar schools, then in reading the school's results are well below the average for this group of schools. In writing and mathematics the school's results are very low, being in the bottom 5% compared with the results of this group of schools. The school recognises that the results for 2001 were too low. In order to raise standards, the pupils are now being taught in a smaller than average size class and are provided with a variety of extra support in English and mathematics.
5. Over the period of the last four years, the school's results in national tests for **eleven-year-olds** have shown variation. However, when taken together, the results show that in English the percentage of pupils' attaining the nationally expected standard has been below the national average. In mathematics and science the percentage attaining the nationally expected standard has been close to the national average.
6. Because of the small number of pupils in each year group, no comparison can be made of the school's results with similar schools.

7. An examination of the pupils' books in English and mathematics, together with a discussion with the current Year 5 and 6 pupils and observations in lessons, indicates that the majority should reach the expected standard by the time they reach the age of eleven. In English, the pupils are beginning to develop their vocabulary so that their written work is becoming more exciting. In mathematics, pupils are able to talk about a range of topics, including work they have completed on shape and measurement. However, they are not clear about how probability is used. The highest attaining pupils can use a range of strategies to solve problems, for example finding out the answer to multiplying 49 by 7, they multiply 50 by 7 and then subtracted seven; the highest attaining pupils have a good grasp of the way numbers operate. Work in the books shows that pupils are making satisfactory progress in both subjects.
8. In science, standards attained by pupils are generally lower than those found in primary schools. Work in the pupils' books indicates that pupils have only a limited base of scientific knowledge; this shows unsatisfactory coverage of national requirements for this subject. In discussion, the highest attaining Year 6 pupils are beginning to develop a secure knowledge of the way sounds are made and how sound waves travel through the air. On the other hand their understanding of the way substances change when they are solids, liquids or gases is underdeveloped. Work in the books, throughout the school, does not show how pupils are developing ideas about scientific investigations. In discussion, the Year 6 pupils were not able to explain the need to keep variable constant when undertaking a science investigation. This aspect of the pupils' science work is unsatisfactory. Not enough time is given to teaching science and important aspects of the subject, particularly the development of the pupils' investigative skills, are not given enough attention.
9. Standards in information and communication technology vary across different aspects of the subject, but overall are in line with those found nationally for eleven-year-olds. Pupils in Years 5 and 6 can explain how they have used a word-processing program and they know about a number of functions in the program. On the other hand, their knowledge of ways in which the computer can be used to control a range of events is underdeveloped. At the time of the inspection, insufficient use was being made of the new computer room. Not enough attention is given to developing, in a systematic way, the pupils' understanding of ways in which computers can help them with many aspects of their learning.
10. The standard of presentation of work in the books is unsatisfactory. Work in the books of the highest attaining Year 6 pupils is of a satisfactory quality. The standard of presentation in most books does not show that pupils take the necessary pride in their work. Although the majority of the work has been marked by the teachers, there are far too few comments in the books that would help pupils understand how they could improve the standards they are attaining.
11. The standards attained in other subjects of the curriculum are variable. In history, music, physical education, the limited evidence collected during the inspection indicates that pupils are attaining standards that are typical of those found for pupils at age seven and eleven respectively. In art and design, geography and design and technology most seven-year-olds

attain the standards expected nationally for this age group. Most eleven-year olds do not attain the standards found nationally for this age group. The low standards in these subjects in Key Stage 2 reflect the small amount of time given to the teaching of them. In religious education, standards are in line with the expectations of the locally agreed syllabus.

12. In reading and writing the majority of pupils make satisfactory progress as they move through the school. Standards are generally in line with those typically found for pupils aged eleven; pupils have made satisfactory progress. Pupils enter the school with an understanding of number work that is typical of the age group; they make good progress in mathematics so that most of the oldest pupils in the school are on target to reach the expected standard for eleven-year-olds.
13. In other subjects the progress made by the pupils is too variable. For example, in geography pupils in the Key Stage 1 class make satisfactory progress, this progress is not maintained when pupils join the Key Stage 2 class. Progress in the creative aspects of pupils' development, for example art and design, is slow. The variable rates of progress reflect the small amount of teaching time that is allocated to some subjects. It is not clear how, in this limited time, the nationally required programmes of work are always delivered.
14. In the Foundation Stage children attain standards that are typical of those found nationally for four and five-year-olds. During their time in the Nursery children make good progress in their learning. They settle quickly to classroom routines.
15. During the inspection pupils were judged to have made very good or good progress in twelve of the twenty-seven lessons observed. Very good progress was recorded in one lesson when Year 2 pupils were developing their number skills. The very good progress was a result of very good teaching. In this lesson the teacher used on-the-spot assessments to ensure that all pupils were able to develop their learning. As a result the work given to pupils was quickly adjusted to reflect these assessment; pupils enjoyed the activities and showed clear gains in their understanding of the problems given.
16. The staff are making good use of the national guidance for teaching reading, writing and number work. This approach is having a positive impact on the pupils' progress and their levels of attainment.
17. The small number of pupils in a year-group makes comparisons of the attainment of boys and girls of little value. Overall, the evidence gathered during the inspection indicates that there is no significant difference between the attainment of the two groups. The school has made a satisfactory start on setting targets for improvement for groups of pupils, as yet it has not made sufficient use of all the data it has available to set targets for individual pupils.
18. Pupils with special educational needs achieve standards appropriate for their age and ability. They make satisfactory progress in developing skills in reading and number work. In Key Stage 2 in particular, a classroom assistant provides them with a good level of support.
19. Overall, these judgements are an improvement on those reported following the last

inspection.

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

20. *Pupils' good standards of behaviour, good attitudes towards school and learning and the very good relationships make a significant contribution to their learning and development .*
21. In the Nursery and Reception Year children make good progress in their personal, social and emotional development. They are encouraged and supported when starting to attend school, and respond well, settling to routines and enjoying the activities provided for them, They are generally attentive and listen to adults and each other and are learning to take turns and work together.
22. Throughout the school pupils generally have a positive attitude to learning. They are interested in their work and share and co-operate with one another well.
23. Behaviour in the majority of lessons is good and on occasion very good. Examples of these positive attitudes and good behaviour were seen across the school. In a maths lesson in the Year 4/6 age group, very good behaviour was seen with pupils totally involved in the tasks set; in Year 3 science session on magnets, good behaviour was seen with pupils keen to put forward ideas, working well in pairs and enjoying learning. The standard of behaviour seen in other lessons was never less than satisfactory. In some of these lessons, however, pupils' interest and attention fell, particularly where the teaching was not well matched to their needs or where the lesson was not challenging enough or the pace fell. Whilst generally teachers manage pupils' behaviour well, this fall in interest and attention meant that time needed to be taken to do this, which detracted from the progress made.
24. Behaviour in and around the school is good. Pupils are polite and friendly. They play well together at break and lunchtime. In the dining room they behave well, talking sensibly with their friends. The school has no record of exclusions in the last year. The school places much emphasis on promoting good behaviour and evidence from the inspection shows clearly that they are succeeding in this aim. Teachers have been very successful in promoting an anti-bullying policy. Pupils have responded well to it. The relationships seen throughout the school are very good. Pupils co-operate well together, take turns and listen to other points of view. Discussions with pupils show that they think that teachers are fair and want them to do well.
25. The significant growth of the school has meant that many pupils have joined the school from other schools. The very good relationships now seen and the good examples of co-operation between pupils show clearly that they have been very well supported during this period.
26. Pupils' personal development is good. Teachers know them very well and use this knowledge to support their development. Whilst the school does not have a policy for personal social and health education to be taught as a separate subject, pupils have access

to much of the content of such a programme through work in other curriculum areas. The school makes good use of visiting specialists to support this work, for example through the police service and school nurse. Educational and other visits also support this aspect of the school's work, for example Year 4 pupils had the opportunity to attend a residential course in support of work on information and communication technology. Similarly Year 6 pupils attended a residential outdoor pursuits course. The school has been aided in its work in this area by membership of the Education Action Zone. Visits by theatre groups and artists have also contributed well to pupils' personal development. Support has also been received from the school's Friends Association, both to enable pupils to join activities and also in providing social events at the school. The school also makes use of 'circle time' to encourage pupils to discuss and consider the views of others. Although no work of this type was seen during the inspection, discussions with pupils and teachers show that this provides a good contribution to personal development.

27. Pupils, particularly those in Key Stage 2, are encouraged to take responsibility by acting as monitors as, for example, at lunchtimes where they help younger pupils in the dining hall and assist in getting out and putting away play resources in the playground. Those involved invariably take these responsibilities seriously. They respond very well to requests by teachers to carry out tasks around the school as, for example, when older pupils were asked to help with the furniture for assemblies. When opportunities are provided most take increasing responsibility for independent study. Overall, however, these are too few.
28. Levels of attendance are broadly in line with those seen in similar schools and are satisfactory. Pupils are punctual and lessons and sessions begin on time. Parents and pupils know of the school's requirements with regard to attendance matters.
29. Discussions with pupils show that they feel that staff care for them and want them to do well. They enjoy their work and try hard. Parents say clearly that children like coming to school, that behaviour is good and they are being helped to develop as mature and sensible young people. Evidence from inspection supports these positive views. The last inspection commented favourably in much of this aspect. Evidence shows that improvements have been made.

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

30. ***Overall, the teaching observed during the inspection was of a satisfactory standard. An examination of the teachers' planning records, together with a scrutiny of the pupils' work and discussion with pupils indicates that over the longer period of time teaching is of a satisfactory standard. The proportion of teaching observed that was of a good or better quality was relatively low.***
31. There are five classes in the school. There is a Nursery class for three-year-olds. The majority of the remaining classes contain pupils of different ages. There is a class of 25 pupils for five and six-year-olds, a class of 24 pupils for six and seven-year-olds. All the 21 eight-year-olds are taught in one class. The nine, ten and eleven-year-olds are taught together in one class; there are 26 pupils in this class. One teacher teaches the class with six

and seven-year-olds in the mornings; the headteacher teaches the class in the afternoons.

32. During the inspection, twenty-seven lessons or parts of lessons were observed. In total this amounted to twenty-two hours of teaching and learning. Teaching was judged to be very good in two lessons, good in two lessons, satisfactory in thirteen lessons and unsatisfactory in two lessons. The proportion of lessons where teaching was judged to be good or better is low compared with the majority of inspections. These judgements are similar to those reported following the last inspection.
33. Common strengths that were identified in the lessons observed where teaching was judged to be at its best were:
- the way teachers used questions to help pupils develop their ideas;
  - the teachers' understanding and knowledge of the subject;
  - the enthusiasm of the teacher, who provided pupils with good quality materials to help them learn;
  - the careful structure to lessons that helped pupils develop new skills at an appropriate pace.

These strengths played a major part in the good progress made by the pupils.

