

INSPECTION REPORT

PEAK DALE PRIMARY SCHOOL

BUXTON

LEA area: Derbyshire

Unique reference number: 112656

Headteacher: Mr Mike Richards

Reporting inspector: Ms Vreta Bagilhole
17517

Dates of inspection: 4 –7 December 2000

Inspection number: 224059

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: School Road
Peak Dale
Buxton
Derbyshire

Postcode: SK17 8AJ

Telephone number: 01298 22695

Appropriate authority: The governing body

Name of chair of governors: Mrs A Johnson

Date of previous inspection: 23 –26 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Ms Vreta Bagilhole Registered 17517 inspector	English mathematics information technology religious education music special educational needs	The school's results and pupils' achievements How well is the school led and managed?
Mr Philip Robertson Lay inspector 14153		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?
Mrs Marion Wallace Team inspector 15011	science art design and technology history geography physical education under fives equal opportunities	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Bedford Primary Inspections
 2 Grange Lane
 Cople
 Bedford
 MK44 3TT

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The Registrar
 Inspection Quality Division
 The Office for Standards in Education
 Alexandra House
 33 Kingsway
 London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Peak Dale Primary School is situated at Upper End, Peak Dale. Although the school is little more than three miles from the centre of Buxton it is in an isolated position. The school is much smaller than other primary schools. A large proportion of the children live within walking distance of the school, in Peak Dale itself. Some live in neighbouring hamlets and outlying isolated homes within the parishes of Wormhill and Green Fairfield. Currently 19 per cent of pupils attend the school from outside the school's normal catchment area. The number on roll is 88 and the average class size is 29. The school takes pupils aged 4 -11 into three classes. All of the pupils are from a white UK heritage. The percentage of pupils identified as having special educational needs, including statements, (6.8 per cent) is well below the national average. The percentage of pupils with statements of special educational needs (4.5 per cent) is well above with the national average. Eight per cent of pupils are entitled to free school meals, which is below the national average. There are two intakes to Reception a year. The attainment of the pupils on entry to the Reception class is below average.

HOW GOOD THE SCHOOL IS

The school provides an effective environment for pupils to learn and make progress. Pupils receive a stimulating start to their education. Overall, teaching and learning in the school are good and the standards achieved by pupils are average. The partnership with parents is very good. The school is well led by the headteacher and key staff and efficiently run. The ethos is good. The school provides satisfactory value for money.

What the school does well

- The provision for children in the foundation stage is of high quality.
- The leadership of the headteacher and key staff is good.
- Teaching has improved significantly since the last inspection.
- Pupils' attitudes are very good and they show a deep interest and involvement in activities.
- Personal development and relationships are very good.
- The school cares for its pupils well.

What could be improved

- Standards in information and communication technology are below average.
- There are some weaknesses in teaching at Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998 and has made satisfactory improvement since then. Teaching has improved significantly since the last inspection. Pupils in Key Stage 1 now make good progress in all areas of the curriculum and there is a whole school system for planning the curriculum and assessing and recording pupils' attainment and progress. Satisfactory procedures for monitoring teaching and pupils' work are in place and overall, statutory requirements are met. The improvement in raising standards in information and communication technology has been unsatisfactory, although the school does now provide adequate resources in this area. The school is in a satisfactory position to make further improvement.

STANDARDS

Trends over the last three years show that overall the pupils' performance in all the core subjects by the time they leave the school has fallen below the national average for their age. Standards attained in National Curriculum tests in both key stages have varied from year to year due to very small numbers in each year group. There are some years where the cohort size is significantly higher than others, which makes the data even less reliable. A small but significant percentage of pupil mobility in and out of the school, and sometimes back again, also affects the overall picture presented by the data. Inspection evidence finds that overall, by the time they leave the school, pupils' attainment is in line with the national average in English, mathematics and science and pupils achieve appropriately well. Pupils with special educational needs make good gains in their learning and that of higher attaining pupils is satisfactory. Pupils with statements make very good progress and are well supported by staff at the school and by outside agencies. Higher attaining pupils make good progress at Key Stage 1 and satisfactory progress at Key Stage 2. The school is on course to meet its targets in English and mathematics.

Children enter the school with below average attainment, but this can vary with the cohort. Inspection evidence indicates that children exceed the early learning goals in personal, social and emotional aspects, creative aspects and knowledge and understanding of the world by the time they enter Year 1. They achieve the early learning goals in communication, language and literacy, mathematics and areas of physical development, except outdoor exploratory play. The very good progress in their learning is due to the very good and often excellent teaching for this age group.

