

INSPECTION REPORT

Norbury Church of England Primary School

Norbury, Ashbourne

LEA area: Derbyshire

Unique reference number: 112845

Headteacher: Mrs M. Shermer

Reporting inspector: Mr R. W. Burgess
Rgl's OIN 20950

Dates of inspection: 30th October – 1st November 2001

Inspection number: 195925

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:	Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Norbury Ashbourne Derbyshire
Postcode:	DE6 2EG
Telephone number:	01335 324337
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr T. Clowes
Date of previous inspection:	18 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20950	Roger Burgess	Registered inspector	Mathematics Science Geography History Information communication technology Religious education Equal opportunities	and What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9942	Susanna Stevens	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?
20281	Gill Dunkling	Team inspector	English Art and design Design and technology Music Physical education Foundation stage Special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Norbury Church of England Primary School is situated in the parish of Norbury to the west of Ashbourne adjoining the Peak District of West Derbyshire and close to the Staffordshire border. It is smaller than other schools, with 48 pupils organised in two classes, aged between four and 11 years. The school serves the immediate small rural community but also admits pupils from a wider area. The pupils come from a range of social backgrounds. The proportion of boys and girls varies significantly in different year groups. The school admits children at the beginning of the school year after their fourth birthday. Most children have attended pre-school provision. Pupils' attainment on entry is broadly average with a wide range of attainment which varies considerably from year to year. All pupils are from white ethnic backgrounds; there are no pupils with English as an additional language. Twelve per cent of pupils have been identified as having special educational needs, which is below average. One of whom has a Statement of Special Educational Need, which is above average. Ten per cent of pupils are eligible for free school meals, which is below average. The headteacher took up her appointment in September 2001.

HOW GOOD THE SCHOOL IS

This is a very good school that has successfully established an effective climate for learning. Teaching is good or better in the majority of lessons. The value of the teaching is boosted by the pupils' eagerness to work hard. The school is successful in developing very good attitudes in the pupils and looks after them well. There are very good relationships that promote enthusiasm for the school. From average attainment on entry the majority of pupils make good progress with a significant number attaining standards above national expectations by the end of Year 6, particularly in English, mathematics and science. Leadership is very good and governors are actively involved in the overall management of the school. There is a strong commitment to continued improvement. The careful analysis and monitoring of the different aspects of the school's work by the headteacher, staff and governors is being used well to set clear priorities with the intention of raising standards. The school has many strengths and provides good value for money.

What the school does well

- ◆ Standards are good for the majority of pupils by the end of Key Stage 2.
- ◆ The quality of teaching and learning are good or better in the majority of lessons.
- ◆ The strong leadership by the headteacher well supported by staff and the governing body.
- ◆ The pupils' attitudes, behaviour and personal development are very good.
- ◆ The provision for spiritual, moral, social and cultural development is very good.
- ◆ The school plays an active part in the community. Its partnership with parents is very good and has a strong impact on the work of the school.

What could be improved

- ◆ The planning of the provision for children in the Foundation Stage.
- ◆ The schemes of work for planning the work in different subjects of the curriculum.
- ◆ The use of information and communication technology across the curriculum.

- ◆ The use of the good information gained through informal assessment in monitoring standards and planning for future learning.
- ◆ Clear financial planning for improvements to the quality of provision, utilising the current high carry forward.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a good improvement since the last inspection in March 1997. The school has successfully developed and implemented plans to tackle all the weaknesses identified in the last report. The most significant improvements have been in the quality of teaching, curriculum planning and in developing the curriculum for pupils at Key Stage 1. The national strategies for the teaching of literacy and numeracy have broadened the range of teaching approaches and improved the teaching of basic skills. The school has established very good procedures for monitoring pupils' personal development. There is good informal assessment. This is not yet used effectively to monitor standards throughout the school and identify areas for improvement to inform and benefit practice across the school. The school recognises that further progress can be made, for example, in continuing to review the curriculum to ensure it fully meets the changes to the National Curriculum introduced in September 2000. It is very well placed to continue to build on its recent improvements and promote high standards of provision and attainment in order to continue to meet the realistic targets it has identified.

STANDARDS

As the number of pupils being assessed in 2001 at the end of Year 6 was less than 10, the national comparative grades and those in similar schools are not reported.

Statistical data for small cohorts of pupils can be misleading. The results in National Curriculum assessments over the last four years have been consistently above the national average for pupils at the end of Year 2 in reading, writing and mathematics. In the same period the standards for pupils at the end of Year 6 have varied considerably reflecting the prior attainment of pupils in that year group. There is clear evidence to suggest that when the previous levels of attainment of these pupils are taken into account they made good progress in their learning. This is reflected in the performance seen in the current inspection.

Levels of attainment upon admission to the school are broadly average but with considerable variation from year to year. Children make satisfactory progress in the Foundation Stage and almost all children attain standards which are expected for their age in all the areas of learning. Standards are good and above national expectations for the majority of pupils at the end of Year 2 and Year 6 in English and mathematics. In science they are satisfactory for the majority of pupils at the end of Year 2 and good at the end of Year 6. Standards in information and communication technology are satisfactory for the majority of pupils throughout the school. In religious education, pupils' knowledge and understanding are good throughout the school. The school has set appropriate future targets for pupils and these have been well met. These judgements indicate an improvement since the last inspection particularly in the standards attained by the end of Year 2 in English, mathematics and science.

Pupils achieve well and learning is good, for the majority of pupils. Pupils with special educational needs make good progress. Action taken has ensured a good improvement in the quality of teaching which has created better attitudes and opportunities for learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their work. They are very enthusiastic and work hard. The school creates a very positive ethos.
Behaviour, in and out of classrooms	Very good. Pupils are polite and courteous to each other and to adults. They are friendly, tolerant and welcoming. There have been no exclusions.
Personal development and relationships	Very good. A strong emphasis is placed on the personal development of individual pupils. Pupils show respect for each other and for adults. There are good opportunities for pupils to develop independence and show initiative. Pupils take responsibility for their learning and show appreciation for the work of others. Relationships are very good.
Attendance	Good. Pupils enjoy coming to school. They arrive on time and lessons start promptly.

These aspects are strengths of the school. The care and commitment of staff for the personal development of each individual child is a reflection of the ethos of the school. Pupils listen attentively and respond well in lessons. In their personal development, pupils willingly take responsibility for tasks.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Very good

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 quality of teaching is good overall. The basic skills are taught well. The quality of teaching in English and mathematics is good and often very good or better for pupils at Key Stage 2. The particular strengths of the teaching are teachers' good subject knowledge and effective teaching of basic skills together with good provision for the range of ages and attainment in each class. In the best lessons the detailed planning provides work that is well matched to pupils' prior attainment. Methods ensure that a wide range of strategies is used to interest and motivate pupils. Most pupils show good concentration and work at a good pace. Pupils make good progress in their learning in English, mathematics and science. Progress is at least satisfactory in all other subjects including information and communication technology and religious education. Pupils with special educational needs develop increasing independence. They are supported well by the educational care officers. There is very good use made of time, support staff and resources. The purpose of the lessons is shared with pupils and reviewed at the end to demonstrate what they have learned. The pupils are eager to learn. Their good concentration and determination are important features and reflect their positive attitudes

in response to the teaching. As a result, the pupils work hard, achieve well and make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good at Key Stages 1 and 2. Satisfactory for children in the Foundation Stage. The school recognises the need to continue to update schemes of work and the planning of the Foundation Stage curriculum.
Provision for pupils with special educational needs	Good. The educational care officers provide very good support. Individual education plans are good. This enables pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The very good provision is planned and delivered effectively across the curriculum and in religious education. Pupils are given very good opportunities to develop and express their feelings, particularly in the development of moral and social values. They are given the opportunity to take part in a wide range of cultural activities.
How well the school cares for its pupils	The school caters well for its pupils within its caring, community ethos. The school is a friendly place where pupils feel safe and happy. The pupils are very well looked after. It has very good procedures for the care and welfare of its pupils. Assessment and monitoring procedures are satisfactory. The school understands the need to develop its use of the good information gained through informal assessment.

There is a very close partnership with parents, who have excellent views of the school. Parents are welcomed in school. Parents receive good quality information from the school, including information about their children's progress. The school has very good links with parents and the local community and this contributes to pupils' learning, particularly their positive attitudes to their work. There is a sensitive awareness of all pupils' needs and teachers and other staff value all pupils equally.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's strong leadership has played a key part in sharing her vision for change with teachers and governors. National strategies have been implemented well and staff have improved their practice in most areas of the school's work. The quality of teaching and the curriculum have been improved. The school is successful in putting its aims and values into practice. Staff give very good support to the headteacher and are fully committed to achieving the school's aims.
How well the governors fulfil their responsibilities	Good. The governing body has a good understanding of its responsibilities and of the strengths and weaknesses of the school. Governors show a very good commitment to supporting the school and new developments. The governors fulfil their statutory duties well.

The school's evaluation of its performance	The evaluation and analysis of the school's performance by the headteacher is good. The school is currently reviewing its plans and procedures for the monitoring and self-evaluation of its performance, including the monitoring of teaching, following the recent appointment of the headteacher, to more effectively identify strengths and weaknesses and inform future planning.
The strategic use of resources	Satisfactory. Learning resources are used efficiently and effectively. The school has a significant carry forward of funds and is aware of the need to develop clear and appropriate spending plans.

The level and quality of support and administrative staff are very good. Learning resources and the accommodation, which are used very well, are satisfactory. Leadership provides very clear direction for the school and promotes collaboration and high standards. The governing body provides active support in the management of the school. The principles of best value are used well, for example, through the employment of specialist staff with subject specialisms in information and communication technology in collaboration with other local schools. This enhances the quality of provision.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ Their children like school. ◆ The teaching is good. ◆ Behaviour is very good. ◆ The school is approachable. ◆ The expectations the school has. ◆ The sense of partnership between school and parents. ◆ The very good leadership of the school. 	<ul style="list-style-type: none"> ◆ There were no concerns expressed by parents.