34. In lessons where teaching was judged to be satisfactory overall, there were some common weaknesses.
- pupils were not provided with materials that sufficiently built on their previous learning;
  - the lesson did not go with a swing, the teacher did not show a real enthusiasm for the subject and the pupils made only satisfactory progress in their learning.
35. ***The quality of teaching that was observed in the Foundation Stage showed variation but was good overall.***

36. Five lessons were observed in the Nursery class. Teaching was judged to be good in three lessons, satisfactory in one lesson and unsatisfactory in the fifth lesson. The good teaching occurred in lessons where children were exploring a number of ideas. In these lessons the range of resources available for children to explore was good. The teacher used a good selection of techniques to involve children in activities. She intervened at times and allowed children to make their own choice of activities at other times. This approach worked well and children responded in a positive way. The children showed that they were beginning to understand the routines in the Nursery and were able to put materials away in the correct place. The unsatisfactory teaching occurred in a lesson where children were developing their physical skills in the hall. The work provided did not give the children enough opportunity to explore their own movements; the teacher over-directed the lesson.

37. Children who are of reception age are taught in a class with Year 1 pupils. Although the teaching that was observed in this class was judged to be satisfactory, the work provided focused on the needs of the Year 1 pupils and did not provide enough opportunities for Reception children to develop their ideas through less teacher-directed activities. The teachers' planning took account of the national guidance provided for the age group. However, the activities provided for the children did not demonstrate that the general approach recommended in the guidance was a natural part of the class practice. There were too few opportunities for children to learn from their own exploration.
38. ***The quality of teaching observed in the Key Stage 1 classes ranged from very good to unsatisfactory; it was satisfactory overall.***
39. Twelve lessons were observed in the two Key Stage 1 classes. Teaching was judged to be very good in two of the lessons, good in two lessons, satisfactory in seven lessons and unsatisfactory in the remaining one lesson.
40. The two lessons where very good teaching was observed occurred in the class where the seven-year-old pupils were developing their skills in both English (literacy lessons) and mathematics (numeracy lessons). In these lessons the teacher used very good questioning skills that enabled pupils to explain how they had reached a particular answer. For example, in a mathematics lesson when the pupils were developing their knowledge of counting in tens, the teacher started by asking pupils; 'Can anybody make a statement about what happens when we count in tens?' A pupil responded; 'The tens column goes up in ones the units column stays as zero.' This form of teacher's questioning continued throughout the lesson. When the higher attaining pupils moved on to explore what happened when they added two odd numbers together, they were able to produce a general statement; 'Adding two odd numbers always gives an even number'. The enthusiasm of the teacher and her insistence that pupils stayed on task meant that they learnt a lot in a short time.
41. The one lesson where teaching was judged to be unsatisfactory occurred in the class with Year 1 and Reception. Pupils were developing ideas in religious education. The content of the lesson was too difficult for many of the pupils and they became restless. Although the lesson plans were satisfactory they did not indicate how the additional adult support was going to be used; as a result the support was not totally effective. Lessons where teaching was satisfactory occurred in a number of subjects, art and design, information and communication technology and mathematics. A common weakness in these lessons was the slow pace. Too often the teacher spent a great deal of time explaining to pupils what they were going to do. This approach left pupils with little time to explore the ideas that were being developed. The progress made by pupils was thus satisfactory rather than good.
42. ***The quality of teaching that was observed in the Key Stage 2 classes was satisfactory overall. Good teaching was observed in both classes.***
43. Ten lessons were observed in the two Key Stage 2 classes. In five lessons, teaching was judged as good and in the remaining lesson it was satisfactory.

44. Four lessons were observed in the class with eight-year-olds. All the teaching was judged to be at least satisfactory, and in an English lesson where pupils were developing their literacy skills the teaching was judged to be good. In this lesson the resources were well organised. The lesson occurred immediately after the morning break and pupils quickly settled to read the story of *Little Red Riding Hood*. The teacher used good questioning skills to encourage pupils to think about ways they could change the text to make it more exciting. Pupils were fully engaged in the task and they made good progress in improving the story. In lessons where teaching was judged to be satisfactory the work often lacked the necessary level of challenge to move pupils to the next stage of learning. In a mathematics lesson, the worksheet provided did not challenge the highest attaining pupils. They spent too much time colouring in the pictures and not enough time developing their mathematical thinking.
45. Six lessons were observed in the class with pupils ranging between the ages of nine and eleven years. In four lessons the teaching was judged to be good and in the remaining two lessons it was satisfactory. In all the lessons in this class the very positive relationships between the teacher and the pupils had a major impact on the pupils' learning. The teacher used humour to very good effect to help pupils understand when they had made mistakes. When the teaching was at its best, the work provided for pupils was challenging. For example, in an English lesson where pupils were comparing the work of two authors, the text provided challenged the thinking of the highest attaining pupils; they made good progress in their understanding of the way the texts had been constructed. In the two lessons where teaching was satisfactory the level of challenge was not as high. For example, in a science lesson where pupils were exploring the fact that a vibration has to occur before a sound is made, the investigation did not enable the highest attaining pupils to design an investigation that would involve them in making some measurements.
46. The school is making good use of the support of a visiting music teacher. During the inspection, one lesson was observed where the Year 4, 5 and 6 pupils were developing their music skills; the teaching was good. The teacher's enthusiasm and her knowledge of the subject were transmitted to pupils, who made good progress in the lesson.
47. ***Taken together, the teaching observed in English and mathematics lessons was good overall.***
48. Eleven lessons were observed where these important aspects of the pupils' development were being taught. In two of the lessons teaching was judged to be very good, in five lessons teaching was good and in the remaining four it was satisfactory. In both subjects the teaching was good overall. In both subjects the school is making good use of the new national guidance for teaching literacy and numeracy skills.
49. ***Over the longer period of time teaching in the school is judged to be satisfactory.***
50. An examination of the teachers' planning records, together with a close scrutiny of the pupils' books and discussion with pupils, indicates that teaching in the school is generally of a satisfactory standard. The school has a broad plan that shows how the nationally

prescribed programmes of work will be delivered. This broad plan is supported by detailed teachers' plans. However, these plans do not consistently show how the assessments made of pupils' previous learning are going to be used to ensure that pupils of differing ages and levels of attainment will make further progress. In addition, an examination of pupils' past work shows that in many subjects, for example science, geography and art and design pupils do not record their work. When work is recorded it is often poorly presented and does not provide a satisfactory record of pupils' learning.

51. The evidence gathered indicates that, as in the sample of teaching observed, teaching is predominately of at least a satisfactory standard. However, it regularly lacks the precision and pace to challenge and stimulate pupils to make good rather than adequate progress in their work. An examination of the pupils' past work indicates that not enough time has been given to teaching science. Staff have not been totally confident in tackling the subject and this has had an important impact on the lower than expected standards.
52. ***The progress made by pupils as they move through the school is satisfactory. Children enter the Foundation Stage with levels of attainment below those found nationally. They make good progress in the Nursery to reach standards close to those expected of four-year-olds when they leave the Nursery. This level of progress is not maintained in the Key Stage 1 and 2 classes where progress is only satisfactory. Progress is satisfactory when teaching is only of a satisfactory quality.***
53. Work in the pupils' books shows that during this school year they have made satisfactory progress in the majority of subjects. However, there was little written work in their geography and religious education books. Nevertheless discussion with the Year 6 pupils indicated that they had a satisfactory understanding of many important facts to do with different world religions; their progress in this subject was judged to be satisfactory. On the other hand the discussion did not provide evidence to indicate that their geographical knowledge was well developed. Progress in this subject was unsatisfactory. Although Year 6 pupils could explain a number of scientific ideas, their understanding of ways in which a scientific investigation can be constructed are underdeveloped. Throughout the school, work in the pupils' books does not show development in this aspect of science. Although the teachers' planning provided some indications that science investigations are to be carried out by the pupils, the planning did not provide convincing evidence that the pupils' science skills are being sufficiently developed year-by-year.
54. During the inspection, the most effective learning occurred in lessons where the materials were both stimulating and matched to the pupils' differing levels of attainment and maturity. For example, in a Year 2 mathematics lesson where pupils were discovering how patterns occurred when one-digit numbers were added together, the range of materials provided for pupils was closely matched to their prior levels of understanding. This approach resulted in all the pupils making good progress in understanding the ideas that were being presented.
55. Pupils who have been identified as having special educational needs generally make satisfactory progress as they move through the school. In general, individual pupils are provided with a satisfactory level of support. The level of support provided in the Year 4, 5

and 6 class is good.

56. Overall, these judgements are similar to those reported at the time of the last inspection.

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

57. *The curriculum provided by the school is satisfactory overall. Provision is broad, balanced and relevant to the needs of the pupils. It meets all major statutory requirements. However, there are weaknesses in the provision for design and technology, geography and art and design, particularly in the Year 3 to 6 classes. A satisfactory range of out of school clubs adds to the standards attained by the pupils. The school gives appropriate emphasis to developing skills in reading, writing and number work. In both key stages the time allocated to teaching meets the nationally recommended minimum. Homework is given in all classes but is not sufficiently well organised to contribute significantly to pupils' learning. Pupils' reading diaries show that reading is regularly undertaken at home.*
58. The school's approaches to teaching the basic skills of literacy and numeracy are good. The planning takes account of the National Literacy and Numeracy Strategies and this is making a positive impact on teaching and learning. However, lessons often exceed the recommended time for literacy and mathematics. As a result the time left for other subjects limits the progress made by pupils. Hence, by the end of Year 6 standards in design and technology, geography and art and design are below national expectations. The school is making sensible and effective use of national guidance to inform teachers' planning of how to cover the national programmes of work. However, the four-year cycle of topics in the Year 3 to 6 classes means that older pupils have little opportunity to revisit subjects and consolidate and extend their learning. The school lacks efficient systems for recording progress and attainment in subjects other than English and mathematics, so that the pupils' skills in these subjects are not being sufficiently well monitored.
59. When the opportunity occurs teachers make use of other subjects to develop the pupils' skills in literacy. For example in Year 6, pupils used their writing skills to record their research into the Romans. Satisfactory use is also made in using numeracy across the curriculum. The provision of a new computer suite means that pupils are beginning to use information and communication technology to support their learning in other subjects. A good example of this was observed when older pupils used the Internet to find appropriate web sites for their research into the Romans.
60. Teachers' planning and practice usually take account of any special educational needs that pupils may have. This reflects the inclusive nature of the school and its intention, clearly stated in the prospectus: *'to provide an environment in which all children are valued and have the opportunity to realise their potential'*. The special education needs co-ordinator shows good leadership. She works closely with teachers and outside agencies, and provision for this group of pupils is satisfactory. Pupils are set clear and measurable targets in their individual education plans; these are regularly reviewed. Parents are fully

involved in this process. Teachers make appropriate use of pupils' statements of educational need or individual education plans to inform their teaching. However, the lack of agreed criteria for the identification of special educational needs means that not all pupils with learning needs are included on the special needs register and some pupils receive additional support that is not recorded and monitored. The school is planning its implementation of the new Code of Practice for pupils with special educational needs, so that it is fully in place by September 2002. The additional support given to pupils through the Educational Action Zone funding is having a positive effect especially for the Year 3 pupils.