Standards in information and communication technology are average by the end of Key Stage 1, but below average by the end of Key Stage 2. In religious education, the pupils attain appropriate levels for their age at both key stages. Standards in all other subjects are average. The main strength in other subjects is in history in Years 2, 3 and 4 and in art and design and technology in Years 1 and 2. Pupils also make good progress in their learning in physical education throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show very good attitudes to learning with consistent levels of interest in lessons.
Behaviour, in and out of classrooms	Very good. Pupils extend politeness, consideration and courtesy to each other, staff and visitors.
Personal development and relationships	Very good. Pupils have caring attitudes and accept responsibilities that reflect positively on the running of the school.
Attendance	Satisfactory.

TEACHING AND LEARNING

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

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

Overall teaching throughout the school is good. Teaching in the foundation stage and Key Stage 1 is very good and often excellent. Teaching at Key Stage 2 is satisfactory, with very good teaching in the lower juniors and satisfactory and sometimes unsatisfactory teaching in the upper juniors. Most teachers have a secure knowledge of their subjects. During the inspection twenty-three per cent of teaching was judged to be good, with thirty per cent being very good, and thirteen per cent excellent. Twenty-seven per cent of teaching was satisfactory and seven per cent was unsatisfactory. Teaching for pupils with special educational needs is good.

Teaching in English and mathematics is very good and sometimes excellent in Key Stage 1 and Years 3 and 4. In Years 5 and 6 it is satisfactory overall with some unsatisfactory teaching in English. Teaching is very good in science and physical education throughout the school. Teaching in religious education is satisfactory. There is excellent teaching in music in Key Stage 1 and in history in Years 3 and 4, but some unsatisfactory teaching in history in Years 5 and 6. Teaching for children in the foundation stage is very good in all areas of learning and excellent in creative development.

Pupils' learning is very good and often excellent in Reception and Years 1 to 4. It is satisfactory in Years 5 and 6. Pupils throughout the school work productively and at a good pace. However, pupils' learning in information and communication technology is unsatisfactory at Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The quality and range of learning opportunities is very good in all aspects for the foundation stage, Key Stage 1 and Years 3 and 4. The quality and range of learning opportunities for Years 5 and 6 are satisfactory. However, there are weaknesses in information and communication technology at Key Stage 2.
Provision for pupils with special educational needs	Good. The provision for pupils with special educational needs is good and the provision for pupils with a Statement of Special Educational Need is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school's provision for pupils' spiritual and social development is good. The provision for moral development is very good and the provision for cultural development is satisfactory. Opportunities to prepare pupils for a multi-cultural society are limited.
How well the school cares for its pupils	Good overall. Good procedures are in place for child protection and health and safety and all staff are aware of their responsibilities.

The school has very effective links with parents and they are very supportive of the school. Parents feel encouraged to discuss any problems with staff and report that information is freely given.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Good quality leadership is provided by those with management responsibility. The headteacher delegates very well and empowers curriculum co-ordinators to lead their subject while retaining overall accountability.
How well the governors fulfil their responsibilities	Satisfactory. The governing body fulfils its statutory responsibilities. It is very supportive of the school, though it needs to hold the school to account more rigorously for the standards it achieves.
The school's evaluation of its performance	Satisfactory. The management of the school is effective, with the creation of a senior management team, and the active involvement of governors in monitoring the quality of teaching and learning. The school is beginning the process of structured self-review and should ensure that all systems in place are rigorously evaluated and focused on improvement.
The strategic use of resources	Satisfactory. The school exercises effective financial control. The principles of best value are well applied.

Staffing, accommodation and learning resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents are very pleased with all aspects of the school. 	<ul style="list-style-type: none"> None