The responses to the questionnaire sent prior to the inspection and inspectors' discussions indicate a high level of satisfaction with the school. Parents think highly of the school and all that it provides. They support its aims and the values it promotes. Inspectors fully agree with these very positive views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Statistical data for small cohorts of pupils can be misleading. The number of pupils in each year group has varied between two and ten. This has a significant impact on the attainment each year and makes trends from year to year an unreliable measure. Inspection evidence indicates that when the levels of attainment of pupils on entry to the school are taken into account they make good progress in their learning. The wide variation in the numbers of boys and girls in each year group make any comparative analysis unreliable.
2. The previous inspection in March 1997 reported that standards of achievement overall were broadly in line with national expectations at Key Stage 1 in English and mathematics, at Key Stage 2, attainment was good and above national expectations. In science standards were unsatisfactory at Key Stage 1 and good at Key Stage 2. No judgement was given on the standards attained by children in the Foundation Stage. Present inspection judgement is that standards have improved. The school has successfully raised standards since the last inspection. The commitment of the headteacher, staff and governors is reflected in their continual drive to further improve the quality of education provided.
3. Assessments made during the children's first term in school clearly indicate that standards vary significantly within year groups and from year to year. Overall they are similar to what might be expected of children of their age. In Reception most children achieve satisfactorily in relation to their abilities and make satisfactory progress. By the time the children leave Reception class most achieve the expected levels for their age in all areas of learning although few exceed these levels.
4. The reading, writing and mathematics of the current Year 2 and Year 6 pupils is generally good. Test results have been consistently above the national average for the last four years for pupils at the end of Year 2. They have been variable for pupils at the end of Year 6 reflecting the differing prior attainment of the pupils in each year group. Work in literacy and numeracy has improved noticeably since the last inspection in 1997. For example, in literacy and numeracy sessions in particular, through planned support for those experiencing difficulties and through more challenging work for higher attaining pupils. This helps ensure all pupils achieve well in relation to their previous attainment.
5. By the end of Year 2 attainment for the majority of pupils is good in English and mathematics and satisfactory in science. By the end of Year 6 attainment for the majority of pupils is good in English, mathematics and science. Throughout the school pupils attain satisfactory standards in information and communication technology. By the end of Year 2 pupils achieve satisfactory standards in all foundation subjects. By the end of Year 6 pupils achieve good standards in design and technology, geography and music. Standards are satisfactory in all other foundation subjects. Standards in religious education are good throughout the school. Progress in learning is good across the school.
6. The school has successfully focussed on improving standards. The literacy and numeracy strategies are providing enhanced opportunities for pupils to make good progress. Literacy and numeracy feature highly in the curriculum and good links are often

made within other subjects to enhance these skills, for example, through work in science and geography. Speaking and listening skills have a strong focus throughout the school. Not only do teachers and education care officers provide clear models for these skills but also they actively encourage opportunities for speaking and listening in all lessons. Pupils are encouraged to enquire, answer and make suggestions. Time is provided to enable children to discuss their feelings and ideas and teachers encourage the use of appropriate vocabulary in different subjects. Good support is provided for pupils with lower prior attainment and for those with special educational needs.

7. By the end of Year 2, pupils' attainment in speaking and listening, reading and writing are generally above that expected for their age. By the end of Year 6, the results of national tests since 1996 show that the overall level of performance for the majority of pupils has been above the national average but with variations which reflect the individual pupils attainment in small year groups. Inspection findings are broadly similar to these results as pupils' attainments in English are judged to be above national expectations.

8. The youngest children quickly learn to recognise print and to handle books correctly. They make good progress in forming letters and writing their names. Writing is developed well, with most pupils forming words correctly. Reading is encouraged by the provision of a good range of books and other materials, these are organised in attractive and efficient ways to enable pupils to use them purposefully in gaining information for their work in different subjects. The impact of the school's provision for English is reflected in pupils' increasingly well presented work, in which they take pride.

9. Pupils have good attitudes to mathematics. Their standards of achievement and learning are good throughout the school and most pupils attain good standards in their numeracy skills. They acquire a good understanding of number, shape, space and measurement. The systematic development of skills, knowledge and understanding ensures that pupils use their prior learning to reinforce their understanding of new work. Since the last inspection in 1997, there has been more focussed teaching and this, together with the adoption of the national numeracy initiative, has resulted in higher standards. The work follows the National Numeracy Strategy and by the end of Year 2, most pupils are developing an understanding of simple number bonds. Most pupils accurately add and subtract numbers to 20 and some higher attaining pupils work on numbers to 100 and are beginning to understand place value. By the end of Year 6 pupils' positive and enthusiastic approach to mental arithmetic helps them to gain increasingly secure knowledge of the four rules of addition, subtraction, multiplication and division of numbers. Pupils increasingly use this knowledge to solve practical problems which are expressed in words rather than figures. The quality of teaching is good and often very good for pupils at Key Stage 2. The pupils listen attentively and follow instructions well. This has a positive impact on levels of achievement and progress. Pupils with special educational needs receive good support and make good progress.

10. Pupils make good progress in scientific thinking by the time they leave the school. At Key Stage 1, pupils learn to investigate and experiment, using these skills effectively, for example, when studying how seeds germinate and plants grow. They develop confidence in carrying out tasks and begin to recognise a fair test and work well collaboratively. All pupils develop a sound understanding of basic scientific concepts. By the end of Year 6, pupils' scientific vocabulary and enquiry skills are developing well and pupils learn to record efficiently what they have found out. Pupils can confidently explain their experiments to investigate forces and friction with different materials on a range of surfaces. More able pupils can predict and hypothesise. Pupils have good attitudes; they

particularly enjoy the practical investigations and make good progress in their standards of achievement and learning in science.

11. Teachers' knowledge and understanding in information and communication technology has improved since the last inspection. Further development and improvement to keep pace with developments in the subject have yet to take place. The subject is well organised and pupils develop confidence in using the computer and other equipment. Pupils attain satisfactory standards in their skills and make satisfactory progress in their learning. There is insufficient use of information and communication technology across subjects to provide a wider opportunity for pupils to learn how to use equipment effectively and efficiently. Pupils show confidence and respond well. Pupils with special educational needs make good progress.

12. In religious education attainment meets and often exceeds the levels expected in the locally agreed syllabus by the end of both key stages. Learning is good. All pupils have a good understanding of Christianity and the other required world religions, including Judaism, Hinduism and Islam.

13. Pupils with special educational needs make good progress in relation to their individual learning targets, particularly in English and mathematics. The individual education plans identify their needs effectively and with appropriate support they achieve the objectives set. Progress in learning of higher achieving pupils is good, particularly for the older pupils at Key Stage 2.

14. The recently appointed headteacher, together with her colleagues, has carefully analysed pupils' performance as part of its drive to raise standards. Performance has been compared with that of similar schools. Whilst comparisons with other schools may be unreliable, the school has identified targets for individual pupils based on their previous level of attainment. Effective measures have been established to raise standards, through detailed curriculum planning and there are good plans to refine assessment procedures. Targets and predicted standards are set for pupils with special educational needs and individual education plans provide clear details of pupils' requirements. Additional literacy and numeracy support is provided and education care officers play an important part in helping pupils with special educational needs.

15. In terms of their capabilities most pupils achieve well. The standards of achievement of pupils with special educational needs is good in relation to their individual education plans, as a result of the good provision made for them. The needs of the more able are well catered for and their progress is good. Pupils show interest in their work and persevere with tasks. They generally receive good support both in and out of the classroom. This contributes well to the pupils' attainment and learning.

Pupils' attitudes, values and personal development

16. Throughout the school pupils' attitudes to their learning, their behaviour and their relationships with each other and their teachers are very good. They display a consistently positive attitude to their learning, which has a very beneficial effect on their attainment and progress. Pupils, including those in the Foundation Stage, listen attentively and are able to sustain concentration well, responding to increasing challenge with good humour. The quality of these aspects of the pupils' response has been maintained since the last inspection. It is a strength of the school.

17. Pupils have an understanding of the school's expectations for good behaviour and respond well to them. They play and work in a happy and harmonious atmosphere, supporting each other in many different activities. They show respect for property and are sensible and mature in their movements about the school, having care for others in their actions. No harassment or boisterous play was seen and there have been no exclusions. Pupils are polite, friendly and courteous to each other and to adults. They are happy to talk to visitors and to discuss their work or share resources at break times with younger pupils. Pupils regulate their own behaviour well.

18. Relationships in class, around the school and during outdoor playtimes are very good. Pupils show an awareness of others and sensitivity for their feelings. They respect staff and one another, listening well to the opinions of others and responding quickly in question and answer sessions. Pupils have an openness of attitude and a consistent interest and enthusiasm for their learning. There are some opportunities for pupils to take responsibility within the school, such as class duties or assisting with the musical instruments and other equipment. All pupils, including those in reception, respond positively when asked to assist their teachers, showing a growing responsibility for their own learning. Pupils take pride in their work presentation and teachers encourage them to discuss and evaluate their own work. Their self-esteem and confidence in their learning is developing well and they show an increasing awareness of responsible and mature citizenship.

19. Attendance at the school is good with lessons beginning promptly. Parents confirm that their children are keen to come to school. There is no truancy and little lateness. Registers are marked carefully and monitored for any developing patterns. Parents support the school by notifying reasons for absence as emphasised in the prospectus.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching in the school was very good or better in almost one half of the lessons seen, good in a further quarter and satisfactory in the remainder. It was consistently very good and sometimes excellent in the lessons observed for pupils at Key Stage 2, with very good provision for the wide range of ages and attainment. Teaching is better now than it was at the time of the last inspection in 1997. It is more consistent in English and mathematics, where teachers' subject knowledge is secure and they feel more confident.

21. Significant improvement has been made in curriculum planning and delivery of lessons, particularly for pupils at Key Stage 1. Planning is good, showing clear objectives, and teaching methods are often imaginative, promoting pupils' interest and enthusiasm. Work takes proper account of pupils' previous learning and lessons have rigour and pace. Pupils are managed well and very good use is made of time, support staff and resources.

22. In the lessons which are good or better, teachers' planning shows clear and appropriate learning objectives, which are carefully matched to pupils' prior levels of attainment, reflecting the effective assessment of pupils' previous work. In these lessons a good range of teaching strategies is used and very effective use is made of educational care officers. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson, for example, pupils in Years 5 and 6 enthusiastically respond to a mathematical session to develop their understanding of the use and conversion of different standard units of measure, following good

assessment and planning, clear explanation and encouragement from the teacher at levels appropriate to their age and attainment.

23. Learning objectives are shared with pupils at the start of lessons and the final part of lessons is often used well to consolidate pupils' learning. As a result, pupils are clear about what they have been learning and make good progress. These strategies effectively promote the learning of all pupils, including the more able, for example, pupils in the Key Stage 2 class enthusiastically respond well to a design and technology session to support their work on toys in the Victorian period linked to their work in history.

24. In all lessons teachers plan carefully, following National Curriculum programmes of study. They give clear explanations, instructions and demonstrations and provide careful support for all pupils. Lesson objectives are appropriate and tasks accurately reflect pupils' needs and challenge pupils, particularly those of high prior attainment. Teachers make good use of questioning to encourage pupils to reason and contribute to discussions. Teachers show sensitive awareness of those pupils with reluctance or difficulty in communicating their ideas. Their sensitive approach is appreciated and used as a model by other pupils, which creates a supportive learning environment for those with lower prior attainment and those with special educational needs.

25. The teaching of children in the Foundation Stage is satisfactory. The teacher and support staff have good relationships that enable children to make satisfactory progress. Children feel secure and their personal development is appropriately provided for. The broad range of children's prior experience is taken into account when planning activities. The needs of the Foundation Stage children are not being fully addressed within the mixed age class as planning of the provision for these children does not yet fully reflect the curriculum for the Foundation Stage introduced nationally in September 2000. Several of the classroom activities are too strongly directed by teachers or educational care officers with insufficient opportunities for children to explore and initiate their own ideas.

26. Assessment in the Foundation Stage is satisfactory. A system has been established for recording children's attainment on entry and during their time in the Foundation Stage. The assessments that the teachers make are accurate. They are not always used effectively as a basis for the future planning of activities for children to ensure that work is well matched to their abilities. Resources are used well.