61. There is some variation in the quality of the teachers' planning. Where it is used to best effect, for example in the Year 2 class, pupils of differing levels of attainment are provided with stimulating materials that challenge their thinking.
62. Overall, in the *Foundation Stage* learning opportunities are good and children make good progress. Nursery staff are making good use of the recently provided national advice for this stage of children's development. The Nursery is bright, colourful and welcoming, providing a secure and stimulating environment in which the children settle happily and learn well. However, provision for the Reception Year children does not yet take enough account of the national guidance and these children are too often given tasks that are not well-matched to their learning needs. At the time of the inspection, work was sometimes over-directed by the Foundation Stage teachers so that children were not provided with enough opportunities to explore materials and develop their own ideas. This was particularly the case in sessions where children were working on the creative aspect of their development.
63. The opportunities pupils have for taking part in out of school activities are satisfactory and contribute to the positive ethos of the school. Activities include computer club, music and gardening club in the summer and some sporting activities. Pupils take part in local music festivals and the school borrows a mini-bus from another local primary school in order to take pupils to football matches. Pupils talked enthusiastically about school visits they had made to Cleethorpes, to take part in a Victorian day and to the theatre to see Shakespeare plays. These visits significantly enrich the curriculum.
64. Satisfactory provision is made for pupils' personal, social and health education. Good use is made of the local police and nurse to support pupils' learning in this area but not all aspects are fully integrated into the curriculum. Pupils are taught that different substances can be beneficial or harmful to their bodies and they are given guidance on keeping safe when out and about. Sex education stresses respect for oneself and others and aims to enable pupils to make the right choices as they grow older.
65. The local community make a satisfactory contribution to pupils' learning. There is no church in the village and the school has few links with religious organisations. Good links have been established with the local Post Office which younger children have visited. Older members of the community have visited the school to talk about what life was like when they were young and pupils visit the elderly and sing to them. Parents are positive about the school and raise money for additional equipment such as scooters for the Nursery. The school has

good links with the local secondary schools and there is a good induction programme as the pupils transfer to secondary education. Year 6 pupils spend a day in their new school and the secondary school teachers come to Arkwright to meet them. This process is reviewed regularly to ensure that pupils transfer to the next phase in their education successfully.

66. ***Overall provision for pupils' spiritual, moral, social and cultural development is satisfactory***
67. The provision for pupils' spiritual development is satisfactory. Assemblies are used appropriately to help in the pupils' spiritual development. The use of music creates a calm atmosphere in which pupils are encouraged to reflect on the stories they have heard and consider how the messages might impact on their own lives. Occasionally lessons contribute to pupils' spiritual development. For example, Year 4, 5 and 6 pupils were fascinated and excited during a science lesson by the effect of vibrations on water and on a ping-pong ball. There is little opportunity for pupils to visit places of worship of their own or other faiths to develop an insight into the beliefs and values of the wider society.
68. Good provision is made for pupils' moral development. Pupils are taught right from wrong from the time they enter the Nursery and they demonstrate as they go around the school that they understand the difference. The behaviour of the pupils is good. Playground rules, school rules and a charter of rights are prominently displayed and positive behaviour is rewarded and celebrated through merit awards. Great emphasis has been placed on ensuring that there is no bullying through the Anti-bullying Commitment Assurance Scheme; and no disruptive or anti-social behaviour was seen during the inspection. The school's approach to bullying is a strength of its work.
69. The arrangements for the promotion of the pupils' social development are good. Throughout the school pupils are polite to each other and to adults whom they meet. Relationships between staff and pupils and between the pupils themselves are very good. Starting in the Nursery, social conventions are taught such as saying '*Good morning*' in response to the register. Older pupils act as monitors at lunchtime, helping younger children, clearing away dishes and tidying up. They also help at assemblies contributing to their smooth running. Pupils act as 'buddies' to pupils new to the school so that they feel welcome, make friends and learn their way about the building.
70. The provision for the cultural development of the pupils is satisfactory. Good links are made with the local community so that pupils in Year 6 talk confidently and are well informed about their own cultural background and the history of the village. Pupils learn about some different cultural backgrounds through their work in religious education. The lack of opportunity in geography to learn about other countries limits their development in this area. When possible, the school encourages pupils to share their different cultural backgrounds. For example, one pupil brought his grandmother's saris in to show his class. Cultural development is not specifically planned for in the curriculum but some useful links are made through English, food technology and music.
71. Overall, these judgements represent an improvement from those reported at the time of the

last inspection visit.

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

72. *The school provides a safe secure and caring environment. It has taken appropriate steps to meet its responsibilities in relation to health and safety principles and practices. There are good security safeguards in place to ensure that pupils remain safe through out the school day. First aid has been well organised with staff having received training. Staff take good care of pupils who are unwell during the school day. The school has put in place suitable arrangements to enable it to deal with any issues of child protection that may arise. The prospectus gives parents a clear and concise picture of the procedure. A named person has been identified who has received appropriate training. Staff are also aware of the school's arrangements.*
73. Pupils' behaviour is promoted and supported well by the school's policies and good procedures. The school rightly promotes a positive approach to behaviour, encouraging and rewarding success. The result is that behaviour in and around the school and in lessons is good. Pupils listen to the views of others and show care and concern for one another. The school has a very successful anti-bullying strategy. A number of pupils have joined the school from elsewhere, having experienced difficulties in the past, and have made significant progress. The school's policies and procedures, and the hard work of staff, have also enabled it to grow significantly in numbers whilst sustaining the good standards of behaviour seen at the time of the last inspection.
74. The school's policies also help to promote pupils' personal development well. Whilst there is no separate policy for personal, social and health education, appropriate coverage of these areas is achieved through work in other curriculum areas, for example, science. Pupils' experiences are also enhanced by educational visits, including opportunities for residential experiences. Pupils, particularly older pupils, have opportunity to take responsibility around the school by acting as monitors. Evidence shows that they take these responsibilities seriously. For example, older pupils were seen supporting younger pupils well at lunchtime in the dining hall and by putting out and storing equipment for use in the playground. They also help by preparing the hall for assemblies. Overall, there are too few opportunities provided for pupils to help run the school.
75. Pupils' development is monitored well and staff know them very well. The school keeps satisfactory information about their personal development. This information, together with the staff's detailed knowledge of pupils, is used well to promote and encourage pupils' further development into mature and caring young people.
76. The school has satisfactory arrangements for recording and promoting attendance. Registers are maintained efficiently using an optical mark reading system that provides management with appropriate information about patterns of attendance. When necessary, cases of absence are followed up with the support of the education welfare service. Parents are aware of the school's requirements in ensuring attendance and as necessary explaining

absence. The school recognises pupils' high levels of attendance by presenting certificates for good attendance.

77. The school uses a range of tests and other materials that enable it to assess how well pupils are learning. The headteacher has efficient systems in place that enable him to make overall predictions about pupils' future performance. However, at the time of the inspection the range of information that was being collected was not used to set challenging targets for pupils. Classroom observations did not always indicate how teachers were using the targets to plan work that took account of pupils' past learning and enabled pupils to reach their expected target.
78. Since the last inspection the school has made satisfactory improvements in its work in this area. For example, its work in relation to anti-bullying has been very successful. It has also introduced efficient procedures for the collection of data to allow it to assess pupils' progress. This information is not yet being used effectively by teachers to plan the next stage of learning and set challenging targets for pupils.

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

79. *Overall, the parents who returned the questionnaire or attended the parents' meeting were very supportive of the school. They are very satisfied with the standards achieved by their children and with the information they received from the school. Parents regard the caring attitude and family atmosphere as a major strength of the school. They are confident in approaching the school on any matter and feel that there is a very effective partnership in place.*
80. Parents are provided with useful information about the school and its organisation. Parents of pre-school age children are provided with useful information about the ways in which they can prepare children for school and support their learning. The school prospectus meets fully with requirements and is well produced. Arrangements for the induction of pupils both to the Nursery and the main school are good, enabling pupils to settle quickly and display positive attitudes to work. This has been an important feature of the school's work during its recent growth. The school provides parents with a newsletter, usually once or twice a term. Information about routine administrative matters are communicated in a variety of styles in an efficient manner.
81. Annual written reports to parents about individual pupil's progress and attainment meet requirements. They record useful information about what pupils can do, as well as information about pupils' personal development. Whilst opportunity is taken for teachers to indicate targets for improvement for pupils, these are generally not sufficiently detailed. Parents are not provided with any detailed written advice about how they can support their children to achieve these targets. Parents have opportunity to meet teachers formally to discuss pupils' progress; they also take opportunities to speak informally to teachers about any concerns that may arise. Parents are clear that staff are approachable and the great majority feel comfortable in approaching the school with any concerns. Parents of pupils with statements of special education needs receive appropriate information about their

children's progress; they are fully involved in the formal reviews of their progress, as required by law.