The majority of parents at the pre-inspection meeting, and those answering the parents' questionnaire, are highly satisfied. They feel the school has a team of teachers who are enthusiastic and inspire pupils to improve in their learning. Their children find the school a friendly place to be. Evidence from the inspection supports their view.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Trends over the last three years show that, overall, the pupils' performance in all the core subjects by the time they leave the school has fallen below the national average for their age. Standards attained in National Curriculum tests in both key stages have varied from year to year due to very small numbers in each year group. There are some years where the cohort size is significantly higher than others, which makes the data even less reliable. A small but significant percentage of pupil mobility in and out of the school, and sometimes back again, also affects the overall picture presented by the data. Inspection evidence finds that, overall, by the time they leave the school, pupils' attainment is in line with the national average in English, mathematics and science and pupils achieve appropriately well. Pupils with special educational needs make good gains in their learning. Pupils with statements make very good progress and are well supported by staff at the school and by outside agencies. Higher attaining pupils make good progress at Key Stage 1 and satisfactory progress at Key Stage 2. The progress of higher attaining pupils in Year 6 could be better. This is because ongoing individual assessment is not used to plan sufficiently challenging work and teaching does not ensure that pupils produce their best quality work. The school is on course to meet its targets in English and mathematics.

2. Children enter the school with below average attainment, but this can vary with the cohort. Inspection evidence indicates that the children exceed the early learning goals in personal, social and emotional aspects, creative aspects and knowledge and understanding of the world by the time they enter Year 1. They achieve the early learning goals in communication, language and literacy, mathematics and areas of physical development, except outdoor exploratory play. The very good progress in their learning is due to the very good and often excellent teaching for this age group.

3. Standards in English are average by the end of both key stages. This is an improvement from the last inspection where standards were below average at Key Stage 1. Pupils' listening skills are above average at both key stages. They listen well to staff and peers in whole class and small group sessions. Pupils' listening skills enhance learning and contribute to the good behaviour. Pupils' speaking skills are average at both key stages. Staff use the literacy hour well to provide opportunities for speaking and listening carefully, such as when discussing features of print or texts. Pupils' speaking and communication skills enhance their learning in all subjects. Pupils also make good progress in drama activities and are good at creating a role-play session in assemblies. Pupils' reading skills are average at both key stages. The school has improved reading standards in Key Stage 1 since the last inspection and now pupils do build on the skills they have learned. Most pupils follow texts well in whole class sessions. They begin to read with expression in the youngest class. By the end of Key Stage 2, most pupils read independently, can express preferences in response to texts and understand significant ideas and events in books. Standards in writing at both key stages are average and pupils in Years 1- 4 are making good progress. This is a significant improvement from the last inspection. By the end of Key Stage 2, pupils are fluent writers and all abilities are able to record their ideas quickly onto paper. However, they do not always use previous knowledge to ensure that their writing is of their best quality. Standards of spelling across the curriculum are average at both key stages. Pupils' handwriting and presentation is above average across the curriculum.

4. In mathematics, standards are better than at the previous inspection and are average overall. Pupils in Key Stage 1 are making good gains in their learning and pupils at Key Stage 2 achieve appropriately well. By the age of seven, pupils use mathematical language well and respond to

questions. The pupils use numbers to 100 and recognise numbers to 1000. Many do calculations involving simple multiplication and division and can add and multiply small amounts of money. Standards are above average in data handling and the pupils' learning is very good. This good progress is extended throughout Key Stage 2. By the age of eleven, pupils have a satisfactory knowledge of number, which they use to solve problems and most have a good recall of multiplication tables to 11. They multiply decimal numbers and check the answers with a calculator. Pupils achieve appropriately in their understanding of fractions, symmetry and angles. Pupils have a good understanding of block, line and pie charts.

5. In science, standards have improved significantly since the last inspection and are now average. The key issue, identified in the previous report, of raising standards has been achieved. The school now has a policy and planning is good. Inspection evidence finds that pupils are well challenged by their work in all classes. By the end of Key Stage 1, pupils make good progress in learning about different materials. They use scientific terminology well and scientific procedures are well established. By the end of Key Stage 2, pupils have a good understanding of materials and their properties. They have a clear understanding of the importance of a fair test and explain there must only be one variable to ensure the test is fair. Pupils have a good awareness of health and the importance of maintaining a healthy life-style. Procedures for writing up investigative work are well established, pupils predict results, record procedures and methods clearly, identify conclusions and explain them clearly referring to their original prediction.

6. In information and communication technology, there has been some improvement since the previous inspection, mainly in the hardware and software resources available. However, standards by the end of Key Stage 2 remain below average. Pupils still have a limited experience of many of the necessary skills. Standards at Key Stage 1 are average and are similar to the last inspection. The school has invested a great deal in linking computers in the school and in making sure that computers can access the Internet and email, but as yet the pupils are not receiving appropriate opportunities to use this. This is because of lack of staff expertise in overcoming technical problems and often faults linked to logging on go unattended.