27. Teaching elsewhere in the school is never less than good. At Key Stage 2 it is very good and sometimes excellent. Basic skills are taught well, planning, methods and organisation are good and there is very good use of time, support staff, resources and assessment. Good examples of whole class teaching were observed and teachers carefully built on pupils' prior learning to ensure good progress over time. In the very good lessons, such as in a Year 3 and Year 4 literacy hour, teaching strategies effectively promoted pupils understanding of punctuation to improve their writing. Time was used efficiently and pupils were keenly challenged. By the end of the lesson, pupils showed good understanding of different forms of punctuation. This resulted in good achievement for their age.

28. The teaching of the skills of literacy and numeracy has a positive impact on pupils' standards of attainment and progress. Teachers have secure subject knowledge for teaching the basic skills of literacy and numeracy. Literacy and numeracy lessons follow the national strategies. This supports the good development of pupils' numeracy and

literacy skills throughout the school. Literacy and numeracy skills are applied in other areas of work to reinforce understanding, for example, in their work on the environment Key Stage 2 pupils use their numeracy skills in handling data on the quantity of water used for different purposes.

29. Good opportunities are provided in most work for pupils' speaking and listening skills. Introductions to lessons usually include questions, explanations and demonstrations. Pupils' suggestions are carefully considered and they are encouraged to share their ideas, for example, during an assembly which focussed on the life of Nelson Mandela. They make good progress, developing confidence during class or group discussions. Reading and writing are reinforced in other work, for example, in seeking information on their work in history and geography.

30. There is good teaching of mental arithmetic. The teachers correctly emphasise the quick and accurate recall of number facts. In the good and very good lessons teachers effectively communicate their high expectations of the pupils, including those with special educational needs and higher achieving pupils. For example, in a Year 5 and 6 lesson on the use of the correct signs for greater than and less than. They successfully draw good quality work from them. The pupils learn and use mathematical language in other subjects as well as in mathematics.

31. In science, teaching is good overall and benefits from the good subject knowledge of the co-ordinator. Teachers are well organised and scientific concepts are developed through practical activities. For example, through the observation of how plants grow under different conditions to identify under which conditions they grow best. There are good links with other subject areas, for example, design and technology.

32. The teaching of pupils with special educational needs is particularly good. The range of learning difficulties is wide. The school manages its provision well to cater for these pupils' learning difficulties. The quality of the educational care officers' work with these pupils is often very good and has a significant impact on the progress achieved. Pupils with higher prior attainment are challenged and have good opportunities to extend their learning in most subjects.

33. Teachers' medium term planning is detailed and follows National Curriculum programmes of study. Teachers have sound, and sometimes good, subject knowledge. Good use is made of the part time cover for the headteacher's non contact time to provide specialisms in music and science. Teachers make good provision through literacy and numeracy lessons for the development of pupils' skills.

34. Teachers follow a commonly agreed planning format. Learning objectives are agreed for each half term. These are spread over the appropriate number of weeks to create lesson objectives. In the most effective planning work is carefully matched to the learning needs of all pupils and consideration is given to previous learning experiences and pupils' differing abilities. Lessons are planned with a clear structure to deliver an identified unit of work that contains a suitable amount of information. Where planning is less effective, learning objectives lack sufficient focus and do not have clear links to the National Curriculum programmes of study. It does not identify opportunities for assessment to inform planning. Teachers often plan together to ensure that pupils' coverage of the curriculum is appropriate to their different ages and attainment. Teachers' subject knowledge, their use of time and their effectiveness in classroom organisation and discipline, have a positive impact on learning.

35. Relationships between adults and pupils are very good, contributing well to the quality of education. Discipline is very good. All staff, including education care officers and other volunteers, contribute well to the very good relationships that exist.

36. There are satisfactory procedures for assessing pupils' attainment and progress. The good quality of information gained through informal assessment is not used to best effect to inform future teaching. Lesson plans contain opportunities for informal assessment and the individual education plans for pupils with special educational needs are concise. The quality of marking is good, with constructive comments provided to help pupils to improve their work. Homework is used effectively to support learning and follows the clear guidelines in the school policy.

37. The quality of the teaching has a good impact on pupils' learning. The school is continuing to refine schemes of work for foundation subjects in line with national guidance and the revisions to the National Curriculum introduced in September 2000. The recently appointed headteacher has created a very good climate for teaching and learning. She has clearly identified her plans for future development. These include developing appropriate consistency in the use of assessment to inform planning and systems for monitoring and evaluating teaching. The commitment of staff and governors is justifiably rewarded by parents' very positive views of the school and its aims for their children. The enthusiasm of staff and the headteacher is evident and good plans are in place to effect further improvement.

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

38. The school provides a broad and balanced curriculum, which is satisfactory for children in the Foundation Stage and good for pupils in Key Stages 1 and 2. Sex education is provided for pupils in Years 5 and 6, with support from the school nurse. Curriculum planning, at both key stages and the development of the curriculum for children in the Foundation Stage, have improved significantly since the last inspection. The school recognises the need to continue to develop its planning of the curriculum to more fully reflect changes introduced nationally in September 2000.

39. The school's very good provision for personal and social education, which includes a drugs awareness theme, makes a significant contribution to the pupils' self-confidence and to improved standards of attainment and progress. Many of the lessons successfully encourage pupils to accept responsibility for areas of their learning. Work undertaken at home effectively adds to the quality of learning promoted by the school.

40. Policies are in place for all subjects and time allocations for each curriculum area are appropriate. The quality of curriculum planning is good overall at Key Stages 1 and 2. Sound links are made between subjects to reinforce prior learning. For example, pupils' knowledge of the Victorians is enhanced by the focus in design and technology activities on designing and making a thaumatrope, based on a Victorian child's toy. Planning of the provision for children in the Foundation Stage is not yet fully based on the recommended areas of learning. The school's strategy for developing the literacy and numeracy hours is very good and is making a significant contribution to raising standards in English and mathematics. National schemes form the foundation for planning in most other subjects. The use of information and communication technology is not well developed across the curriculum.

41. There is very good range of extra-curricular activities, including gymnastics, sports practices and musical activities. The school provides challenging opportunities for residential visits for the older pupils, such as a stay at The White Hall Activity Centre near Buxton and a one night camp for the infants. In addition there are regular visits to places of historical and cultural interest, which effectively enhance the curriculum.

42. Provision for talented pupils and those who have special educational needs is good and meets the requirements of the Code of Practice. There is an effective policy for the support of pupils with special educational needs and those with Statements of Special Educational Need. The quality of individual education plans is good. They clearly identify appropriate learning targets and are reviewed regularly. All pupils with special educational needs make good progress in their learning, and the good support they receive from the educational care officers enables them to work successfully alongside other pupils in the classroom. The school works very hard to effectively ensure that all pupils have full access to the curriculum and wider opportunities.

43. Children are well prepared for admission to the school through very good links with parents and pre-school meetings and visits. Many pre-school children attend the Norbury Pre-School Play Group which meets on the school site and also shares the dining room. The school works closely with other local schools for mutual support and development. Pupils benefit from the close relationship with neighbouring schools, for example, through a joint infant camp every summer and football fixtures during the autumn term. At the end of Year 6, pupils are effectively helped to transfer smoothly to their secondary school.

44. The provision for the spiritual, moral, social and cultural development of the pupils is very good and is a significant strength of the school. The school very successfully provides pupils with a range of experiences to promote their spiritual awareness. Pupils in the Foundation Stage are encouraged to be reflective and experience pleasure from the wonder of beautiful colours, observing natural objects and listening to interesting sounds. Pupils throughout the school are given ample opportunities to develop their self-knowledge by reflecting on the beliefs of others. The use of stories and music enriches pupils' experiences and the celebration of pupils' achievements has a positive impact on raising their self-esteem and appreciation of others. A range of themes is incorporated into assemblies to encourage pupils to relate to each other and care for other members of the community. Time for reflection is provided for pupils to reflect on the world around them and their place in it. Within the curriculum, pupils are given very good opportunities to study the wonders of the natural world, and to show their appreciation of a wide range of art, music and literature.

45. The provision for moral development is very good. From the earliest days in the school, pupils are encouraged to consider how their actions affect others. The pupils are encouraged to think about the difference between right and wrong both in relation to their own behaviour and to larger public and environmental issues. The very effective management of the behaviour policy ensures that the pupils carefully consider their actions. They are encouraged to think about acceptable behaviour and make judgements about what makes certain types of behaviour unacceptable. The school's Code of Behaviour is discussed in assemblies and plays a very important part in the very effective personal and social education programme. The very good example set by the staff in personal relationships and the sympathetic ways in which the teachers manage their classrooms all provide very good support for the development of moral understanding.

46. The provision for pupils' social development is very good. Throughout the school, pupils are taught how to work together through well-organised group and teamwork. The headteacher, all the staff and helpers encourage the pupils to accept responsibilities and to work for the good of the community, both within the school and outside it. The older pupils take responsibility for getting out large toys at playtimes. Each pupil takes a turn to lead Grace at lunchtimes and end of day school prayers. Younger pupils tidy their classrooms and rearrange their desks to create more space for musical activities. The school plays a prominent part in the life of the village and the church, with the pupils acting as hosts for the "Dovelands" senior citizens group lunch every Friday. Pupils learn about the founding of the Red Cross and support charities such as "Operation Christmas Child". Residential visits are organised by the school to broaden pupils' outlook on the world.

47. Provision for cultural development is very good. All pupils are valued and great emphasis is placed on raising their self-esteem. The school enriches pupils' artistic, creative and aesthetic experiences. They study and copy the work of famous artists from both modern and ancient times and thus gain a feeling for those forms of artistic expression. Work in history and geography serves to extend their experience. Appreciation of cultural values and traditions is fostered in most subjects. The programme of work in religious education provides very good opportunities for the pupils to reflect on the significance of the Christian belief as well as other world faiths, particularly Judaism, Buddhism, Sikhism and Islam. Pupils are encouraged to take part in a wide range of extra-curricular activities. Every summer the pupils, helped by parents, teachers and friends, make a well dressing in the traditional manner, which is set up by the well outside the school. The school's curriculum is also extended by studies of the local area and visits to such places as Snibston Discovery Park and Sudbury Hall Museum of Childhood.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The last inspection found the quality of care for all the pupils to be good and valued by parents. This level of care has been well maintained and parents endorse the continuing good support given to their children by the school. Consistently good pastoral care is provided for the pupils, including children in the Foundation Stage and those with special educational needs. The very good quality of care is a strength of the school. It enables pupils to feel relaxed, happy and to develop confidence in themselves and their work. The very good relationships seen between class teachers and pupils enables pupils to concentrate on their learning in an atmosphere of trust and understanding. Members of staff are committed, caring and approachable and the guidance and support they give to the pupils is very good. This gives pupils the confidence to concentrate on their learning and has a positive impact on their attainment and progress.