82. Parents are encouraged to support the school by assisting in classes and on visits. During the inspection little evidence was seen of this. However, school records show that parents do help in classes and particularly with educational visits such as that to Cleethorpes. Discussions with pupils indicate that they gained much from such experiences.
83. The school has a policy for homework. Whilst it sets out the school's views and aims about homework, it is not clear what will be expected of pupils and what will be provided. A number of parents have also said that they are not clear as to what exactly is expected of pupils. Evidence from the inspections shows that whilst homework is set there is some inconsistency in provision. Evidence also shows that the school provides less homework than is seen typically in similar schools. The work provided, such as reading and spellings, means that older pupils have insufficient opportunities to develop and take responsibilities for their own learning, for example, by developing research skills.
84. Parents are clear that the school works hard to provide support to pupils and is helping them become mature and responsible. They also express confidence in the school's response to any bullying and feel comfortable in approaching the school should the need arise. Evidence from the inspection supports these positive views.
85. The school is very fortunate in having the support of a 'Friends of the School Association'. This is an active and developing group who have provided support both in terms of equipment and materials for the school and in supporting pupils' personal and social development. They have bought additional wheeled toys for Nursery children, which are used well and with much enthusiasm. Additional books have been purchased together with library trolleys and computer equipment.
86. The school has maintained many of the positive elements identified during the last inspection. In addition it has made a number of important improvements. For example, the work of the Friends Association is adding to the overall provision in the school.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

87. *Overall, the leadership and management of the school are satisfactory. The headteacher provides the school with satisfactory leadership. The governing body carries out its many responsibilities in satisfactory way. The school's procedures for monitoring its performance are satisfactory. However, the evidence gathered through monitoring is not being used effectively to improve standards. Financial resources are used in a satisfactory way.*
88. The headteacher provides the school with clear and sensitive leadership. The school's aims focus on providing pupils with a caring and supportive environment; these aims are met. The headteacher's very good knowledge of the pupils and their families is central to the way the school fulfils this aspect of its work. The school's aims do not focus sufficiently on raising the standards attained by pupils. This weakness has an impact on the headteacher's management. Although the headteacher has strategies in place that enable him to monitor many aspects of the school's work, the evidence gathered through monitoring is not being systematically used to improve provision. For example, all teachers have been observed teaching but the written records resulting from these observations do not include guidance that would help teachers improve their teaching; there is no timetable for follow-up visits to see if improvement has taken place. The headteacher teaches every afternoon. The morning sessions are time when he can focus on the general management of the school. The evidence gathered during the inspection indicates that not enough of this time is being used to ensure that standards are improving.
89. The completion of the Nursery has led to numbers in the school increasing every term. The increase in numbers has meant that changes have had to be made in the way classes have been organised. Information about the changes has been provided for parents; this aspect of the school's development has been well handled.
90. The National Literacy and Numeracy Strategies have been implemented successfully and contribute positively to improving levels of attainment; standards in English and mathematics are improving.
91. Since the last inspection the role of subject co-ordinators has been developed. They now have clear job descriptions and they are beginning to carry out their roles efficiently. Although the co-ordinators for English and mathematics have observed their colleagues teaching the respective subjects, the written reports produced after the visits do not contain enough evidence to show how the classroom visits will help to raise standards. At the time of the inspection not enough thought had been given to monitoring provision in the majority of the other subjects taught in the school. The co-ordinator for the school's procedures for special educational needs has detailed and good procedures in place to support pupils with special educational needs. She is clear about changes in the nationally required code of practice for special educational needs and has appropriate plans in place to meet the new requirements.
92. Overall, the work of the school governors is satisfactory. The governing body comprises

active, committed and informed governors, including a good proportion of parents. The governing body has an efficient committee structure. Committees have clear briefs and they take the necessary actions to ensure the school runs efficiently. Governors are aware of the need, not only to raise standards, but also to maintain a strong, caring family ethos which values relationships and strikes an appropriate balance between the social, personal and academic needs of all pupils. Governors are involved with staff to identify priorities for inclusion in the school's development plan. This plan comprises a number of manageable targets. However, it does not contain sufficient detail to show how the standards attained by pupils are going to be raised. Governors are kept informed about the school's work through weekly news sheets; these are valuable and contain concise but useful data.

93. The governing body complies fully with statutory requirements. For example, the school is implementing the required processes for performance management, and annual performance targets have been set for the headteacher and teaching staff.
94. Good procedures are in place to ensure that money is used to support pupils' learning. The budget is managed effectively and the headteacher and the governing body monitor expenditure carefully. They review the effectiveness of spending against the benefits for pupils and are prudent when considering tendering for improvement. The school decided to use most of its income designated for special educational needs to provide additional trained support staff. This has had a positive impact on the pupils' progress. Other specific grants have been used effectively, particularly those relating to staff professional development for the National Literacy and Numeracy Strategies. The school is part of a local Educational Action Zones. Although the governing body has no direct access to funds from this body it has been able to influence expenditure so that resources for information and communication technology together with music have been significantly improved.
95. Systems for the day-to-day administration of the school's financial affairs are good and effective. The school secretary has access to an appropriate range of technology to support her work. Governors are well informed now that they have taken over control of administering the budget from the local education authority. The finance committee meets regularly and maintains an overview of the school's financial situation.
96. There are satisfactory procedures in place for applying the principles of best value. Governors examine a range of tenders for work and resources before making decisions about purchasing items or services.
97. ***Teaching staff have a satisfactory range of qualifications and experience to teach the primary age group. The quality and size of the accommodation is very good. Generally, learning resources are good in terms of their range and quality.***
98. Teaching and non-teaching staff are committed, hard working and generous with their time. They have good access to professional development opportunities. All the school's staff share a common commitment to provide pupils with a safe and secure environment.
99. Accommodation is very good. The Nursery provides the youngest children with a well

organised and stimulating room in which to start their school life. Classrooms throughout the school are bright and there are many displays to help pupils with their learning. Classrooms are furnished appropriately for the numbers on roll. During the week of the inspection the caretaker maintained the school to a high standard. There is a well-stocked library and a newly equipped computer room. Both these resources were underused during the inspection. The outside provision is good with good-sized hard and grassed areas.

100. Governors have arranged for appropriate health and safety risk assessments to be undertaken.
101. There is a good range of accessible resources for learning across the curriculum and reading books for home use are used well. The school has clearly invested in appropriate resources in order to implement the National Literacy and Numeracy Strategies.
102. These judgements are similar to those reported following the last inspection of the school.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

103. The school governors, in conjunction with the headteacher and staff, should take the following actions to raise standards in the school:
  - (1) Raise standards in science by:
    - writing and using a scheme of work for science that is particular to the school and uses the national guidance for the subject as support material;
    - ensuring that the scheme provides the teaching staff with clear guidance about developing the pupils' skills in scientific investigations;
    - providing staff with the necessary training so that they fully understand the expectations set out in the National Curriculum.
  - (2) Improve management strategies for raising standards throughout the school by:
    - developing systematic strategies for monitoring the quality of provision in the school;
    - planning a regular pattern of classroom observations of teaching and learning;
    - using the information gathered from observations to provide teachers with guidance about ways of improving their teaching;
    - developing the role of subject co-ordinators so that they have a greater influence on raising the standards attained by pupils;
    - regularly scrutinising pupils' work and providing teachers with a critical analysis of the standard of work produced.
  - (3) Raise the standard of teaching so that more teaching is of at least a good quality by:
    - raising teachers' expectations of what pupils can achieve so that standards

- attained in the school are higher;
- ensuring that lessons have pace and that teachers deliver with enthusiasm;
  - using the assessment data available to plan the next stage of learning so that it builds on the pupils' past learning;
  - making effective use of external agencies, such as the local education authority, to support and monitor the quality of teaching in the school, so that all staff know what contributes to high quality teaching and learning.

*(Further references to these issues can be found in the numbered paragraphs of the full report 8, 10, 11, 30, 34, 37, 41, 44, 45, 50, 51, 53, 61, 62, 77, 87, 88, 91, 111, 126, 135, 140, 142, 149, 158, 161, 163, 165, 166, 167, 169, 170, 172, 173, 175, 182, 217, 219)*

In addition the governors need to take the appropriate actions to address the following more minor issues:

- Review the allocation of teaching time in the Key Stage 2 classes to ensure that enough time is allocated to all subjects, so that pupils are covering all aspects of the nationally prescribed programmes of work for all subjects.
- Review provision for children in the Reception Year to ensure that this group of children is provided with experiences that takes account of those suggested in the new National Guidance for the age group.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

27

Number of discussions with staff, governors, other adults and pupils

53

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	10	13	2	0	0
Percentage	0	6	31	41	6	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 three 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)	24	82
Number of full-time pupils known to be eligible for free school meals	-	18

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	4	8

#### **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	4
Pupils who left the school other than at the usual time of leaving	0

## Attendance

### Authorised absence

	%
School data	4.7
National comparative data	5.6

### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	10	10	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	7	7
	Girls	9	6	7
	Total	15	13	14
Percentage of pupils at NC level 2 or above	School	75 (100)	65 (100)	70 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	6	5
	Girls	5	6	6
	Total	8	12	11
Percentage of pupils at NC level 2 or above	School	40 (100)	60 (100)	55 (100)
	National	85 (84)	89 (88)	89 (88)

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

Details of statutory Key Stage 2 assessments are not published for reasons of confidentiality because of the small number of pupils within the year group.

**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	96
Any other minority ethnic group	0

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

**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.*

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

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	24
Average class size	25

**Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	25.5

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	11

*FTE means full-time equivalent.*

**Financial information**

Financial year	2000-1
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	£
Total income	228593
Total expenditure	220862
Expenditure per pupil	1781
Balance brought forward from previous year	10893
Balance carried forward to next year	18624

***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2.5
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	106
Number of questionnaires returned	35

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	17	0	0	0
My child is making good progress in school.	63	29	9	0	0
Behaviour in the school is good.	54	40	3	0	3
My child gets the right amount of work to do at home.	31	46	17	0	6
The teaching is good.	69	23	3	0	6
I am kept well informed about how my child is getting on.	46	37	11	6	0
I would feel comfortable about approaching the school with questions or a problem.	71	17	11	0	0
The school expects my child to work hard and achieve his or her best.	66	31	3	0	0
The school works closely with parents.	46	40	9	0	6
The school is well led and managed.	54	26	9	0	11
The school is helping my child become mature and responsible.	63	34	0	0	3
The school provides an interesting range of activities outside lessons.	37	37	6	3	17

**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**

104. *Overall the provision made for pupils in the Foundation Stage of education is good. However, provision is better in the Nursery than for Reception children in the mixed Reception/Year 1 class. The Foundation Stage of education includes children who are three, four and five years old. The majority of children in these classes are on course to reach the expected targets for the end of the Foundation Stage in five of the six areas of learning identified in national guidance for this group of children. Attainment in the children's creative development is below the nationally expected standard.*
105. Most children enter the Nursery shortly after their third birthday. They attend part-time initially and are offered a full-time place when they are four. On entry to the Nursery, the development of the majority of children is below that typically expected at this age although a small minority meet expectations particularly in their speaking and listening skills. Good teaching in the Nursery means that children make good progress so that by the time they enter the Foundation class, their attainment is close to national expectations with skills in reading and writing often above those found nationally. In the Foundation class, teaching is satisfactory overall and children make steady progress.
106. A strength of teaching in the Nursery is the way staff work together as a team, each playing a full part in teaching and supporting the children. Everyone knows their role and what the children will do and learn. Routines are clearly understood and consistently implemented so that children feel secure and know what is expected of them.
107. Curriculum planning is being effectively developed in the Nursery to meet the requirements of the national guidance for this mixed age class. Consequently all aspects of the curriculum are properly covered and the majority of activities planned are developmentally appropriate for the children. Planning for the Reception children in the Foundation class takes account of the six areas of learning but insufficient consideration is given to the curriculum guidance to ensure that the tasks planned are well suited to the children's needs. However, children are well prepared for the requirements of the literacy and numeracy strategies when they move into Year 1. Assessment procedures are thorough. Staff assess each child when they join the Nursery and use day-to-day assessments well to inform the next steps in children's learning. Although the Reception children were assessed using a nationally approved scheme, this statutory assessment did not take place at the required time.