7. In religious education, standards of attainment are appropriate for pupils of this age at both key stages and they make satisfactory progress in their learning. In assembly, pupils listen and reflect on stories from the Bible. In lessons, pupils make appropriate progress in their learning about world faiths such as Sikhism, Buddhism, Hinduism and Judaism. They write about someone they admire, like a best friend, giving reasons such as kind, supportive and caring. However, there is an unsatisfactory use of resources in the upper juniors and much of the work is from worksheets with various levels of text.

8. The main strength in other subjects is in history in Years 2, 3 and 4 and in art and design and technology in Years 1 and 2. In history, pupils develop good historical skills and awareness and knowledge about use of evidence and artefacts. The teacher's enthusiastic and rigorous approach contributes to pupils' ability to explain factual information and real evidence. Pupils have an excellent attitude to their learning, which reflects the excellent teaching. In art, by the end of Key Stage 1, pupils have developed confidence in line drawings and can express their ideas imaginatively. A clear progression is evident in pupils' line drawings and observational skills. Pupils use a range of materials and techniques. In design and technology, pupils have a very good understanding of how to join material and identify staples, stitching and glue as methods to join the seams of Joseph's coat of many colours. They identify the materials to be used and use pictures and their own writing to explain the making process. They have a good understanding of the use of pattern and the need to have a back and a front of a coat. Pupils also make good progress in their learning in physical education throughout the school. There are no major strengths in other subjects.

Pupils' attitudes, values and personal development

9. Pupils' attitudes are very good. Pupils are happy to come to school and value the time they spend there. The school is a friendly, orderly community where good behaviour and consideration is shown to others. Pupils extend politeness, consideration and courtesy to each other, staff and visitors. Pupils are keen to please and are enthusiastic when talking about the school.

10. Behaviour in and around the school is very good. Pupils show very good attitudes to learning with consistent levels of interest in lessons. They demonstrate good levels of care, consideration and responsibility for each other and resources. Pupils are polite and courteous to visiting adults. They mostly sustain concentration and absorb information when being addressed by teachers. Most involve themselves in the lessons with keenness, enjoyment and a willingness to learn. There are no incidents which result in exclusion.

11. Pupils' personal development is very good. Children in the foundation stage exceed the early learning goals in their personal, social and emotional development. They adapt very well and happily to the daily routines and expectations in the classroom. They join in whole-class discussions but also know when to be quiet. Pupils in Key Stages 1 and 2 reach above average standards in the four strands of the national guidelines for personal, social and health education and citizenship. Respect for other people's feelings, values and beliefs was shown during lessons and at play. Pupils showed appreciation for others' success, especially in assemblies. They referred to others and listened to their responses in group discussions. Pupils show very good skills of working together, working independently and a willingness to help each other. Relationships at the school between pupils, pupils and staff and other adults are very good.

12. Pupils have caring attitudes and accept responsibilities that reflect positively on the running of the school, such as assisting teachers to set out materials for lessons and assemblies and other tasks. Pupils tidy equipment and books away at the end of lessons. Accepting these responsibilities has a beneficial effect on the life of the school and promotes very good personal development. In the playground and in school, there was no evidence of misuse of school property and pupils are taught to respect property as part of their ongoing education.

13. Attendance at the school is satisfactory. Authorised absences are mainly due to childhood illnesses. Unauthorised absence is consistently lower than the national average.

HOW WELL ARE PUPILS TAUGHT?

14. Since the last inspection, there has been a significant improvement in the quality of teaching from satisfactory to good. Teaching in Key Stage 1 is very good and is a strength of the school. Teaching at Key Stage 2 is satisfactory overall with very good teaching in the lower juniors and satisfactory and sometimes unsatisfactory teaching in the upper juniors. Most teachers have a secure knowledge of their subjects. Pupils' learning is very good and often excellent in Reception and Years 1 to 4. It is satisfactory in Years 5 and 6. Pupils throughout the school work productively and at a good pace. However, learning in information and communication technology is unsatisfactory at Key Stage 2.

15. There are differences in the quality of teaching throughout the school. Teaching for children in the foundation stage is very good in all areas of learning and excellent in creative development. Teaching in English and mathematics is very good and sometimes excellent in Key Stage 1. In Years 5 and 6 it

is satisfactory with some unsatisfactory teaching in English. Teaching is very good in science and physical education throughout the school. Teaching in art, design and technology and music is excellent in Key Stage 1 and satisfactory in Key Stage 2. Teaching of geography is good in Key Stage 1 and satisfactory in Years 5 and 6. Teaching of history for higher attaining Year 2 pupils and Years 3 and 4 is excellent. However, teaching in Years 5 and 6 is unsatisfactory. Teaching in religious education is satisfactory.