49. The monitoring of the academic progress of all pupils and the promoting of individual personal development for pupils are good. The staff know the pupils well and enjoy a very good rapport with them. This is reflected in the enjoyment pupils show in their learning, including those with special educational needs. Pupils with special educational needs are fully integrated into the life of the school. They are valued members of the school community and receive very good support by teachers, support staff and their peers. They have targets to achieve, which ensure that there are identified steps to their learning, allowing accurate assessment of progress to be made. Procedures for monitoring attendance are in place and used effectively. Registers are monitored and the need for good attendance is reinforced in the prospectus and through personal contact with parents.

50. The school has very good procedures for dealing with any tendencies towards bullying behaviour and is consistent in setting standards of behaviour, which are accepted by the majority of pupils. Any lapses are firmly corrected by staff and often by other pupils who understand what is acceptable and unacceptable behaviour in the school. All staff are consistent in their promotion of good behaviour and the general conduct of pupils in the school. There are good opportunities at the beginning and end of the day for parents to pass on any immediate concerns to members of staff and this ensures that any minor problems are addressed early. The designated member of staff has had appropriate child protection training.

51. There are satisfactory procedures for assessing and monitoring pupils' attainment and progress but, as yet, a formal approach, which uses the good information gained, is not fully in place to monitor standards and inform planning for future learning. There is a health and safety policy, which incorporates guidance for regular assessment of all potential health and safety risks, including for the use of physical education equipment. Planned risk assessments are carried out and regular fire drills are logged and monitored. The school's provision for promoting the health, safety and well being of pupils is good, with prompt and effective action taken for any areas of concern.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The high level of support given to the school by parents and their satisfaction in the aims and values it promotes, is endorsed by the current inspection. Parents' views of the school are excellent and they expressed no concerns in their responses to the questionnaire prior to the inspection. Parents are very pleased with the approachability of the staff and the warmth in the partnership they have with the school. Parents of pupils with special educational needs are fully involved in all aspects of their children's education and feel well informed about the progress their child is making and the targets set.

53. The effectiveness of the school's links with parents is very good. There is an open and supportive relationship between the school, the governing body and the parents. Parents are provided with opportunities to take part in the life of the school and to gain insight into their children's work, for example, by attending assemblies and performances. There are opportunities to visit the school for open evenings and to take part in information meetings and discussions. Communication between the school and home are good and teachers are readily available at the start and finish of the school day. The impact of parents' involvement on the work of the school is very good. Assistance is willingly provided for special events and a number of parents are able to share their skills and interests.

54. The active Friends of Norbury School Association give substantial financial support through fund-raising activities, which are well supported by parents and the local community. Parents feel very welcome in the school and contribute to its life by providing regular assistance in classes. They appreciate the ability to talk to class teachers at any time and often exchange news at the beginning and end of the day when they bring their child to school or collect them at the close of lessons. Parents receive information about the curriculum topics their children will be learning. The quality of the annual written reports is satisfactory, they are descriptive and informative, recording what pupils know and can do, but areas for improvement and targets for attainment are not given. There are formal opportunities for parents to discuss their children's progress and the opportunity for daily informal information exchange contributes to the impact of their involvement in the school.

55. The contribution that parents make to their children's learning at home and at school is very good. The home-school agreement has been well received and homework is well supported. Parents read regularly with their children and good use is made of the reading record books. Parents are clearly committed to their children's education and this is reflected in their very strong support for the school.

56. The school has good links with the local community. There are educational visits and out-of-school activities to broaden the pupils' curriculum and the learning experiences for all pupils, also organised extra-curricular activities, such as inter school sports days. The playgroup in the adjoining village hall shares the lunch break with the pupils and close links are kept with the receiving secondary school, which assists with the transition of the very young children and the older pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The school is very well led and managed. The headteacher provides very good leadership and a clear sense of direction. She receives very good support from her colleagues. There are very good relationships and equality of opportunity for all pupils. The headteacher, governors and staff have a shared commitment to improvement and good capacity to succeed. Significant improvements had been made since the last inspection in 1997 in teaching and planning, particularly for Key Stage 1, due to the constructive teamwork of all members of staff and the governing body.

58. The school has produced a comprehensive set of aims. Parents are very supportive of these aims. They cover both personal and academic development. The school is successful in putting its aims and values into practice and the effect is seen in pupils' very good behaviour and personal development, and the quality of care provided for them. The school has a positive ethos. The hard work of all the staff is reflected in the good improvement since the last inspection.

59. The headteacher has a strong commitment to the school and is clearly dedicated to the improvement of the quality of education provided and the children in her care. The educational direction for the school is clear, there is effective day-to-day management and responsibility for the co-ordination of all subjects and aspects of the school's work is delegated effectively.

60. Behaviour and discipline are managed well. The school has a consistent approach by all staff which is supportive of pupils. A commitment to equal opportunities for all children is evident in the day-to-day work of the school. Christian principles are successfully reflected in the day-to-day life of the school. The staff and children are valued and there is a very positive and caring ethos that supports pupils' learning and helps their very good personal development. The school plays an important role in the local community and is regarded as an important part of the community. Links with parents, the local church and community are strong and this impacts favourably on pupils' learning and the values they hold.

61. There is no effective system for monitoring teaching. This has been recognised by the recently appointed headteacher and she is currently developing plans for this to take place. Provision has been made for monitoring and evaluation of classroom work by the governing body through routine visits. This monitoring identifies the strengths and

weaknesses observed. Teachers and governors appreciate this clarity. There are well-organised systems to monitor both planning and pupils' work. The school has begun to track the value added to pupils' attainment using data from the national tests. Funds have been effectively allocated for the observation of teaching by local authority advisors. The critical reflection by the headteacher and staff on the work of the school in both teaching and learning is a key factor in the continued improvement in standards and the quality of provision.

62. There is a good ethos that has had a significant impact on standards. Subject responsibilities are suitably delegated. There are positive attitudes to monitoring and evaluating and staff willingly share best practice. The headteacher maintains a close overview of the school. The school has developed procedures for detailed target setting to reflect the needs of individual pupils, a process to which all staff contribute.

63. The governing body fulfils its responsibilities effectively and statutory requirements are met. There is an appropriate range of committees which meet regularly. Governors evaluate standards, taking an active role in monitoring work in classrooms and the school's results in the National Curriculum assessments. They are fully involved in determining priorities for development and their costs.

64. The governing body has developed its involvement in the management of the school. The chair of governors is very supportive; he works closely with the headteacher and makes a very positive contribution to the life of the school. The governors have a very good relationship with the headteacher and staff of the school. There is regular and productive communication between all concerned. Governors are kept well informed about policies, practices and procedures. Through visiting, observing and working alongside pupils, they gain a good understanding of the school's strengths and what improvements are needed. The governing body meets its statutory obligations in full.

65. Members of the governing body value their involvement in the school's development. Together with the headteacher, they have established clear intentions for school improvement and have put in place procedures which enable them to fulfil their responsibilities for strategic planning. The governors take an active part in school life in areas such as health and safety, the provision for pupils with special educational needs and financial decision making. Governors have been involved in the introduction of the National Literacy and Numeracy Strategies.

66. The headteacher effectively monitors and evaluates learning across the school. Despite an almost full time teaching commitment, she uses small amounts of part-time teaching by subject specialists well to enhance the curriculum at the same time as providing her time to fulfil her management duties. Since her appointment in September the headteacher has regularly monitored planning, assessment and learning to ensure there is appropriate content and that work matches the needs of all pupils and she and the staff together have determined areas for action. Pupils' performance is carefully analysed and the school has recently begun to project pupils' potential achievement, using baseline and Key Stage 1 assessment results.

67. The school development plan shows priorities for development. This is currently being updated following an audit of provision within the school by the newly appointed headteacher. Pupils benefit from wisely targeted spending, such as that for an increase in hours for the part time teacher enabling Key Stage 2 pupils to be taught in two class groups for literacy and numeracy to more effectively meet the needs of national initiatives.

Appropriate targets have been set and met well for raising standards further in literacy and numeracy. There are good plans to continue to develop the use of information and communication technology and the Internet within the curriculum. Effective evaluation systems exist regarding improvements. Regular reviews of progress are undertaken and recorded. Standards have improved since the last inspection as a result of the school's clearly identified priorities for improvement.

68. Following the appointment of the headteacher a review of the school's accounts was undertaken with support from the local education authority. A few minor recommendations were immediately acted upon. Private school funds are properly audited each year and approved by the governors. Funds available for improving provision within the school were identified and the headteacher together with the governors is making rapid progress in developing plans for the effective use of these funds. School administration is good. The school administrative assistant manages the school office and related matters efficiently and effectively. She offers very good support to the school, staff and visitors.

69. Financial planning is satisfactory. The governing body has recognised the need to identify an appropriate carry forward to enable current levels of staffing to be maintained as numbers fluctuate but has yet to identify clear plans for the significant amount above this which is currently being carried forward. Much of this amount is due to an unexpected significant increase in devolved funding, in particular for building work. The school is currently developing its plans for these monies. There are expectations for the need to improve staff accommodation and to improve the range and quality of resources, particularly for the Foundation Stage but these have yet to be formalised into clearly costed plans.

70. Good use is made of grants. For example, good use is made of money designated for raising standards through a joint project with other local schools to provide additional support for the development of pupils' information and communication technology skills, which has had a strong impact on raising standards. There remains a need to upgrade some hardware and obtain a greater range of software to increase the use of information and communication technology across the curriculum.

71. The school uses the principles of best value by comparing itself with other schools. The leadership and management of the school have agreed that good staff and pupil ratios are important in meeting the needs of pupils of different ages and attainment within the same class.

72. Effective use is made of new technologies by the headteacher, staff and office staff. Most information, such as planning, newsletters, policies and accounts are undertaken using information and communication technology systems.

73. There are sufficient qualified and experienced teachers and a suitable number of support staff. Arrangements for the professional development of staff are good. All teachers have undertaken recent training to extend their expertise in their responsibility area. Support staff attend training where appropriate. Teachers work well with the support staff in updating their expertise. For example, expertise in literacy and numeracy is developed to provide effectively for the support of the wide range of ages and attainment in each class. Induction and mentoring arrangements are good. New staff to the school are given clear guidance of the school's procedures.

74. The accommodation is adequate and is well maintained. It is kept very clean. Standards of display are good throughout the building with all spaces used effectively.

Resources are satisfactory. They are well organised in a variety of different areas. They are easily accessible to both staff and pupils. The use of resources to complement learning is very good. Resources are used very well by staff and have a positive impact on raising standards.