**Personal, social and emotional development**

108. In this area of the children's development, teaching is good. By the end of the Foundation Stage, children reach standards in this area that are in line with national expectations and they achieve well in relation to their attainment on entry to the school.
109. Routines are well established and children rapidly learn what is expected of them. For

example, two new three-year-old children joined the Nursery as the inspection began. They were introduced sensitively to class routines, modelling themselves on children already in the class, and settled quickly and happily. The Nursery is well organised and activities well prepared so that children move confidently from one activity to another. Children persevere and become very engrossed in activities, for example when learning to use the computer mouse. They show real enthusiasm and enjoyment when activities catch their imagination, for example, when playing in the 'Garden Centre' role-play area. On occasions they become restless and lose interest when they are not sufficiently actively involved and are kept too long sitting on the carpet. With some appropriate support from staff, children are beginning to show independence when changing for physical development in the hall. Teachers, the nursery nurse and other supporting adults are caring and sensitive to the children's needs so that they feel able to seek help and support as they need it and relationships are positive. Staff acknowledge and praise children who behave well and work hard; they remind children about what is expected. Consequently, behaviour is good and sometimes very good in class and around the school.

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

110. Teaching in this area of the children's development is good. Children's attainment is in line with national expectations. Attainment is more secure in writing and reading than in some aspects of speaking and listening but overall, children achieve well in relation to their attainment on entry to the Nursery. They have made good progress. However, the evidence from lessons and looking at children's workbooks shows that the teaching of letter sounds and word-building skills is sometimes inappropriate and not well-matched to the children's level of development.
111. Nursery staff use a range of well prepared and appropriate practical activities to extend children's vocabulary. They talk to the children about the activities using the relevant vocabulary, encouraging the children to join in. For example, when planting sunflower seeds the nursery nurse talks about what plants need to grow. As a result, children were later able to recall and use the correct vocabulary. Larger groups and less adult support mean that children in the mixed Reception/Year 1 class have fewer opportunities to talk about their work and develop their vocabulary appropriately. Most children listen well in large and small groups when teachers use a range of strategies to help them remain attentive and learn.
112. A book borrowing system is well established. Parents are encouraged to share reading books with their children and to note when they have done so in their 'Reading at Home' record books. Children also read regularly at school. As a result, most children have a positive approach to reading. Higher attaining children in the Reception Year read familiar stories confidently, needing little prompting. They recognise individual words and are able to recall parts of the story. When asked, they recognise the initial sounds of most letters. However, they do not readily use their phonic knowledge to help them with unfamiliar words. Average attainers rely heavily on memory when reading simple stories. They are beginning to recognise some individual words and know most of the letter sounds by sight. Lower attaining children need support to read simple stories, using the pictures as prompts as they read. They understand the sense of what they are reading and talk readily about the

pictures, sometimes relating them to their own experiences. There are small collections of picture storybooks in classrooms but reading areas are not sufficiently developed to ensure children have easy access to a wide range of books and to promote reading further.

113. Children tackle a reasonable range of writing tasks. In the Nursery, higher attainers write their names clearly though not all letters are correctly formed. They select letters from an alphabet card to write words of their choice. Lower attaining children trace over their names and produce some recognisable letters. Higher attaining Reception children in the mixed Reception/Year 1 class write short sentences independently and are beginning to use capital letters and full stops appropriately. Their letters are mainly correctly formed. Lower attaining children are given good opportunities to develop their letter shapes using sand trays and modelling materials. Staff provide materials and opportunities for children to use writing in their play which encourages children to initiate their own writing.

### **Mathematical development**

114. The teaching observed where pupils were developing their mathematical ideas was satisfactory. By the end of the Foundation Stage, children's mathematical development is in line with national expectations. Children make good progress overall in relation to their attainment on entry to the school.
115. During the Foundation Stage, children experience a wide range of relevant mathematical activities including number work and counting, shapes, shopping and learning the days of the week and the months of the year. Classrooms have a suitable range of mathematical equipment for counting and sorting. Number lines and friezes are displayed for the children to refer to. Where activities are well matched to the learning needs of the children, they learn well. In the mixed Reception/Year 1 class, Reception children sometimes sit and listen to teaching that is more appropriate to the needs of Year 1 pupils; this is too challenging for most of them to understand. In this class, higher attaining Reception children are confident when counting in twos to 20 and accurately count out sets of 10. Average attainers also handle numbers to 10 confidently but find it hard to say which numbers come before and after 10. Lower attaining pupils work on recognising and counting numbers 1, 2, and 3 but almost all find this too easy so make little progress in their learning.
116. Children develop their maths skills in all areas of the curriculum. For example, when learning about growing plants, Nursery children count the seeds they find hidden in the compost. When reading the story *Titch*, they learn about different sizes and use language such as 'big' and 'small'.

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

117. Teaching and provision in this area are generally good and children are on course to reach the expected national standards. The majority of children make good progress in relation to their attainment on entry to the school.
118. Children are introduced to computers in the Nursery where they learn to use the mouse when moving and positioning objects on the screen. They use counting and matching programs to practise and develop their maths skills. Little evidence was seen of children

using computers in the mixed age Reception/Year 1 class.

119. Children learn about the world about them through a range of well-planned themes. For example, the theme 'Growth' helps children in the Nursery to explore using their five senses. They handle potting compost and seeds using language such as 'hard', 'soft' and 'smooth'. Higher attaining children name the stalk, leaves and petals of a sunflower correctly and know that the seeds need soil, water and sunshine to help them grow. Children in Reception identify differences and similarities between their homes and in the ways they travel to school. They begin to explore different materials such as corrugated card, fabrics and foil and tissue paper naming some of their properties. Higher attaining children know that some household items need electricity to make them work and are aware of some of the dangers. For example, they talk about how an iron gets rid of the creases and is dangerous to touch when it is hot. Teaching is most effective in this area when children are given practical activities that are appropriately matched to their learning needs.

### **Physical development**

120. Children's physical skills are broadly similar to those found nationally for this age group. Children benefit from the use of a well-equipped hall and a secure outdoor play area. The teaching observed in this area of learning was variable but satisfactory overall and children achieve well in relation to their attainment on entry to the school.
121. All classes use the hall for physical education and dance. Nursery children are excited by the space available but have not yet developed the skills to use this space effectively. Some crowd together while others are keen to explore the space rather than follow the teacher's instructions. Teaching is more effective when it takes account of these needs and more suitable activities are planned. All children change for physical education but staff are not always appropriately dressed so as to set the children a good example. In a physical development lesson, Reception children responded well to clear instructions from the teacher. Many catch a ball successfully and some control it in a variety of ways, for example, by passing it from foot to foot.
122. The Nursery class has direct access to well-organised and secure outdoor provision that is also used daily by Reception children. A safety surface allows for the use of a climbing frame although this is not sufficiently challenging for the older and more agile children. There is a good variety of wheeled toys and road markings so that children develop good co-ordination and control. Some effective teaching was seen here when Nursery staff worked with Reception children encouraging them to hop, jump and stride along the marked lines. All the children joined in and worked hard and with enjoyment.
123. Children's manipulative skills are developed through the use of pencils, pens, brushes and a range of tools which they generally handle correctly. Lower attaining children struggle to use scissors when the materials are too difficult for them to cut. Children also have access to a variety of large and small construction toys and to modelling materials such as clay and plasticine.

## Creative development

124. For the majority of children, attainment in this area of learning is below that expected for this age group. Teaching is satisfactory overall and sometimes good in the Nursery, and children make appropriate progress based on their development on entry to the school.
125. A variety of interesting experiences are available to the children but these are too often tightly directed by the adults and give the children insufficient opportunity to explore materials, such as clay, and try out their own ideas. For example, when making decorative Easter eggs, the children stuck different papers and fabrics on the patterns already created for them by adults. Paints are usually ready mixed so that children have too few chances to investigate the effects of colour mixing and use them effectively in their work.
126. Imaginative play is well promoted in the Nursery. Role-play areas such as a 'Post Office', 'Igloos' and a 'Garden Centre' are well equipped; they are stimulating and support children as they play and begin to take on different roles. Construction sets such as a Lego zoo set are well used to help children play imaginatively and begin to make up their own stories. These activities also contribute well to the development of children's speaking and listening skills. Provision for imaginative play is less well developed in the class with Reception and Year 1 pupils. Although a 'Hairdressers' role-play area is available, little evidence was seen during the inspection of children playing imaginatively or acting out experiences or stories.
127. Children are keen to join in familiar songs and rhymes. They know many of the words by heart and successfully match their actions to the songs.
128. Although the Foundation Stage co-ordinator has only recently taken up this role, she has a clear view of how provision for the youngest children should develop and has an appropriate plan showing what needs to happen next. She is beginning to monitor the Reception children's written work but has not had the opportunity to watch these children in their classroom. The co-ordinator keeps parents well informed about the Nursery through attractive notice-boards in the parents' room. She has produced several useful information booklets for parents although these do not yet benefit from the school's computing facilities. Overall, co-ordination of the Foundation Stage is satisfactory.
129. It is not possible to make a judgement about improvement since the last inspection. At that time, the school was much smaller and no specific information about the youngest children was included in the report.

## ENGLISH

130. *The combined results for the last four years in the national English tests for eleven-year-olds show results to be below the national average. Results for the same period for seven-year-olds show reading to be close to the standard found nationally; standards in writing to be below the national standard. In the 2001 tests for seven-year-olds the school's results were well below the national average in reading and in the bottom 5% of all schools for writing. The evidence gathered during the inspection from lesson observations, scrutiny of pupils' work and discussion with pupils indicates that current standards in English are typical of those found nationally for pupils at both age seven and eleven. Standards in English are improving.*
131. The numbers of pupils in the Year 6 group has been small, less than ten pupils. Therefore caution is needed when comparing the school's results with the national picture, as the results of one pupil are equivalent to 10% of the school's results. The small numbers also make it difficult to make any meaningful comparisons between the results of boys and girls. Simple comparisons between the school's results and those of similar schools for a single year are also not meaningful.
132. Results in the national tests for seven-year-old pupils have fluctuated since 1998 with a considerable drop in standards in 2001 when there were 21 pupils in the year-group. The teachers' assessments for this group were significantly different from the test results. In reading, teachers' assessment placed 40% of pupils at Level 2 or above but 75% of them actually achieved this level in the test. Similarly in writing, teachers' assessment placed 50% at Level 2 or above but 65% achieved this level in the test. This would indicate that the teacher had too low an expectation of what pupils could attain. Teachers' assessment of pupils' speaking and listening skills placed the school in the bottom 5% of all schools. When comparing the school's test results with those of similar schools, reading was well below and writing was in the bottom 5%. Inspection findings indicate that the majority of pupils in Years 2 are currently on course to achieve the nationally expected Level 2 by the end of this school year.
133. When children enter the Nursery their attainment is below the national expectations of three-year-olds. Children make good progress and enter Year 1 with standards across most aspects of English that are broadly in line with expectations. Steady progress is maintained overall in Years 1 and 2 so that pupils' attainment remains typical for the age group. In Years 3 to 6, pupils continue to make satisfactory progress with the majority reaching the nationally expected standard by the time they are eleven.
134. Pupils attain satisfactory **speaking and listening** skills throughout the school. Most are keen to contribute to lessons and the very good relationships that exist between teachers and pupils mean that pupils are not afraid to make mistakes or to put forward different points of view from each other. Pupils are encouraged to talk in pairs or small groups to share their thinking and develop their ideas. This works well; and learning is good when teachers make the tasks and the time available very clear and specific to pupils. It is less

effective when pupils are simply told to tell their partners their answers before telling the teacher.