16. No direct teaching was observed in information and communication technology during the inspection. The teacher and support assistants support pupils very well in Years 1 and 2 in planned activities. Teachers in other classes do plan some time for pupils to work on the computer, but this is insufficient and many pupils say that they do not use the computer enough.

17. In Key Stage 1 and Years 3 and 4, teaching is very good overall with instances of excellent teaching. The vibrant and enthusiastic teachers have excellent relationships with the children. This is reflected in children's positive response to learning as they co-operate in good quality thinking, independence and effort for their age. Pupils are highly motivated because teaching is imaginative and key skills are developed very well. Planning is excellent and successfully copes with a mixed age group of three different years in one class and a wide range of ability. Learning goals are clearly identified and shared with pupils. Teachers have high expectations of their pupils. Good levels of challenge result in good quality learning. Teachers use time and resources well to promote learning in an enjoyable and fun way. Pupils respond with total commitment to their work, impressive effort in all they do and high levels of concentration. The quality and use of ongoing assessment is very good and lessons are carefully evaluated to guide future planning. Enthusiastic teachers create a very good learning environment for pupils to overcome any difficulties. All pupils are made to feel their efforts are valued and appreciated. There is very good liaison with support staff who reflect the class teachers' enthusiasm and quality of teaching. Homework is used effectively to promote learning.

18. Where lessons are less effective, learning goals are clearly identified and the pace of the lesson is satisfactory. Methods used in teaching three-year groups with a wide range of ability do not always extend the more able pupils, particularly those in Year 6. Ongoing individual assessment is not used sufficiently to guide the planning of work. The individual activities are often the same and do not provide sufficient challenge to develop and extend pupils. In the upper juniors, there is a dependence on worksheets, which inhibits pupils' ability to control their work and develop the skills of independent learners. Teaching is less dynamic so pupils are less engaged and become compliant rather than enthusiastic. Resources and materials that enrich learning are not well used to motivate pupils and enrich learning.

19. Teachers have good strategies overall for teaching the basic skills of literacy and numeracy. Teachers have a secure understanding of the principles underlying these initiatives, and are using the methods, which they promote effectively, to enhance learning in Key Stage 1 and Years 3 and 4. Methods used in Years 5 and 6 do not always fully extend the more able and older pupils. The teaching of basic strategies is underpinned by the fact that teachers know the pupils well.

20. Teaching of pupils with special educational needs is good. Mathematics and English lessons are carefully planned to meet individual needs. Learning assistants are effective in the way they work with individual pupils, and help them to make progress. The good quality support has a positive impact on the confidence and learning of these pupils. Most of the support for pupils is given in the classroom. The school also receives very good support from the local authority primary support teacher who withdraws statemented pupils three times a week.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO

PUPILS?

21. The school provides a broad and balanced curriculum and subjects are taught in accordance with the National Curriculum and the locally Agreed Syllabus for religious education. The quality and range of learning opportunities is very good in all aspects for the foundation stage, Key Stage 1 and Years 3 and 4. However, opportunities for outdoor play in the foundation stage are unsatisfactory. The quality and range of learning opportunities for Years 5 and 6 are satisfactory. However, there is insufficient coverage in information and communication technology at Key Stage 2 and insufficient use of the subject in other curriculum areas. The provision for pupils with special educational needs is good and the provision for pupils with Statements of Special Educational Need is very good. The curriculum provides very good opportunities and equality of access for all pupils to learn and make progress.

22. The implementation of the National Literacy and Numeracy Strategy is very effective. The school's curriculum meets statutory requirements and pupils are well prepared for the next stage of their education. Since the last inspection, the school has moved from a topic orientated curriculum to a more subject based approach. Planning has improved significantly and there are now curriculum maps for all subject areas. The school is using national planning and guidelines. Planning is regularly monitored by the headteacher. The school fully meets the requirements for daily collective worship.