75. Pupils enter the school with attainment broadly similar to what is expected for children of their age. All pupils make good progress in their learning. Attitudes and personal development are very good. Most teaching is good or better. The cost per pupil is above the national average. Taking all this into account the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards and the quality of education provided, the governing body, headteacher and staff should:

- ◆ Continue to improve provision for children in the Foundation Stage by:
 - *planning a curriculum based upon the curriculum for the Foundation Stage introduced nationally in September 2000;*
 - *improving the quality and range of resources;*

(paragraphs 25, 38, 40 and 77)

- ◆ Improve planning of the curriculum by:
 - *developing existing schemes of work to reflect the changes to the curriculum introduced nationally in September 2000;*
 - *identifying work to be undertaken in each class within the school;*

(paragraphs 34, 37, 38 and 125)

- ◆ Improve the use of information and communication technology skills across the curriculum by:
 - *improving the range of software available;*
 - *identifying appropriate opportunities to incorporate the use of skills in information and communication technology across the curriculum;*

(paragraphs 11, 40, 102, 119 and 153)

- ◆ Improve procedures for assessment by:
 - *developing more formal whole school procedures for assessing and recording pupils' attainment and progress;*
 - *analysing assessment information to inform medium term planning and ensure curriculum coverage meets the requirements of the National Curriculum;*

(paragraphs 14, 26, 36, 37 and 51)

- ◆ Develop clear plans for the use of the significant carry forward by:
 - *clearly identifying and formally recording an appropriate level of contingency funding;*
 - *developing clear and costed plans for the use of the remaining carry forward to further improve the level of provision and quality of education offered.*

(paragraphs 68 and 69)

In addition to the key issues above, the school should include the following less important area for improvement. This can be found in paragraph 54:

- ◆ Improve the quality of annual written reports to parents on pupils' work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

26

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

5

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	10	6	8	0	0	0
Percentage	8	38	23	31	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	48
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	4

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

%

School data

5.4

Unauthorised absence

%

School data

0.1

National comparative data	5.2
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National comparative data	0.5
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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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	0	2	2

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	4	5	9

As the number of pupils undertaking the National Curriculum tests at the end of Year 2 and Year 6 were both less than 10 then the school is not required to publish its results.

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	42
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)	2.6
Number of pupils per qualified teacher	18.5 : 1
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	23

Financial information

Financial year	2000/01
	£
Total income	139,401
Total expenditure	117,612
Expenditure per pupil	2,101
Balance brought forward from previous year	5,997
Balance carried forward to next year	27,786

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	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	48
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	41	50	0	0	9
Behaviour in the school is good.	56	44	0	0	0
My child gets the right amount of work to do at home.	44	41	0	0	15
The teaching is good.	62	32	3	0	3
I am kept well informed about how my child is getting on.	47	50	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	15	3	0	0
The school expects my child to work hard and achieve his or her best.	65	32	0	0	0
The school works closely with parents.	59	38	3	0	0
The school is well led and managed.	68	32	0	0	0
The school is helping my child become mature and responsible.	59	38	0	0	3
The school provides an interesting range of activities outside lessons.	38	44	6	0	12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

76. At the time of the inspection there were eight children in the Foundation Stage and these were taught in the infant class with six pupils from Year 1 and eight pupils from Year 2. When they enter the school, most children have had experience of nursery or play group education. Many transfer from the play group which meets in the village hall, on the school site, for four mornings a week and shares the dining room on two days for lunch. The school's assessment programme shows that most children start school with standards in all areas of learning that are broadly average with a wide range of attainment which varies from year to year. Most children are on line to achieve the Early Learning Goals in all areas of learning by the end of the Reception year.

77. The school operates an annual admissions policy for children to start school in the September following their fourth birthday. The teacher provides an interesting classroom environment and has a friendly manner that settles the children and makes them feel safe. She works well with the education care officers to provide a pleasant working atmosphere in the class. The needs of the Foundation Stage children are not being fully addressed within the mixed age class as planning of the provision for these children is not yet fully based on the recommended areas of learning.

Personal, social and emotional development

78. The provision for children's personal, social and emotional development is satisfactory and most children are on line to meet the Early Learning Goals by the end of the Reception Year. They arrive happily and ready to take part in the activities. Children clearly show an enthusiasm to learn. They enjoy sharing their activities with other children and adults alike, for example, when playing with the train set in the village hall. They are developing in confidence and demonstrating growing levels of independence. They take personal responsibility as they volunteer to tidy the classroom. Most are able to undress and prepare themselves for physical education independently. Children are polite and caring and show sound levels of understanding in a range of situations. Their behaviour and attitudes are positive and this has a significant effect upon their learning.

79. The quality of teaching is satisfactory. Children are settled quickly into the class routine and welcomed warmly by the teacher and education care officer each morning. They feel secure in the classroom environment and are eager to learn. The main weakness in the school's provision is that several of the classroom activities are too strongly directed by teachers with not enough opportunities for children to explore and initiate their own ideas.

Communication, language and literacy

80. The provision for children's language and literacy is satisfactory and most children are on line to meet the Early Learning Goals by the end of the Reception Year. Most are keen to communicate and speak well. The teacher encourages all children to take part in discussions, such as when talking about a stories such as, "The Wolf is Coming" and "I Fell Out of Bed". They quickly learn to take turns when answering, asking and explaining their ideas. The majority of children develop confidence and contribute enthusiastically. Children handle books well, begin to recognise familiar words and letters and make a good start to reading. They learn to anticipate and to make use of the illustrations to gain

meaning from books. Regular storytelling and reading from big books enhances their enjoyment of fiction. Children read regularly to adults and take their books home, to share with parents, who provide very good support. They begin to recognise individual letters and most can read their own names. Writing skills are developed through a range of activities. Many children formulate recognisable letters and write their own names. More able children are beginning to write in sentences.

81. The quality of the teaching of language and literacy is satisfactory. Sound opportunities are provided for children to improve skills in language and literacy through a modified literacy “hour”. The teacher and the education care officer effectively encourage the children to join in conversation and discussion, which help them to listen and respond appropriately. They involve children in activities such as sharing books, encouraging awareness of the links between the sounds of letters to symbols and the sounds of patterns of letters in rhymes and other familiar words. Few opportunities for children to develop their speaking skills in role-play areas, such as the McDonald’s Counter where they take on different roles and use language effectively to express ideas and make up stories, were observed during the inspection.

Mathematical development

82. The provision for children’s mathematical development is satisfactory and most children are on line to meet the Early Learning Goals by the end of the Reception Year. There is a sound emphasis on the use and understanding of language relating to mathematics. Many recognise numbers up to 10 and are confident with the sequence of these numbers. They have a good understanding of bigger, smaller, longer and shorter when using large bricks to build “Teddy Trains”. Most can use their knowledge to solve simple problems. They recognise and copy patterns and sort and match objects. A basic understanding of shape is emerging as many pupils are able to recognise circles, triangles, squares and rectangles. The computer is used appropriately to support the teaching and learning of mathematics. Children enjoy singing number songs such as “Five Little Speckled Frogs” and count reliably while clapping “Five Little Men”.

83. The quality of teaching in mathematics is satisfactory. Group and class activities are appropriately organised. The children are given satisfactory opportunities to use resources and equipment to help them understand the value of numbers and the names of shapes and coins.

Knowledge and understanding of the world

84. The provision for children’s knowledge and understanding of the world is satisfactory and most children are on line to meet the Early Learning Goals by the end of the Reception Year. Children are developing a growing awareness and knowledge of the world through a planned programme of topics such as “Ourselves”. They respond positively to opportunities that are provided for them to explore the natural environment. Most children are developing an understanding of past and present and a sense of personal history through learning experiences based on their families. Most pupils can carry out simple operations on the computer. Children’s knowledge of materials and joining techniques is developed satisfactorily as they make and decorate their masks. The majority can draw recognisable pictures relating to their experiences.

85. The quality of teaching is satisfactory. The teacher provides a range of opportunities for children to explore the environment both inside and outside their

classroom, but opportunities for children to experiment with sand and water are limited. Good attention is paid to safety issues.

Physical development

86. The provision for children's physical development is satisfactory and most children are on line to meet the Early Learning Goals by the end of the Reception Year. Children develop satisfactory physical skills. In the playground and in physical education lessons in the village hall, they move confidently with an appropriate awareness of their space and that of others. They show suitable control and co-ordination in their movements as they run and change direction safely. They are made fully aware of the need for safety when using equipment and understand some of the effects of exercise on their bodies. Children have appropriate opportunities to use tools, scissors and pencils to develop their fine movement skills.

87. The quality of teaching is satisfactory. The teacher effectively builds on the children's experiences by providing a range of safe activities, which encourage the children to develop confidence and increasing skill. There are only limited opportunities to build and strengthen appropriate muscles through sufficient and regular opportunities to use appropriate wheeled toys, large construction materials and clambering apparatus.

Creative development

88. The provision for children's creative development is satisfactory and most children are on line to meet the Early Learning Goals by the end of the Reception Year. Their ability to express their ideas and feelings is developed appropriately through art and music. Children have some opportunities to explore colour, shape and form as they print colourful pictures and paint caterpillars and butterflies. They show confidence and skill when using a wide variety of percussion instruments to explore different sounds such as footsteps and rain. In the playground children play well co-operatively and in the classroom show good understanding of the stories and situations they have heard and observed.

89. The quality of teaching is satisfactory overall. The teacher gives good sensitive support to the pupils and makes good use of observation and discussion to provide children with good opportunities to develop the use of descriptive language. Children are given insufficient opportunity for guided play in the role-play area to fully explore a wide range of imaginary situations. Other adults who help provide effective support in the classroom.

ENGLISH

90. As the number of pupils being assessed in 2001 at the end of Year 6 was less than 10, it is not appropriate to compare the performance of pupils in the school with the performance of pupils nationally or with the performance of pupils in similar schools. Levels of attainment in all aspect of English seen during the inspection were good by the end of Year 2 and Year 6. This is an improvement since the last inspection when standards were judged to be satisfactory by the end of Year 2 and good by the end of Year 6.

91. Throughout the school attainment in speaking and listening is above national expectations. The good opportunities provided for pupils, at Key Stage 1, to talk about their interests are carefully extended throughout the school. Pupils talk about stories,

news, games and items of interest and all contributions are valued. The consistent encouragement provided ensures all pupils, including those who are talented and those with special educational needs, develop confidence and a widening vocabulary. They listen carefully to instructions and respond well to questions, showing good understanding. Pupils use their oral skills in other subjects. This is particularly evident in a religious education lesson in the infant class when pupils use well developed vocabulary to describe feelings and emotions portrayed in the story of David and Goliath. In the junior class, in a lesson in design and technology, pupils confidently use specific terminology such as “design brief” and “evaluation”. They confidently explain the relevant skills, processes and knowledge needed to plan and design a zoetrope, to demonstrate that all four legs of a horse leave the ground simultaneously, when it is running.

92. Throughout the school pupils communicate very effectively. Carefully designed opportunities for speaking and listening ensure that pupils speak clearly and confidently on public occasions, for example, in dramatic performances such as “Toby’s Ark” and “The Pied Piper” and musical events such as harvest festivals and Christmas concerts. By the end of Key Stage 2, pupils display confidence in a variety of speaking and listening tasks, for example, during the literacy hour activity of shared writing, older pupils debate at a very mature level, thinking logically about the appeal of established authors.

93. Progress is good for the majority of pupils, at both key stages, in this aspect of English. Speaking and listening skills are encouraged throughout the school, across all subjects, which support pupils’ learning and their personal development. Those with special educational needs receive the same careful support in developing an appropriate spoken language, using increasingly widening vocabulary.