135. Overall, **reading** standards in the school are in line with national standards. By the end of Year 2, higher attaining pupils read fluently and expressively from their reading scheme books. They take note of the sense of what they are reading, show understanding and use their phonic knowledge when needed. Lower attaining pupils read the words of simple stories accurately but have difficulty tackling unfamiliar texts. In literacy lessons, pupils enjoy a range of different books including poetry and rhyme, but only reading scheme books are used for individual reading. These are often too easy and do not provide opportunities for the pupils to develop and use all the strategies needed for reading.
136. In Year 6, daily group reading sessions ensure that all pupils read regularly. Higher attaining pupils read very challenging texts, such as science fiction stories, fluently and confidently. They read with expression, acknowledging speech marks and punctuation. They successfully tackle complex words like 'stimulants' and 'curatives' by breaking them into syllables. These pupils talk knowledgeably about their favourite authors including J.K. Rowling, Jacqueline Wilson and J.R.R. Tolkein and give reasons for their preferences. Lower attaining pupils show little interest or understanding when their group readers are too challenging for them. They use their phonic knowledge and word building skills to tackle unfamiliar words when prompted but their reading is often inaccurate and they are unable to use the sense of the text to correct their mistakes. However, in a Year 6 lesson all pupils read together extracts from *The Iron Man* and *The War of the Worlds*. Their reading is expressive and animated. They work hard and successfully when comparing the different styles of the two authors. This is due to the lively questioning of the teacher, her very good subject knowledge and the very positive relationships with the pupils; there was a sense of fun in the lesson.
137. **Writing** standards in the school are in line with national standards; however, pupils are not given enough opportunities to write longer stories. In Years 1 and 2, pupils learn how to write for different purposes including stories, lists, reports, questions, instructions and speech bubbles. In their writing, higher attaining pupils in Year 2 use a clear joined script. When rewriting fairy stories such as *The Three Billy Goats Gruff* or *The Gingerbread Man*, their stories have a logical sequence of events with a beginning, a middle and an end. Some of these pupils use speech marks in their writing and include adjectives and connectives such as 'after' and 'when'. Lower attaining pupils attempt simple stories with full stops and capital letters. They use their knowledge of letter sounds to write unfamiliar words but many words are incorrectly spelt. The majority of pupils identify rhyming words in poems such as *The Owl and the Pussycat* and notice that the same sound can be spelt in different ways as in 'boat' and 'note'.
138. By the end of Year 6, pupils have had experience of writing for a range of purposes including writing reports, recipes and poetry. For example, pupils produce rhythmic and amusing limericks and write poems about 'The Night' using effective descriptive phrases such as '*flashes of light in the beyond*'. They write imaginatively about what it might be like to eat a worm and devise a recipe for making it more palatable! Links with other areas

of the curriculum are underdeveloped and opportunities are missed to include history or geography themes, for example, in the literacy hour. Work is not always neatly presented in exercise books although handwriting is generally legible.

139. *The teaching of English in the school is good overall. Six lessons were observed during the inspection. Teaching was judged to be very good in one lesson, good in three lessons and satisfactory in the remaining two lessons. The co-ordinator leads the subject in a satisfactory way.*
140. The school makes good use of the extra support available through Educational Action Zone funding so that lower attaining pupils generally make good progress over time and the low Year 2 results from 2001 are being addressed. All daily literacy lessons are well prepared and planned. In the most effective lessons, teachers have high expectations of their pupils and set them challenging but appropriate tasks. Good lessons go at a lively pace and teachers question pupils skilfully, using their responses to extend the learning. A variety of strategies are used, such as use of individual whiteboards, to ensure that all pupils stay on task. Less successful teaching occurs when the tasks or resources are not well matched to the pupils' learning needs and pupils are kept too long at the same activities. In a few lessons, explanations are unclear and cause confusion. Pupils' progress is extensively tracked using a range of tests, but day-to-day assessments are not systematically used to inform the next steps in pupils' learning.
141. The school has a well-stocked and well organised library with books covering all aspects of the curriculum. However, during the inspection very few pupils were seen to use the library. There are ample reading scheme books in good condition. These are centrally stored and accessible to all classes. Classrooms have book collections but reading areas are not sufficiently used to encourage and promote reading and to ensure that pupils have ready access to a wide range of fiction and non-fiction books.
142. Leadership of the subject is satisfactory overall. The co-ordinator reviews teachers' planning and has carried out observations of teaching in all classes. However, she is not yet sufficiently involved in the systematic monitoring of attainment across the school, in analysing data and in identifying the areas for development within the subject to ensure that standards improve. The co-ordinator works closely with colleagues and supports them well with a good stock of well-organised and accessible resources.
143. Improvement since the last inspection in 1997 is satisfactory. The quality of teaching has been maintained and some monitoring has taken place. Older pupils now plan, draft and revise their work but the presentation of work still requires improvement. With a full-time co-ordinator in place and the literacy strategy well established the school is in a good position to improve further.

## **MATHEMATICS**

144. *The combined results for the last four years in national tests for eleven-year-olds show results to be in line with the national average. Results for the same period*

*for seven-year-olds show comparisons to be well below what is found nationally. There were 21 seven-year-olds in the 2001 group. In the national tests for 2001 the school's results were well below the national average when compared with all schools. Evidence gathered during the inspection from lesson observations, scrutiny of work in pupils' books and discussions with pupils indicates that standards in mathematics are improving and are close to those found nationally for pupils at both age seven and eleven.*

145. The numbers of pupils in the Year 6 class has been small, less than ten pupils. Therefore caution is needed when making comparisons of the school's results in national tests, as the results for one pupil are equivalent to 10% of the school's results. Over the last four years the school's results have shown great variation. However, when taken together the school's results for the last four years indicate that pupils at age eleven achieve standards in mathematics that are close to those found nationally. The small number in each year group makes it difficult to make any meaningful comparison between the results of girls and boys. It is not possible to make comparisons between the school's results and those of similar schools.
146. In 2001, there were 21 pupils in the group of seven-year-olds this makes it possible to make comparison of the school's results in the national tests for seven-year-olds with national figures. The school's results in mathematics were well below the national average. When compared with similar schools the school's results were in the bottom 5% of the results. With the small number of pupils involved, a clear judgement cannot be made about the different levels of attainment of girls and boys.
147. Work in the books of current Year 2 pupils shows that they have a satisfactory understanding of a range of mathematical topics. For example, pupils can name common shapes and there is evidence that they are able to draw the shapes. The highest attaining pupils have completed sums that involved adding together three numbers. The lower attaining pupils are able to complete addition sums up to twenty.
148. In discussion the highest attaining Year 2 pupils were able to use a number of strategies to solve simple sums. For example, when asked to complete  $62+4$  they were able to explain how they added the 2 and the 4 and then added this to 60. Similarly, they were able to subtract thirteen from forty-eight by taking away the three from the eight and then subtracting ten from the forty. Lower attaining pupils were less sure about the last example and were not able to complete the task. The pupils' knowledge of their multiplication tables is less secure; they were not confident in providing answers when asked  $4 \times 3$  and  $5 \times 4$ . Although pupils with a range of attainment were able to complete tasks involving money, they were not sure about measuring with metre sticks; the indications are that the measurement aspect of their mathematical knowledge is unsatisfactory. Overall, the standards attained by seven-year-olds are improving.
149. An examination of the work in the books of the highest attaining Year 6 pupils shows that they have completed a range of mathematical topics. In aspects of the subject, for example work on angles, pupils are attaining at a higher level than that expected for the age group.

Pupils know how to construct simple graphs to display mathematical data. They have a satisfactory understanding of the way a shape can be rotated and they have recorded the outcomes on graph paper. The work shows a good understanding of the way numbers operate and contains some satisfactory work on decimals. The work of the lower attaining pupils shows that they have a satisfactory understanding of shape, and that they are able to add and subtract numbers below a hundred. In too many of the books, the work is not well presented and does not indicate that pupils show a pride in their work.

150. Discussion with the Year 6 pupils confirms the judgement reached from scrutinising their books. The higher attaining pupils were able to explain how they had completed sums involving the multiplication of two numbers. For example, they explained that to find the answer to  $49 \times 7$  they multiplied  $50 \times 7$  and then subtracted 7. The pupils' knowledge and understanding of percentages is less well developed. When asked to work out 10% of 60 the majority of pupils were not sure about the correct answer. The lower attaining pupils have a good grasp of number bonds and are able to use this efficiently to find answers to simple problems. The mathematical knowledge of all pupils has a number of gaps. Pupils have no understanding of probability and find it difficult to explain ideas relating to this aspect of the subject.
151. Throughout the school, pupils use exercise books and a range of commercially produced workbooks to record their work in mathematics. An examination of the different books did not provide a clear picture that, in all classes, the work in the different books was supporting pupils' learning in a structured way. It was not always clear how the commercially produced workbooks were being used to support pupils' learning.
152. During lessons pupils demonstrated that they have a good understanding of the processes they have been taught. They recognise that different strategies can be used to solve a problem. For example, when asked to work out the number of days in a year the highest attaining pupils in the mixed Year 4, 5 and 6 class were able to explain that the quickest way was  $(7 \times 31) + (4 \times 30) + 28$ . The lower attaining pupils were prepared to add the days of the months together to find the total for the year.
153. ***Overall pupils make satisfactory progress in mathematics as they move through the school. Pupils with special educational needs make satisfactory progress when they have well targeted support.***
154. The school is making effective use of the national strategy for numeracy. The guidance provided in the strategy has enabled the teaching staff to develop a range of approaches that is having an impact on the progress made by pupils. In the lessons observed during the inspection, the progress made by pupils was always satisfactory and in one lesson it was very good. The very good progress occurred in a Year 2 lesson and was the result of teaching that was closely focused on the needs of the pupils. It used their past learning to very good effect so that new learning was quickly understood. For example, pupils were encouraged to make general statements about adding two odd numbers. They soon were able to identify that the result was always an even number; they could apply this rule to addition sums involving numbers over 100. In lessons where progress was satisfactory

rather than good, the pace of the lesson was often on the slow side and gains in the pupils' understanding were minimal. For example, in a lesson where Year 3 pupils were developing their knowledge of fractions by finding a quarter of twenty, no time limits were set for activities and pupils were given too much time to complete tasks.