23. The range of extra-curricular activities is good. The majority of pupils participate in sporting activities that provide equality of opportunity for both boys and girls. Pupils speak enthusiastically about their involvement in inter-school activities and tournaments. Local and district competitive events for football, netball, bowling and athletics make a good contribution to pupils' social and physical development. Year 5 and 6 pupils may take part in a residential camp during the summer term. This extends and enriches the provision for outdoor adventure activities and personal and social development. The provision for personal and social education, including sex education and attention to the misuse of drugs, is very good and is covered in assemblies, science and lesson time. All classes are timetabled for a weekly lesson of personal and social education. There is a curriculum map for personal, social and health education that identifies a clear progression in pupils' learning in this area. In Key Stage 1, pupils discuss issues such as 'Finding out someone else's opinion and respecting their views.' Pupils discuss everyday issues such as 'If you cannot agree' and the quality of this work significantly contributes to pupils' personal and social development. Pupils have a clear understanding of bullying and action to be taken should they encounter it.

24. There are satisfactory links with the community and local schools. Training days are shared with local schools. The local police visit once a term to talk about drugs and safety issues such as fireworks. There are regular links with local church leaders and the school nurse visits to talk to pupils. Close links with the local playgroup ensure children make a smooth transition to the school. Good links are made with the local bowling club and older pupils benefit from tuition and competitions, many pupils go onto being regular members of the bowling club in later life. There are good links with local professional football and tennis coaches. Pupils take part in mini-basketball tournaments and play alongside disabled wheelchair players.

25. The school provides good provision for spiritual development and this is a significant improvement from the last inspection. The strong ethos of the school offers a secure environment where pupils are made aware of their responsibilities as members of a community. The regular assemblies are well planned and include moral and social aspects. The headteacher and staff are strong role models who reinforce the mission statement and give a common message to all involved. This is constantly reinforced from the time children enter the school in the Reception and throughout the school. All individuals are appreciated and encouraged to succeed. In many lessons, the excitement and joy of learning was observed. In Key Stage 1, the whole class was entranced in the plenary session as the

teacher tested materials to keep teddy dry. Pupils in Year 3 and 4 were engrossed as they examined different soils in their science lesson. The school is a friendly place and pupils are made to feel welcome and special. Pupils are given time for quiet reflection during assemblies and lesson time. In assemblies, pupils are challenged to consider the implications of being a good friend. Pupils perform a role-play to show their interpretation of being a good friend. They give specific examples of how friends can be helped. Key Stage 1 pupils present the story of Joseph and communicate the jealousy of his brothers effectively. They reflect on the actions of Joseph. Individual pupils confidently speak in front of the whole school, explaining what they would do if they saw someone in trouble.

26. Provision for moral development is very good and is implicit from the time the children start school. Moral development is evident in the assemblies and the life of the school. Pupils reflect on their own experiences and have a very clear understanding of right and wrong. There are very clear codes of behaviour and values which ensure that pupils develop a mature understanding of their moral and social responsibilities. The one school rule is explained and reinforced rigorously. It is well known by pupils who know right from wrong. There is a strong sense of purpose, honesty and fairness in the school. Teachers have established a supportive atmosphere in which to cultivate pupils' moral development.

27. Provision for social development is good. The strong sense of family is initiated in the Reception where families are valued and this continues throughout the school. There are many opportunities to take responsibility and help with jobs around the school such as taking responsibility for the music in assembly. A strong sense of community is shared throughout the school and older pupils are encouraged to develop an understanding of citizenship.

28. The provision for cultural development is satisfactory. Cultural development is promoted through visitors to the school and visits. A theatre group is due to visit the school soon and the school visits the local theatre in Buxton. The school visits the local church. Older pupils benefit from the residential camping trip held during the summer months. Assemblies promote pupils' knowledge and experience of famous composers. There are many examples of supporting local and international charities; the school takes part in a sponsored skip raising money for the Heart Foundation. Opportunities to develop an awareness of other cultures and the multi-cultural society are limited. The pupils learn about other religions in their religious education lessons, but little else is done to prepare them for a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The educational and personal support and guidance for pupils is good. All staff at the school consider the health and well being of each child in the school as the top priority. They show great care and consideration to enable the children to achieve their full potential. The school has a range of very good policies and procedures for the care and support of the pupils. These procedures create a caring secure environment which benefits pupils' learning. Pupils gain confidence and the ability to cope very effectively with school life. The school is a community which abides by rules that benefit pupils' social development. School staff display good knowledge and understanding of the children. The welcoming friendly atmosphere at the school has a beneficial effect on attainment of the pupils.