94. Standards of attainment at the end of both key stages are above the national expectation in reading. Pupils at Key Stage 1 develop very good word recognition and phonic skills. They make appropriate use of the context to predict and anticipate likely words and events in a story. Those who are less fluent use appropriate strategies to help them understand the meaning. Higher attaining pupils discuss characters and select main features from text. Big books such as “Big Bad Bill” are used well to support pupils’ understanding of stories, whilst drawing pupils’ attention to the conventions of written English.

95. In Key Stage 2, older pupils study the work of Charles Dickens. In depth discussion takes place about features of the story of David Copperfield and a play script adaptation of Nicholas Nickleby, whose contents are used to develop deeper understanding of style and meaning. By the end of Key Stage 2, most pupils read fluently, from a range of different texts. They are skilfully guided in learning about different types of writing, such as biographies and autobiographies. By the time they are 11, pupils use a range of context cues to gain meaning, understand the need to use different reading strategies, dependent on the purpose, and have sound knowledge of research techniques. The majority of pupils are able to refer to texts in order to answer questions and demonstrate good inferential understanding of text. They understand how to make good use of reading aids such as an index, chapter headings, or contents lists.

96. Pupils’ progress in reading throughout both key stages is good. Reading skills develop systematically from the earliest days in school. Adult volunteers who come into the school, to hear the pupils read, effectively help to develop skill and interest in reading.

97. By the end of both key stages pupils' attainment in writing exceeds national expectations. Pupils make good progress in developing letter formation in the early part of the school, and, by the end of Year 2, many have developed an appropriate letter formation. Most can spell commonly used words and understand sentence structure. They use capital letters and full stops appropriately to demarcate sentences. Pupils in Year 1, can identify rhyming words in stories, such as "I Fell Out of Bed", and make up their own poems. In Years 3 and 4 pupils confidently identify the main features of a newspaper and write interesting newspaper style reports. Pupils in Year 6 produce very good modern rewrites of an extract from David Copperfield. By the end of Key Stage 2, the pupils make good use of their extended vocabulary to write interesting longer stories with extensive description. They write for a range of purposes and readership and often make good use of their writing skills in other subjects. For example, older pupils write detailed descriptive accounts of the life of a country boy in Victorian Britain. Many pupils know about grammatical elements of English such as nouns and adverbs and the use of active and passive verbs. In handwriting pupils use a joined script which is usually neat, legible, reflects their own style and is clear and well formed. Work is normally well presented and pupils take a pride in the finished product. Throughout the school computers are not used regularly. Adult volunteers who come into the school to hear the pupils read, help to develop skill and interest in reading.

98. Across both key stages pupils, including those with special educational needs, make good progress in writing. The literacy hour has extended the pupils' understanding of a range of literature and improved the quality of English across the curriculum.

99. Pupils' attitudes to learning English are very good throughout the school and this contributes significantly to the high standards of attainment in literacy. They work well together when undertaking paired tasks and they persevere and complete tasks well. They are well motivated and demonstrate their interest by asking relevant questions and eagerly taking part in discussions and debate. They draw readily upon previous knowledge and their own experience in and out of school. Behaviour in lessons is very good and pupils show initiative and the ability to work independently.

100. The quality of teaching is good at Key Stage 1 and very good at Key Stage 2. This good teaching has a strong impact on standards and makes a positive contribution to pupils' attainment and progress in literacy. Teachers are knowledgeable, confident and skilled in the subject. Work is well planned so that pupils' skills, knowledge and understanding are systematically developed as they move through the school. In Key Stage 2 lesson plans include suitable tasks for higher attaining pupils and those with special educational needs.

101. The school has successfully established the literacy hour. The organisation is good and activities carefully guide pupils' progress in all aspects. Since the very recent appointment of the new headteacher, the staff have co-operated very effectively to ensure that planning meets the needs of the National Literacy Strategy. Education care officers and parental helpers contribute well, particularly with pupils in Key Stage 1 and those with special educational needs, often taking responsibility for group activities alongside the teachers. Assessment procedures are well established and make an important contribution in planning work to meet the needs of most pupils. Baseline assessment is carried out with the Reception children, enabling staff to match teaching to children's needs at the earliest point. Assessment and recording procedures for English throughout the school are detailed and consistently applied. Good use is made of the information gained for planning

future teaching and learning. Parents are effectively involved in the school's literacy strategy at home by supporting pupils' reading and helping them to learn spellings.

102. The effective use of English in other subjects helps progress throughout the school. In particular, the use of thought provoking writing in religious education makes a useful contribution to spiritual and moral development. Information and communication technology is not well used to support the pupils' work in English.

103. Resources for English are adequate. The school has acquired some good quality books for the literacy programme, which has had a positive effect on the implementation of the literacy hour. The parent group "FONSA" makes generous donations to supplement resources. School library books are located in the classrooms due to lack of suitable space for a school library. Pupils are encouraged to borrow books from the County Library van that calls at the school on a fortnightly basis.

MATHEMATICS

104. Standards in mathematics throughout the school are good. On the basis of the school's careful analysis of test results and evidence gathered during the inspection, the majority of pupils are likely to reach the expected levels of attainment, or higher, by the end of both key stages. The small size of the year groups in the school means that there is a wide fluctuation in the reported results. This has accounted for the apparent fluctuations in the performance of the pupils in mathematics over time. When this is taken into account available evidence indicates that there has been a steady improvement in standards since the last inspection. Inspection evidence confirms the trend of gradual improvement. The general raising of standards is due to developments in the quality of teaching and classroom support, particularly at Key Stage 1.

105. At the time of the last inspection standards in mathematics were identified as being satisfactory and similar to those expected nationally for pupils at Key Stage 1 and good for pupils at Key Stage 2. Progress was unsatisfactory at Key Stage 1 and good at Key Stage 2. The quality of teaching was satisfactory at Key Stage 1 and good at Key Stage 2. Since then, there have been considerable improvements in mathematics, particularly with respect to the quality of teaching at Key Stage 1 and the progress in pupils' learning. The initial improvement preceded the introduction of the National Numeracy Strategy, the adoption of which has enhanced it. The school is setting targets for improvement and has good plans for further improvements in the teaching of numeracy. At the end of both key stages, the majority of pupils are attaining levels higher than that expected of pupils aged 7 and 11 nationally. This indicates that learning is good throughout both key stages.

106. At Key Stage 1, younger pupils confidently count in tens up to and back from 100. They create repeated patterns of shapes and colours. The older pupils with higher prior attainment make repeat patterns with regular variations of shape and size and colour. They calculate quickly and accurately using known number bonds up to 10. They successfully arrange lists of one and two digit numbers in ascending and descending order. Pupils also answer and devise their own 'number stories' and use the same techniques to apply mathematics to other subjects, such as design and technology. They learn and use correct mathematical terms with increasing confidence. For example, they can classify a variety of everyday objects found in the classroom according to their two-dimensional shape and older, higher attaining pupils confidently describe three-dimensional shapes. Learning at Key Stage 1 is good overall.

107. At Key Stage 2, pupils continue to make good progress in their learning. They handle increasingly more complex calculations with confidence. They try different ways of solving problems and explain why they have chosen a particular method. Pupils readily use these skills in other subjects, such as science and design and technology. They become confident in using fractions and simple percentages. By the end of Year 6, those with higher prior attainment readily convert these into decimal fractions. The pupils make good use of earlier studies to further develop their knowledge and understanding of mathematics. For example, they were able to readily convert metric measurements from millimetres to centimetres and centimetres to metres and suggest which unit of measurement was appropriate for different purposes. They study two and three-dimensional shapes and correctly input commands to the computer to construct different two-dimensional shapes. The encouragement in the use of previous knowledge to discover new facts or skills is a strong feature of the teaching. It develops a good knowledge of their learning among the pupils and supports their skills, knowledge and understanding. In handling data, links are established between the work in mathematics and that in information and communication technology, geography and science. The pupils discuss the merits of different types of graphs for different sorts of information, for example, in their audit of water use linked to their studies of the environment in geography.

108. Pupils respond well. Their behaviour is good and often very good, particularly at Key Stage 2. They have positive attitudes to learning. Pupils and teachers have very good relationships. Pupils respond well to the clear introductions to lessons and are confident in answering and asking questions.

109. Teaching is good at Key Stage 1 and very good at Key Stage 2 with some excellent teaching, particularly for the oldest pupils. The quality of teaching throughout the school makes a significant contribution to the good progress made by pupils by the time they leave the school. This is an improvement since the last inspection, particularly at Key Stage 1. All teachers have secure knowledge and understanding of the subject. They manage the pupils very well. They have a clear expectation of what their pupils can do and encourage them to achieve the best standards that they can. Some good teaching strategies are used, for example in Year 3, identifying fractions is made into a game by the teacher with good support from the education care officer. Teachers use their knowledge well to introduce pupils to the correct mathematical language. As a result even the younger pupils talk confidently about two-dimensional shapes using the correct vocabulary.

110. Teachers use the National Numeracy Strategy well. Lessons are well planned with clear objectives and activities. In the best lessons planning is very good with clear objectives for what pupils of different ages and attainment are to learn, a clear structure to the lesson and a range of activities planned to develop pupils' learning. Questions are used well to encourage pupils to use their prior knowledge and to ensure all pupils answer appropriate questions. Good, clear explanations are given followed by activities to allow pupils to consolidate and practice what they have learned. There are high expectations that pupils will succeed with the challenging work they are set. In all lessons very effective use is made of discussions at the end of each lesson to share pupils' experiences and to review what they have learned.

111. Very good use is made of support staff, which is a significant factor in the improvement in standards. The style of teaching employed in mathematics, which encourages the pupils to think for themselves, is designed also to raise their self-esteem. It gives them confidence to tackle new work and maintains their interest in the subject, which most enjoy.

112. Work for pupils with special educational needs is planned to be similar to that undertaken by the rest of the class but at appropriate levels of difficulty or complexity, so that their progress is maintained and their confidence enhanced. Some pupils with particular mathematical talents, particularly in the class with the older pupils, are given special attention and tasks to enable them to work successfully towards their potential. The pupils with special educational needs make good progress as a result of the good support they are given through the well devised and well managed individual education plans. Education care officers, who provide the support, are well informed and know when to provide direct help and when to encourage pupils to make the discovery for themselves.

113. Teachers' assessment of pupils' learning is good. They analyse the results of tests and other forms of assessment closely and these are used well in planning individual targets for the pupils to attain. These are shared with the pupils together with helpful comments as to what they need to do to improve further. The teachers have high expectations of their pupils, which are appropriate to their previous learning. Homework includes learning number bonds to help with basic numeracy skills and plays an important part in their progress. The successful development of the subject has had to take account of the considerable differences in numbers and distribution of year groups between classes. Resources and the accommodation are satisfactory for mathematics.

SCIENCE

114. Standards in science are satisfactory by the end of Year 2 and good by the end of Year 6. The proportion of pupils in Year 6 who are currently attaining the standards expected of pupils aged 11 is clearly high. The number of pupils in different age groups is small so there is variation in these scores from year to year. There is a steady underlying progress in learning in all aspects of science throughout the school and over time. This is clearly the result of the good, or very good teaching, which is found throughout the school. The consistency of good teaching in science, together with the improvement in standards at Key Stage 1, is the most significant improvement in the subject since the last inspection.