155. Pupils with identified special educational needs make at least satisfactory progress in lessons. The best progress occurs when the support provided is well focused and the adult is clear about the task set. For example, in a Year 4, 5, 6 lesson the support assistant sat with pupils who needed help and made sure that they understood the problems that were being set. As a result the pupils were able to join in the discussion in a meaningful way.
156. ***Overall, the quality of teaching observed in mathematics was judged to be good. An examination of the pupils' books and the teachers' planning indicates that this is a true reflection of teaching over the longer period of time. The co-ordinator leads the subject in a satisfactory way.***
157. During the inspection five lessons were observed in which pupils were developing skills in mathematics (numeracy skills). In one lesson teaching was judged to be very good and in two lessons good. In the remaining two lessons it was judged to be satisfactory. All the teaching observed followed the structure set out in the national programme for teaching mathematics and was generally effective, promoting learning at a consistently satisfactory, and often good, rate.
158. In the best lesson observed where teaching was judged to be very good, Year 2 pupils were developing their knowledge and understanding of the patterns that occur when two numbers are added together. The work was planned in great detail and the different activities provided for pupils at differing levels of attainment ensured that they all made good progress in learning. The teacher's enthusiasm for the subject and her ability to help pupils understand that it is possible to make general statements about mathematical processes were a significant strength of the teaching. By the end of the lesson, the great majority of pupils understood that when you add two odd numbers the answer is always an even number. They could then use this approach to decide if more additions involving large numbers were correct. In the two lessons where teaching was satisfactory rather than good, the teaching did not have much pace, and it did not build thoroughly on pupils' past learning. For example, in a lesson where the Year 3 pupils were working on fractions, the introduction to the lesson went on too long and some pupils became restless and lost interest. In this lesson the worksheets provided did not build clearly on the pupils' past learning; the exercise became more one of colouring in rather than developing mathematics skills and knowledge. As a result the progress made by pupils was only satisfactory.
159. During the inspection no direct evidence was collected of pupils using information and communication technology to help their understanding of mathematical ideas. Work in the pupils' books did not show that information and communication technology was being used in a systematic way to develop mathematical understanding in the pupils.
160. Generally, pupils' attitudes to learning in mathematics are good. The school encourages pupils to discuss their answers to problems before sharing them with the whole class. At the

time of the inspection this approach was not being used in a consistent way. When it was used it was most effective, for example, in a lesson where Year 3, 4, 5, and 6 pupils were exploring ideas about the calendar, effective use of partners enabled pupils to work out solutions together before joining in with a class discussion. Relationships are at least good in all lessons and very good in the majority.

161. Leadership of the subject is satisfactory. The co-ordinator has a clear understanding of the strengths and weaknesses in the school's provision. Assessment is carried out at least termly, and this information is used to review the planning necessary for groups of pupils. The co-ordinator has analysed the strengths and weaknesses of previous national testing at Key Stage 1 and has used the analysis to help plan for an improvement in standards for this group of pupils. Although the co-ordinator has undertaken some observations of her colleagues teaching mathematics, the information she collected has not yet been used to set targets for improvement in teaching. Resources for mathematics are good and are well-maintained and accessible to pupils in their classrooms.
162. Overall, these judgements show that there has been a steady improvement in mathematics provision in the school since the last inspection.

## SCIENCE

163. ***The combined results for the last four years in national tests for eleven-year-olds show the school's results to be in line with the average of schools nationally. Evidence gathered during the inspection from lesson observations, scrutiny of work in pupils' books and discussions with pupils indicates that standards are lower than those typically found for pupils at both age seven and eleven years. Throughout the school, the pupils' understanding of how to undertake simple scientific investigations is not well developed.***
164. The number of pupils in the Year 6 class has been small, less than ten pupils. Therefore caution is needed when making comparisons of the school's results in national tests, as the results for one pupil are equivalent to 10% of the school's results. Over the last four years the school's results have shown great variation. However, when taken together the school's results for the last four years indicate that pupils at age eleven achieve standards in science that are close to those found nationally. The small number in each year group makes it difficult to make any meaningful comparison between the results of girls and boys. It is not possible to make comparisons between the school's results and those of similar schools.
165. In science the teacher makes an assessment of the pupils' attainment at age seven years. In 2001 there were 21 pupils in the group of seven-year-olds this makes it possible to make comparison of the school's results with national figures. The school's results in science were very low being in the bottom 5%. When compared with similar schools the school's results were also in the bottom 5% of the results. With the small number of pupils involved, a clear judgement cannot be made about the different levels of attainment of girls and boys.
166. An examination of the work in the pupils' books shows limited recording of the work

undertaken in science. Work in the books of the Year 2 pupils shows that they have undertaken some study of plants and animals, and that they have started to investigate different materials. The work shows that pupils have made only satisfactory progress over the period of the last two terms. Overall progress is unsatisfactory.

167. In discussion, Year 2 pupils could identify different parts of the human body and they could also explain some of the functions of parts of a plant, for example, *'the root keeps the plant in the ground'*. Although they have developed their knowledge of why we use different substances for different tasks, they could not explain how they might make a fair test to compare the strengths of different materials. Overall, their scientific knowledge is limited.
168. Work in the books of Year 6 pupils is limited and does not provide sufficient evidence to indicate that pupils will attain the expected Level 4 in the national tests. The work does not show that pupils have developed their understanding of how a science investigation can be made fair. Recent work on forces does show that pupils understand what forces need to operate to keep an object floating.
169. Discussions with the highest attaining Year 6 pupils confirmed the judgements made as a result of scrutinising their books. They have insufficient understanding of the way to conduct a scientific investigation and could not explain how to make such an investigation fair; they did not mention the need to control variables. In addition, there are gaps in their scientific knowledge. For example, pupils are not clear about the difference between ice, water and steam. They could not explain how to separate the salt from salty water using the process of evaporation. Overall, the progress made by pupils is unsatisfactory.
170. Unsatisfactory standards of presentation were seen in all the science books scrutinised during the inspection. Pupils do not take enough care and pride in presenting their work.
171. Pupils with special educational needs attain satisfactory standards overall in relation to their capability. They make satisfactory progress in science and generally enjoy their science lessons; classroom assistants support them effectively.
172. ***During the inspection two science lessons were observed. The quality of teaching was satisfactory in both lessons. An examination of the teachers' longer term planning, together with an examination of the pupils' books indicates that over the longer period of time science teaching in the school is of a similar quality, but that the range of work covered is too limited.***
173. In both the lessons observed, resources were well organised so that pupils could get on with the tasks set. As a result pupils were interested and worked together well. For example, in the lesson where Year 4, 5 and 6 pupils were exploring how sounds are made, pupils were excited when they placed a vibrating tuning fork in water and saw the effect the surface of the water. However, in both lessons the tasks were observations of events and there was little to indicate that pupils were making progress in developing their scientific skills. Teachers used questions to good effect to help pupils understand what was happening, but

they did not provide enough information about the science that was involved. The pace of the lesson where Year 3 pupils were learning about magnets was slow and some of the pupils lost interest as the lesson developed.

174. During the inspection no evidence was collected to indicate that information and communication technology were being used in a sustained way to support pupils' learning in science.
175. The school's scheme of work for science does not provide teachers with enough guidance about what should be taught in each year group, and how the subject should be delivered. The school is aware of this weakness and has recently purchased a commercial scheme for science. Before the scheme is introduced the staff need to identify which parts most usefully meet the needs of pupils in Arkwright Primary School.
176. Resources for science are satisfactory.
177. These judgements are similar to those reported at the time of the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

178. *By the age of seven, pupils attain standards that are typical for the age group. By the age of eleven, pupils attain standards that are variable in different aspects of the subject but are similar to those found nationally, overall. As pupils move through the school, they generally make satisfactory progress in developing their knowledge and skills in information and communication technology.*
179. From an early age, pupils have the opportunity to become confident users of the keyboard and mouse. For example, in the Year 1 and 2 class, pupils are able to use the mouse to control items on the computer screen. The pieces of work they have produced show that they can combine text and pictures. For example, during the inspection a small group of pupils produced posters for the Summer Fair. The pupils showed that they understood how to change the colour of text and they could use the mouse to move text around the page. Pupils are provided with opportunities to develop their skills and knowledge of ways in which simple machines can be controlled. For example, they are able to use a robot known as a Roamer to develop their understanding of the way their actions in programming the machine affect its movement.
180. By the age of eleven pupils have improved their skills in word-processing and are able to produce documents that are of a satisfactory standard. At the time of the inspection the computer room, completed in January of this year, was beginning to be used to help pupils develop other aspects of their information and communication technology skills. For example, pupils were able to use the Internet to find information about Roman roads. The school has recently had difficulties with its Internet access; when the system is more reliable, this will be a valuable asset to pupils' learning. In other aspects of computer work, the pupils' skills are less well developed; they are lower than those found nationally for eleven-year-olds. For example, pupils are not provided with enough opportunities to fully

understand how computer technology can be used to control a range of machines and events. The school is aware of this weakness and has plans in place to tackle the issue.

181. *Two lessons were observed where pupils were developing their computer skills, teaching in both lessons was judged to be satisfactory.*
182. In a lesson where six-year-olds were developing their skills in using a computer mouse to control items on a screen, the careful instruction provided by teacher enabled all pupils to 'dress the teddy'. However the work did not take enough account of the fact that the highest attaining pupils found the task easy and were not sufficiently challenged. The pace in the lesson was slow and some pupils did not achieve enough by the end of the session. In a lesson where Year 5 and 6 pupils were using the Internet to access information about the Romans, the pupils were clear about the task. However, the teaching did not take enough account of the fact that many of the pupils were using the Internet at home, and consequently once again progress was slow for many. The teacher did provide the pupils with clear guidance and rules about what was acceptable information to gather from the Internet whilst in school.
183. At the time of the inspection there was no clear and detailed scheme to indicate how and when pupils would develop particular computer skills. Neither was there a sufficiently rigorous system of assessing and recording pupils' progress so that past learning could be built on in future lessons.
184. Overall, the co-ordination and management of the subject are satisfactory. The co-ordinator for the subject became responsible for developing this area of the school's provision in January of this year. A satisfactory start has been made in understanding the strengths and weaknesses in the school's provision and the co-ordinator is aware of the developments that need to occur.
185. The school has been able to use money from the local Education Action Zone to enhance resources for information and communication technology; as a result resources are very good. The creation of a special computer room and the introduction of a white-board that can be connected to a computer are valuable resources. During the inspection this equipment was not used sufficiently and it was not clear how these valuable resources were helping to raise standards across the school.
186. These judgements show an improvement over those reported following the last inspection.