30. Good procedures are in place for child protection and health and safety and all staff are aware of their responsibilities. Teachers advise children of health and safety aspects in lessons, for example, in the proper care when handling tools in design and technology. Health and safety was used in a literacy lesson when pupils had to put a description of how to treat burns in a different form of words. The school conducts regular risk assessments of all aspects and activities.

31. Procedures for assessing pupils' attainment and progress are very good in Key Stage 1 and satisfactory in Key Stage 2. Pupils' ability on entering the school is recorded using a baseline assessment. The results of this are carefully used to plan work during the foundation stage. Assessment information is carefully collated during the year and information is rigorously communicated to the next class teacher. There has been some improvement in assessment procedures since the previous inspection. Assessment tasks are identified in teachers' planning and records of pupils' attainment in literacy and numeracy are maintained. However, these are not yet sufficiently well established across the school or used consistently to guide future planning. A very strong feature is the portfolios of standardised work in science and writing which identifies each step of the attainment targets and gives clear examples. The school also uses standardised tests to monitor children's progress in mathematics and to help set group and individual targets for children. There has been improvement in the marking policy and there is now a good use of written comments, which set targets for further development.

32. Procedures for monitoring and improving pupils' attendance and behaviour are very good. Pupils understand and value the rewards and sanctions system. Academic progress reports are good and identify the child's needs to improve. Pupils with special educational needs are well supported and, where appropriate have individual educational plans. Parents are involved in reviews of the needs for these children.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. Parents express a very good level of satisfaction with the school, as they did at the last inspection. The strong links between the parents and school have a beneficial effect on children's learning. Parents consider the school gives their children a good start to their education, starting in the Reception. Feedback from parents shows that the school is very effective at making children feel secure and valued. They enjoy the openness and the welcoming atmosphere of the school. They find the school staff supportive, easy to approach and friendly. Parents believe the headteacher and the staff have moved the school forward since the last inspection and like being consulted on the activities of the school.

34. The school provides good quality information on all aspects of school life to parents. Annual reports are informative and identify the areas where their child needs to improve. Parents were involved in developing the home school agreement and the behaviour policy. Parents, who have the time, help regularly in school, especially in Key Stage 1, and they value the training they receive. They contribute to classroom work, and information and communication technology, and help with the displays and general administrative tasks. Parents assist their children at home with homework and research for topic work. Parents of pupils with special educational needs feel that they are properly informed and that the school communicates well with them. They are appropriately involved in reviews about their child's progress and find that the school takes prompt action to address their child's needs.

35. The school benefits from a very supportive parents and teachers association, which promotes social and fund raising events. Funds raised by the association are used to provide resources to enhance pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

36. The headteacher provides good and effective leadership. A good ethos for learning has been established and the school's aims and values are reflected in its work. The headteacher and staff work as a team with all members pulling in the same direction. The school is popular and well

respected by parents and pupils. The headteacher leads with a fervour and passion for ensuring that all those who work in the school are provided with appropriate training and support to enable them to develop professionally. The school has used the areas for development identified in the last inspection report as the foundation for their school development plan and the improvement now means that the school no longer requires serious weaknesses. The school is beginning the process of structured self-review and should ensure that all systems in place are rigorously evaluated and focused on improvement.

37. Good quality leadership is provided by those with management responsibility. The headteacher delegates very well and empowers co-ordinators to lead their subject while retaining overall accountability. The headteacher, school management team and subject co-ordinators are developing and evaluating monitoring procedures in the school and time is given to enable them to do this effectively.

38. The foundation stage is very well managed. Adults are highly motivated, enthusiastic and share positive relationships with the children and their parents. They are sensitive to the needs of young children and provide well organised range of appropriate activities. They are clear about roles and responsibilities and have common shared aims and objectives. This has a positive effect in ensuring that the learning is well organised, enjoyable, safe and secure at all times. Routines are well established and children clearly know what is expected of them. A secure and purposeful ethos is established. The area of special educational needs is well managed and benefits from the careful identification of pupils' needs, regular reviews and well maintained records. The school benefits from very good support from outside agencies. The headteacher and staff give very good attention to issues related to equal opportunities. Any attitudes related to gender and stereotyping are challenged and the school does all it can to address these issues. For example, a female member of staff leads the football and girls fully take part. Any entrenched attitudes are challenged.