115. The planning of the science curriculum, which is based upon national guidance materials, is well adapted to the needs of this small school. A good balance between the various attainment targets is maintained throughout the school. At Key Stage 1 the pupils develop the skills needed for scientific investigation at an early stage, by using and understanding the principles of fair testing. This is further developed in Key Stage 2. It is used in the study of the various topics in the curriculum, such as their investigations into the patterns of growth in plants under different conditions.

116. Throughout the school the planning carefully matches the work to the stages of development and the previous knowledge and understanding of individuals and small groups of pupils. Planning is related to the careful analysis of test results and other assessments in the subject. Full records are being built up to assist in the setting of targets. The teachers' enthusiasm for the subject and imaginative presentation of the tasks motivates the pupils to think hard and strive for deeper understanding. The teachers share their good knowledge and understanding of the subject with the pupils very effectively, as they clearly understand how pupils learn science. This high level of teaching competence also contributes to the good response the pupils make to the lessons they receive in all classes; they clearly enjoy the subject.

117. Pupils throughout the school make good progress in the subject as their skills are developed and their knowledge and understanding increase. The detailed planning provides successfully for those pupils with identified special education needs as well as for those with particular interests and skills in the subject. The well planned use of education care officers who are seen as partners in the classroom adds materially to the good quality of education all the pupils receive, particularly those with special educational needs.

118. The resources provided for science are good in quality and adequate to the needs of the curriculum and the numbers of pupils in the school. The school makes good use of its surroundings and this goes some way to make up for the shortage of space in the infants' classroom. The subject is well managed and longer term plans for it are appropriate.

119. The teachers encourage the pupils to learn and use specialist science words and to express their ideas using scientific terms, for example, in a Year 5 and 6 lesson when pupils learned the correct signs to use in diagrams of electrical circuits. Numeracy skills are also used in handling experimental data. The use of information and communication technology to support science teaching and learning and for the display of pupils' findings is at an early stage of development. Science is well established in the school's curriculum, progress is good and the good teaching coupled with the pupils' enjoyment of the subject establishes a firm foundation for further progress.

ART AND DESIGN

120. During the week of the inspection there were no opportunities to observe the teaching of art and design. Evidence from medium term planning, lesson plans, display, pupils' work and discussion with teachers and pupils indicates that all pupils, including those with higher prior attainment and with special educational needs, make sound progress and attain standards in line with those expected for their age. This is an improvement since the last inspection when standards were judged to be unsatisfactory by the end of Year 2 and satisfactory by the end of Year 6.

121. The youngest pupils learn how to handle paints effectively and express themselves using a variety of media. Pupils are encouraged to experiment with various media, including painting, collage and printing. By the end of Key Stage 1, pupils are working with confidence and care within a number of media. There is a progressive acquisition of the skills of line and tone, colour mixing and representing people and objects by paint and crayon. Pupils' develop their skills in painting with texture and using paint by methods other than a brush, for example, using string to create prints and straw blowing pictures. They paint pictures using six colours linked to work in numeracy and produce colourful pictures of caterpillars and butterflies linked to their work in science.

122. At Key Stage 2, pupils begin to exhibit good drawing skills. Older pupils examine pieces of artwork from famous artists, such as Van Gogh. Pupils achieve very pleasing results when they make careful observational self-portraits which are displayed on the classroom walls alongside their autobiographies. They paint detailed and colourful action scenes from the "Jabberwocky", linked to their work in literacy. They carefully illustrate their poems about Norbury School. Teachers' planning shows that they make clay masks in response to their topic themes and create pictures of spring flowers and landscapes using pastels.

123. Pupils enjoy art and design and are proud of their achievements. They discuss their work enthusiastically and are keen to point out the best work on display and explain why it is good. They explain very carefully successful techniques they have used.

124. The quality of teaching, in those aspects seen, is good overall and lessons are well planned to develop pupils' experience of different media. The scheme of work provides an appropriate balance between the teaching of skills and techniques and the opportunity for pupils to explore various media, but has to be fully refined to meet the needs of the school. The resources for learning are adequate and offer a sufficient range for interesting and experimental art work.

DESIGN AND TECHNOLOGY

125. The last time the school was inspected, standards in design and technology were in line with national expectations. Since then attainment has improved at Key Stage 2 to be above what you would typically see from pupils aged 11. They are satisfactory and in line with national expectations for pupils at Key Stage 1.

126. Only one lesson at Key Stage 2 was seen during the week of the inspection. Other evidence was gained from medium term planning, lesson plans, photographs, display, pupils' work and discussion with teachers and pupils. All pupils, including those with special educational needs, make good progress.

127. At Key Stage 1 pupils' skills in design and technology are appropriately developed in the areas of designing, making and evaluating. Pupils develop skills in investigation and apply their knowledge in mathematics, science and information and communication technology. Younger pupils enjoy working with construction kits. Older pupils design and make paper hats linked to their study of instructional texts in literacy. They are able to select materials and cut and shape when making paper hats for the ploughing match competition. They learn to use apparatus and tools sensibly, making appropriate selections of materials to be used and cutting and fixing with relative accuracy and precision. The majority of pupils are able to reflect on their ideas and suggest improvements to their models. By the end of the key stage, most pupils, including those with special educational needs, have a sound understanding of designing, making and evaluating.

128. At Key Stage 2 an increasing range of tasks is provided. The pupils' work in design and technology is imaginatively used to support other areas of the curriculum. For example, pupils' knowledge of the Victorians is enhanced by the focus on designing and making a thaumatrope, based on a Victorian child's toy. Many pupils confidently use specific terminology such as "design brief" and "evaluation" when explaining the relevant skills, processes and knowledge needed to plan and design a zoetrope. They understand that their working models are based on the one invented by George Horner in 1834, to demonstrate that all four legs of a horse leave the ground simultaneously, when it is running. Good links are made between science, art and design and history, which enhance pupils' knowledge in the subject. Pupils design and make soft toys using at least two pattern pieces. They investigate techniques used to support tall structures and apply the knowledge they gain to design and construct a tall tower using a limited range of resources that will support a 100g ball of plasticine. By the end of the key stage, most pupils make realistic suggestions about how they can achieve their intentions and begin to

recognise that there are different considerations, which need to be taken into account. Most identify the main stages in design, making and evaluating and show good understanding of the tools, materials and processes required.

129. Pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2, in their designing and making skills. They consolidate and practice relevant skills as well as refining their design ideas and evaluating more constructively. They explore and use with increasing skill different techniques for cutting, joining and shaping materials. As pupils get older they become more aware of the suitability of the materials they select for their models.

130. In the lesson observed it was obvious that pupils enjoy design and technology. They discuss their achievements enthusiastically and many describe the processes involved in designing, making and evaluating. Attitudes to work in design and technology are very good. Pupils work well in groups and individually. They co-operate with, and support each other, to complete their work. Talented pupils and those with special educational needs enjoy the practical aspects of this subject and are well supported by teachers. They handle tools safely and well and use different materials and other resources appropriately.

131. The quality of teaching seen in the Key Stage 2 lesson was very good. Effective links are made between subjects to reinforce pupils' understanding. Subject knowledge is good and work is matched appropriately to pupils' levels of attainment. Teachers ensure that resources are easy for pupils to locate. Opportunities to extend pupils' vocabulary are taken and appropriate terms explained. The long term plan identifies the focus and provides a sound base for pupils' work. Teachers maintain records on the work pupils have covered. The school understands the need to develop its use of the good information gained through informal assessment. Resources are adequate, used appropriately and easily accessible for pupils.

GEOGRAPHY

132. Inspection evidence shows that standards are satisfactory and in line with national expectations by the end of Year 2 and good and above national expectations by the end of Year 6. Pupils, including those with special educational needs, make good progress throughout the school. This reflects a marked improvement since the last inspection.

133. The younger pupils in Key Stage 1 recognise the features of their own locality. They recognise differences and similarities between their homes and, from their work in history, understand that homes have changed over the years. They make daily observations of the weather and understand the influence of weather on their lives, for example, in deciding what type of clothing to wear.

134. At Key Stage 2, where pupils study the wider world, they show good understanding of maps. Pupils know the major cities in the world and use an atlas effectively. They study several different countries, in particular different European countries, and compare and contrast these with their own locality. Literacy is developed well through geography, such as in pupils' persuasive writing regarding environmental issues linked to their study of their own local environment. For example, when they studied the use of water as part of their study of the environment and man's impact upon it. Here, they show good understanding of the effects of major developments, economics and environmental issues.

135. The work of older pupils in geography is often of a high quality. Pupils present their work well. The subject supports pupils' developing research skills, which are also enhanced by the provision of research tasks for homework. Planning is good, showing a range of suitable objectives and using a variety of resources. There is a satisfactory policy and scheme based on national guidance materials.

136. Literacy and numeracy are promoted and developed effectively in geography. Pupils record their work in charts, grids, graphs and reports and illustrate their work with careful drawings. Reading skills are enhanced as pupils improve their skills for research. Information and communication technology is not used effectively for pupils to collect and collate information and there are few programs for them to extend their skills further in the subject.

137. The quality of teaching is good, reflecting the teachers' good subject knowledge and understanding. Effective planning includes a wide range of interesting learning opportunities for pupils so that they are well motivated. In the best planning, teachers provide opportunities for investigative work and tasks which allow pupils to use their own ways of finding things out. At its most effective, marking provides pupils with a clear understanding of what they need to do next to progress further. Pupils with special educational needs are supported effectively.

138. Resources for geography are satisfactory. There is insufficient identification of appropriate opportunities for the use of pupils' information and communication technology skills. The school is in a somewhat isolated position but makes best use of its surroundings as a resource. The accommodation is satisfactory for teaching geography.

HISTORY

139. In 1997 the standards attained in history were unsatisfactory for pupils at Key Stage 1 and satisfactory for pupils at Key Stage 2. Standards have improved at Key Stage 1 since the last inspection and are now satisfactory for the majority of pupils throughout the school and teaching is good.

140. At Key Stage 1, pupils have looked at homes and families. They understand that things change over time and know about some major events, such as inventions. They know about some famous people, including Florence Nightingale and Dr. Barnardo. They have a sound understanding of different sources of information. Pupils have learned about life in Tudor times, where they study costume, homes and lives of famous people.

141. At Key Stage 2, pupils compare and contrast periods in history. The pupils learn about architecture, personalities and events connected with different periods in history, enhancing their knowledge and supporting their literacy development. For example, in their study of life in Tudor times they learn about the Tudor monarchs, Shakespeare, the Spanish Armada and timber framed buildings of the time. Pupils have a good understanding of the main features of life in Victorian times and are aware of the variations in sources of evidence. They learn about the lives of William Wilberforce and Lord Shaftesbury, the impact of the Industrial Revolution on people's lives and study examples of stories of life in Victorian times written by Charles Dickens. Pupils know that there are many types of writing and that some can be factual and some may be less factual than it first appears. This shows a good awareness of the need to select from a range of sources.