## **RELIGIOUS EDUCATION**

187. *Insufficient evidence was seen during the inspection to make a judgement about the standards that pupils achieve by the end of Year 2. However, the work on display and in pupils' books, and discussions with pupils, indicate that standards by the end of Year 6 are broadly in line with those outlined in the locally agreed syllabus. During the course of this inspection it was only possible to observe one religious education lesson so it is not possible to make an overall judgement on the*

*quality of teaching.*

188. In Years 1 and 2, pupils learn about the main events in the Christian faith such as Christmas and Easter. They hear stories from the Bible to help them understand about special times such as birthdays, weddings and baptisms and consider special times in their own lives. Pupils are keen to contribute but opportunities are missed to use their ideas and build on the knowledge they already have.
189. Older pupils learn about key figures, events and festivals of faiths such as the Jewish and Muslim faiths, Hinduism and Sikhism. They investigate the birth ceremonies of different religions and recognise that there are both similarities and differences between the religions. They continue to study Christianity including the main events of the life of Jesus and the miracle stories. When asked, Year 6 pupils were able to name the four Gospels and they knew that they come from the New Testament part of the Bible. Higher attaining pupils knew that Protestants are part of the Christian faith. Pupils discuss issues such as why people have different views of the same event, why people tell lies and how to deal with problems. Good relationships in their class ensure they are able to put forward differing points of view with confidence.
190. Religious education is taught in all classes and is supported by the themes covered in assemblies. For example, in one assembly observed, pupils listened to and acted out the story of 'The Good Samaritan'. In a subsequent assembly, time was given for them to consider the key message of the story. Religious education contributes effectively to pupils' spiritual, moral and cultural development.
191. The co-ordinator is new in post but has made a good start in this role. She has produced a policy and begun monitoring planning and pupils' work to ensure the subject is being adequately covered in all classes. She is also beginning to gain an understanding of the standards that pupils are achieving. Resources have been updated and she has developed her own plan with a clear view of how the subject needs to be improved. She has not yet received any training but is keen to develop her role.
192. The subject has been sustained satisfactorily since the last inspection.

**OTHER SUBJECTS**

193. *The governors and headteacher have identified raising standards in English and mathematics as a priority. As a result, less teaching time than expected is available for other subjects. The limited evidence gathered during the inspection indicates that standards in these subjects are variable. All subjects have policies, and teachers' planning records include work in all subjects. Geography and history are generally taught in blocks as part of topic work.*
194. Evidence gathered during the inspection indicates that in **art and design** standards are typical of those found nationally for pupils by the age of seven but are lower than those found by the age of eleven. The judgements represent a fall in the standards reported on at

the last inspection.

195. When pupils join Year 1, their skills in art and design are lower than expected. They make good progress overall in Years 1 and 2, most reaching the expected targets by the end of Year 2. For example, younger pupils use collage to make pictures of their homes and paint self-portraits and pictures of the vehicles they travel to school in. There is little evidence, however of pupils mixing their own paints to create different effects. In the Year 1 and 2 class, pupils created red, yellow and blue compositions in the style of Piet Mondrian and still life pictures in the style of Cezanne in crayon, pencil and paint. In their drawing books, higher attaining pupils in Year 2 are beginning to demonstrate good pencil control and draw figures that show a variety of actions and movements.
196. Overall, pupils in Years 3 to 6 do not demonstrate the expected range of skills and techniques in displays. They do not build on the skills demonstrated by pupils up to the age of seven. There is limited evidence in sketchbooks. Any work there is undated and insufficient to show the development of skills and techniques. Work is often unfinished, and observational drawings lack care and attention to detail. Pupils in the Year 6 class study Van Gogh and have produced pencil drawings of his painting *Bedroom at Arles* showing some evidence of perspective and detail.
197. Insufficient evidence was seen during the inspection of work in Year 1 and 2 in **design and technology** to form a judgement about the standards reached by the end of Year 2. The work on display and discussion with pupils indicate that attainment is below that typical of pupils by the end of Year 6. During the course of this inspection it was not possible to observe any design and technology lessons.
198. All pupils in the school have benefited from a visiting artist who helped them to design, decorate and glaze effective ceramic tiles which are now used as attractive splashbacks in the wet areas. The school has a suitable food technology area where pupils make fruit salad and bake a variety of cakes. In Year 1, pupils have made models of different vehicles from junk materials using tape and glue to join parts together. In their 'Topic' books, Year 2 pupils have recorded how they made air sliders and windmills as part of a science project. However, there are few examples of pupils carrying out an evaluation of how they could make improvements, which is a vital ingredient of 'planning and making'.
199. There is limited evidence of pupils' work in design and technology in Key Stage 2. After trialling a commercial board game, they successfully designed and made their own board games. In discussion, pupils in Year 6 recalled making models of the Millennium Dome in Year 4 and taking part in a competition in Year 5 making buggies that could travel safely through water, but they found it difficult to recall other experiences of design and technology. The evidence available indicates that pupils have too few opportunities to learn design and technology and so make unsatisfactory progress in developing skills.
200. Insufficient evidence was seen during the inspection of work in Year 1 and 2 in **geography** to form a judgement about the standards reached by the end of Year 2. The limited evidence gathered during the inspection through examining pupils' work and by talking to

pupils indicates that, overall, standards by the end of Year 6 are below those typically found nationally. The judgement represents a fall in standards since the last inspection. Geography is planned on a four-year cycle and the school has mapped the requirements of the National Curriculum to ensure the correct coverage of the subject. The school also uses the new national guidance provided by the Qualifications and Curriculum Authority when planning work in geography

201. During the course of this inspection, it was not possible to observe any geography lessons. The very limited evidence gathered shows that pupils in Years 1 and 2 begin to develop their skills in geography by tracking routes on simple maps and drawing a plan of the park. They learn about their local environment visiting such places as the Post Office. A visit to Chesterfield Sorting Office helps them to track the journey of a letter. Older pupils use signs and clues to follow a school trail. In the Year 6 class, pupils working on a topic about the Romans, compare the Roman names for countries with current ones and discuss how the Romans might have drawn up their maps. They have learnt about Roman roads. In discussion, Year 6 pupils talked knowledgeably about the local environment and with some enthusiasm about their visit to Cleethorpes to investigate a contrasting environment. They recalled doing some work about Sri Lanka but could not remember having studied any other countries.
202. The geography co-ordinator is aware of the need to review the way in which geography is taught in the school to ensure that adequate time is given to the subject to cover the curriculum in sufficient depth.
203. Insufficient evidence was seen during the inspection of work in Year 1 and 2 in *history* to form a judgement about the standards reached by the end of Year 2. During the course of this inspection it was not possible to observe any history lessons. However, the evidence gathered during the inspection through examining pupils' work and teachers' planning and talking to pupils indicates that by the age of eleven they attain standards in history that are similar to those found nationally. The judgements are similar to those reported following the last inspection.
204. The school has matched the requirements of the National Curriculum to topics in a four-yearly cycle and has also used new national guidance prepared by the Qualifications and Curriculum Authority. As pupils move through the school they make satisfactory progress in developing their skills and knowledge in history.
205. In Years 1 and 2, pupils develop an awareness of the past by studying toys and finding out how they have changed. A visit from the chair of governors to talk about life when she was a child helps them to compare their own childhood with hers. They enjoy looking at artefacts such as a dolly tub. They learn about significant events in history such as the Gunpowder Plot.
206. In discussion, Year 6 pupils were able to recall a good range of topics that they had studied including the Aztecs, the Victorians and the Tudors, as well as their current work on the Romans. They talked with enthusiasm about a Victorian day they had attended and talked

confidently about ways in which Victorian schools differed from their own. They expressed preferences about which period of history they would choose to live in. They were clear about the chronological order of the topics they had studied. In their work on the Romans, pupils consider why the Romans invaded Britain and what sort of people the Celts were. They can compare Roman and Celtic warriors and talk about some of the Roman sites still evident in Britain today. Pupils use their information and communication technology skills to successfully search the Internet for information about the Romans and use reference books to carry out research.

207. The limited evidence gathered during the inspection indicates that standards in *music* are in line with than those that are typically found in primary schools nationally. The school is making good use of a visiting music teacher, who has a good knowledge of the subject, and his enthusiasm for music is having a positive influence on the pupils' attitudes towards the subject. This support is part of the help provided through the Educational Action Zone.
208. One lesson was observed where older pupils were developing their skills in music. The pupils showed that they had a good understanding of the way music can be used to affect mood. They were able to use instruments to create different moods. Informal observations made during the inspection indicate that pupils sing well. All pupils enjoy their music lessons.
209. Resources for music are very good. The school has a good range of pitched instruments.
210. These judgements represent a significant improvement from those reported at the time of the last inspection.
211. Overall standards in *physical education* are typical of those found nationally. The school hall is used to good effect to help pupils develop their skills in physical education. In discussion, pupils in Year 6 expressed their enjoyment and enthusiasm for these activities; as they did for swimming.
212. The school has a good range of small equipment that can be used in the school hall and playground. This equipment is stored in an appropriate way.
213. The school makes good use of visiting coaches to develop football and cricket. These strengthens the school's provision. Out of school activities for Key Stage 2 pupils are seasonal. Where possible challenges are provided for the development of personal and social skills by taking part in team games against other schools.
214. These judgements are similar to those reported after the last inspection.
215. ***Overall, the teaching observed in the above subjects was satisfactory. Over a longer period of time, teaching is judged to be of a similar standard.***
216. Six lessons were observed when the above subjects were being taught. Teaching was judged to be good in the two music lessons observed, satisfactory in the three physical education lessons and satisfactory in the one art and design lesson. In all the lessons pupils

were observed to have made at least satisfactory progress in their learning.

217. An examination of the pupils' books and a scrutiny of the teachers' planning records indicate that over the longer period of time teaching in the majority of the above subjects is satisfactory. However, the overall range and depth of the work done in some aspects is too limited, partly because of the limited time given to teaching them. This is particularly so in developing pupils' skills in art and design, geography and design and technology. At the time of the inspection the staff were not giving enough attention to regularly providing pupils with opportunities to develop skills across these three subjects.
218. Pupils who have special educational needs make at least satisfactory and often good progress in these subjects. Their progress in art and design and in design and technology is only just satisfactory, as a result of the low priority these subject have had within the school's overall provision.
219. Information and communication technology is not well used to support work in this range of subjects. Some satisfactory use is made when pupils are using a simple painting program to design posters; and there is limited evidence to indicate that pupils in Year 6 are using the Internet to research topics in history. However, overall the school is not taking full advantage of the many ways computers can be used to enhance pupils' learning.
220. Overall, these judgements are similar to those reported following the last inspection. Standards in music have improved.