142. Pupils enjoy history. They listen attentively and behave well. In a Key Stage 2 lesson, pupils collaborated effectively, studying the different architectural styles in their school and using their investigative skills well. They worked closely to record their findings, showed a mature approach to taking responsibility and discussed their findings sensibly sharing their information with the whole class.

143. The quality of teaching is good. Lessons are planned well. Teachers explain work carefully and encourage pupils to participate in discussions. In history, teachers reinforce pupils' basic skills by encouraging good handwriting, spelling, sentences and punctuation. Pupils' speaking skills also benefit from the good opportunities provided for pupils to discuss, question and make suggestions. Teachers assess pupils' progress informally and use this information well to inform future teaching.

144. The subject is carefully led and managed with good use made of national guidance materials. There is insufficient identification of appropriate opportunities for the use of pupils' information and communication technology skills, for example, in researching information. Resources for history are satisfactory, though there are few artefacts available in the school. The accommodation is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

145. By the end of both key stages, pupils' attainments are similar to the levels expected nationally. In the 1997 inspection report standards of attainment in information and communication technology were judged to be above national expectations. Pupils' skills are satisfactory but they have had insufficient opportunity to apply these skills across the curriculum due to limited resources and difficulties experienced with the external provision of staff training for recent developments in the subject.

146. At Key Stage 1, the youngest pupils build on their early experiences with the computer and make satisfactory progress. They use computer programs for learning number work and spellings. They are well supported by the education care officers and other adult helpers who ensure that the time available is used efficiently. Word processing skills are used to record ideas and to write short accounts of pupils' experiences. Pupils in Year 2 correct text accurately and change the size of fonts of parts of their text confidently. They are introduced to new programs step by step as they learn new techniques and features of the programs. These are followed up by periods of practice with clear and simple instructions to remind them of the lesson. The pupils understand about CD-ROMs and some can also identify the range of uses to which information and communication technology can be put. By the end of Year 2 pupils attain levels of competence which are similar to those expected of pupils of that age.

147. The pupils in Key Stage 2 continue to make satisfactory progress in their computer skills, their understanding of the machines and of the programs available to them. By the end of Year 6, pupils are skilled at word processing, being able to edit, amend and print their text. Pupils have experience of entering and using information on a database and of using data to control the movements of a screen turtle. They use number and spelling games appropriately. Pupils are confident in following instructions and have a good understanding of the retrieving and storing of work. The school recognises the need to develop the use of information and communication technology to support learning in other subjects.

148. The pupils' attitude to learning in information and communication technology, their behaviour and the quality of their relationships throughout the school are very good. Whenever they are given the opportunity, pupils enjoy working on the computer. The pupils take pride in their work, which is completed well, and are proud to talk about what they have done. Their behaviour while working on the computer is good and they handle equipment properly and carefully. When working together in pairs, pupils are co-operative and helpful towards each other and are good at sharing and taking turns.

149. Pupils make satisfactory progress and develop a sound understanding of communicating and handling information. Pupils enjoy working with computers. Those using computers during the inspection were interested and worked conscientiously. They talked about their work well and tried to produce good quality work. Discussions showed that they understood most functions and appreciated the value of using information and communication technology to solve problems and to find information. Pupils with interest in computers and who have their own personal computers at home willingly undertake some independent research, such as in history.

150. No class teaching of information and communication technology was seen. Teachers use information and communication technology as part of their everyday work. Teachers' lesson plans do not clearly identify the skills involved when information and communication technology is used to support learning. Good use is made of education care officers and parents. This is a good example of the high quality of relationships between pupils, parents and staff which is a strength of the school. Pupils with special educational needs are provided with good quality support that ensures that they make good progress. They have good support from programs that reinforce their literacy and mathematical skills.

151. There is a suitable policy and scheme of work based on national guidance materials which provides clear guidance on coverage of the aspects of information and communication technology. There is insufficient identification of the use of information and communication technology skills in different areas of the curriculum. The school benefits from its involvement in a project with other local schools which provides specialist support both for staff and through periods of specialist teaching for pupils on a termly basis.

MUSIC

152. By the end of Key Stage 1 standards in music are satisfactory. By the end of Key Stage 2 standards are good. Pupils' progress is enhanced by the provision of good, extra-curricular music-making activities.

153. In the Key Stage 1 class pupils make sound progress. They learn a wide range of songs, including ones for collective worship. They begin to recognise the main elements of music and to explore and experience a range of percussion instruments. Pupils can compose simple percussion accompaniments to songs. They can identify fast and slow and high and low sounds and can identify the sounds of some instruments. They start to develop a musical vocabulary and become aware of melody and the rhythm of words. They develop good listening and remembering skills. Some pupils show good musical ability. By the end of Key Stage 1, pupils confidently sing a range of songs and play simple pieces and accompaniments with an awareness of pulse and are able to listen carefully to, and make simple appraisals of, sounds and pieces of music.

154. In the Key Stage 2 class pupils make good progress. They work out their own lyrics with accompanying rhythms and melody. Some individuals score their compositions using simple graphic notation and other pupils perform using a variety of tuned and untuned instruments. When listening to music they discuss dynamics, tempo and timbre, express preferences and talk about moods created by the music. Pupils sing together very well as a school; their singing is tuneful and expressive. High standards of singing were heard during the inspection.

155. All pupils in Key Stage 2 learn to play the recorder. The good opportunities for pupils to become involved in harvest festivals, Christmas Carol Services and school productions such as "Toby's Ark" and "The Pied Piper", extends pupils' interest and confidence in music.

156. The pupils' attitudes to learning in music are very good at both key stages. Behaviour, the quality of their relationships and their personal development are also very good. Pupils show enthusiasm and interest in their work and are keen to take part in discussions and give answers to teachers' questions. There is good participation in assemblies and pupils listen carefully to the introductory music. They demonstrate enthusiastic singing and a sense of enjoyment, and then the ability to be quiet for a time of reflection while listening to music. The relationship between staff and pupils is very good.

157. In music lessons the quality of teaching is good. Teaching is confident and secure, and succeeds in motivating the pupils with well-structured lessons and a variety of practical activities, to which the pupils respond readily. Pupils speak openly of their enjoyment of these lessons, and respond positively to the teachers' enthusiasm for and love of music. Lessons are suitably planned and structured and contain a variety of activities. Teachers have high expectations of pupils' behaviour and achieve good response, particularly when pupils listen to music or to other pupils performing. Teachers manage pupils well and obtain high standards of discipline and attention. Resources for music are good.

PHYSICAL EDUCATION

158. It was only possible to see a limited range of physical education activities during the inspection. Evidence from these, teachers' planning, photographs and observations of pupils in the playground indicate that pupils attain standards expected nationally for their age and make satisfactory progress in developing appropriate skills and control of movements by the time they leave the school. The introduction of swimming for pupils at Key Stage 2 is a significant improvement since the last inspection.

159. In Key Stage 1, pupils make steady progress in developing general body co-ordination. They move confidently and imaginatively, using varying shape and level. Most pupils run, walk, jump and land showing appropriate control of their movements. By the end of the key stage they demonstrate a good awareness of space and of each other and recognise health and safety issues within the lesson. There was no opportunity to observe work in gymnastics.

160. No lessons in gymnastics were observed at Key Stage 2. Through practice, pupils improve the skills they have been taught and become more proficient. They use successfully the skills they have learned to play team games such as football and netball. Throughout the key stage standards of attainment in swimming are high. It is the aim of the school to have all pupils swimming at least the minimum distance required by the time they leave the school.

161. Pupils enjoy these lessons and work with obvious enthusiasm. They listen carefully to the teachers and follow instructions quietly and sensibly. They enjoy taking part in games. Older pupils work well together when practising skills. They organise themselves well in small team games. They understand the need for rules and follow them carefully.

162. The quality of teaching is satisfactory at both key stages. Teachers' planning provides a satisfactory structure for the organisation of the lessons. Resources and the available space are used effectively to provide opportunities to develop and practice skills. Teachers observe carefully pupils' activities and select pupils to demonstrate successful techniques. These demonstrations are used to provide targets to help pupils improve.

163. A spacious field provides good facilities for the development of games. The village hall has barely adequate space for gymnastics. Overall, resources are satisfactory. There is a limited amount of apparatus, which has to be carried into the village hall to help the development of gymnastics, but there is no large fixed climbing apparatus available for pupils to use.

RELIGIOUS EDUCATION

164. The religious education provided by the school is of a good standard throughout and pupils make at least satisfactory progress meeting and often exceeding the requirements of the locally agreed syllabus. The teaching is good and the planning ensures that the pupils have a wide experience of religions found in contemporary Britain. The work in religious education plays a significant role in the establishment and maintenance of the school's Christian values.

165. At Key Stage 1, by the time the pupils reach the end of Year 2 their standards in religious education are at least in line with and often exceed what is expected of pupils of the age of 7. This is true of their knowledge and understanding of the stories they have heard. Their skills in discussing what the stories mean, or what was the intention of the author of the story is better than that normally expected of pupils of that age. This is apparent not only in the religious education lesson but also in the teaching aspect of the daily assemblies.

166. At Key Stage 2, by the end of Year 6, pupils' levels of knowledge and understanding of Christianity and other religions such as Islam, Judaism and Hinduism is at least in line with and often exceed what is expected of pupils of that age. The pupils develop their understanding of the life of Jesus. They retell the stories accurately and add their interpretation of what Jesus was seeking to teach. They relate this to their own lives. These standards are the result of the careful planning and good teaching of the subject throughout the school coupled with the re-enforcement that the subject receives from assemblies. The work done in religious education is also used as a stimulus for other learning activities. For example, in studying the lives of individuals linked to work on the social revolution of Victorian times to develop their understanding of the social and moral implications of the work of individuals such as Dr. Barnardo and Elizabeth Fry.

167. The teaching of religious education is good throughout the school. The teachers have a good knowledge and understanding of the subject and recognise how pupils of various ages and stages of development learn about religion. They are sensitive in their approach to their pupils' feeling and beliefs and this acts as a good model for the pupils' own behaviour in this respect. The teachers are careful to develop the specialist

vocabularies that are appropriate to the religions studied and this gives an accuracy and fluency to the pupils' discussions.

168. The planning of the work in religious education is done well; it is based on the Derbyshire agreed syllabus supported by the suggestions from the Derby diocesan syllabus. The teachers have high, but realistic, expectations of the quality of work that their pupils will produce. This is shared with the pupils and helps to maintain good standards. This is true for pupils with special educational needs, as well as for those with particular strengths in the subject. Both groups are well supported by the staff and make good progress.

169. Religious education makes a very important contribution to the very good provision for the pupils' spiritual, moral, social and cultural development. It provides insights into the spiritual values of Christianity and the other religions studied in ways that enable the pupils to relate them to their own lives. In the sensitive attention paid to the beliefs and practices of religious believers the pupils are able to develop the ability to think about and discuss important matters of belief with courtesy and sympathy. This contributes also to the accepting and encouraging atmosphere of the school.

170. The resources available for religious education meet the needs of the curriculum. The range of books of various levels of difficulty, on faiths other than Christianity, provided in the library is satisfactory. The subject is well managed and the school is committed to its continuing development.