39. At the last inspection, the leadership and management of the school were unsatisfactory. There was insufficient emphasis on the pupils' academic development and the school had produced no curriculum policies or guidelines for teaching, except in design and technology and some aspects of English. Planning has improved significantly and there are now curriculum maps for all subject areas. The school is using national planning and guidelines. Planning is regularly monitored by the headteacher. Procedures for monitoring teaching and learning were ineffective, but the school is now implementing more thorough procedures to raise the levels of attainment. The governors did not take an active part in formulating the school's development plan, and the school's prospectus and governors' annual report to parents did not meet statutory requirements. Currently the school prospectus and the governors' annual report to parents are clearly written in a friendly and informative style and now meet statutory requirements. The governing body is now actively involved in formulating the school's development plan and in monitoring the quality of learning and the school's budget. All members of the governing body now have a curriculum area, which they monitor by scrutinising planning with the teachers. However, they do not observe any lessons. They are now aware of what is going on in the school but still need to hold the school to account more rigorously for the standards it achieves.

40. The school is efficiently run and the day to day running of the school is very good. However, the headteacher has insufficient time for managerial duties as he teaches for four and a half days a week. Principles of best value are well applied. The school chose a local firm to build the new computers to its own specification rather than go to national larger stockists, which did not fully provide what the school required. However, at present the school is getting unsatisfactory value for money out of these purchases because it has failed to raise standards in information and communication technology since the previous inspection. Overall, however, the school is giving satisfactory value for money in the

quality of education it provides.

41. The match of teachers and support staff to the demands of the curriculum is good. All teachers have responsibilities additional to classroom teaching roles. The changes in staff over the last few years, with changes in subject co-ordinator roles, have been well managed with no adverse effect on the management of the school. The school has support staff who play an active role in the classroom. The headteacher conducts annual reviews of all staff to identify areas of training to enhance skills. Secretarial staff contribute to the efficient management of the school. The school caretaker maintains the school in a very clean condition despite the poor state of decoration in some areas of the school.

42. The accommodation is good and provides for the needs of the children and the teaching of the full range of the National Curriculum. The interior decoration is enhanced by the colourful displays of children's work. The playgrounds and grass area are adequate for the number of pupils and is suitable for physical education, games and sports.

43. The school has adequate resources for the teaching of the National Curriculum in all subjects. However, the resources for the curriculum for the oldest pupils need auditing, extending and matching against the planning in subjects such as English, history and religious education to add more interest to lessons. Some books for reading are tired looking. There is no central library due to the separation of buildings but each classroom has a library area. Teacher-produced learning materials enhance the classroom environment. Computer use needs to be timetabled to ensure each pupil has sufficient access. There is no provision of big wheel toys and a suitable fenced area for the children in Reception.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. In order to raise standards the school should:

- (1) improve standards and teaching in information and communication technology by:
 - improving staff expertise in the use of the Internet and electronic mail and enabling all computers to be accessed at any time by pupils;
 - ensuring that pupils can work independently by teaching the basic skills involved in all the software they will use;
 - ensuring that pupils spend sufficient time on the computer and that they review, modify and evaluate work as it progresses;
 - improving the use of data bases to interpret and present information;
 - using the computer to enhance learning in other subject areas;
 - making sure that all units of work are covered in long term planning;
 - developing assessment systems which clearly show pupils' successes and to use the information for improvement.

(paragraphs 88-92)

- (2) improve the weaknesses in teaching at Key Stage 2 by:
 - ensuring that challenging work is planned for all age groups and abilities and that pupils are expected to apply previous learning in lessons, especially in English;
 - using regular assessment information on individual pupils to guide planning;
 - using resources to motivate and inspire the pupils and enrich learning in all subjects.

(paragraphs 18, 56, 61, 78, 106)

Other weaknesses, which should be considered by the school, are:

- making sure that all assessment systems are consistently used across the school to guide and develop planning; (paragraph 31, 56, 68)
- provide an area and equipment where children in the foundation stage can receive appropriate provision in outdoor play. (paragraphs 21, 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
13	30	23	27	7	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	88
Number of full-time pupils eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		6

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	11	9	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Total			
Percentage of pupils at NC level 2 or above	School	85 (86)	80 (64)	80 (79)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	10	10
	Total			
Percentage of pupils at NC level 2 or above	School	85 (86)	95 (79)	95 (79)
	National	84 (82)	88 (86)	88 (87)

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

Please note that data for girls has been omitted at Key Stage 1 due to the small number in the cohort. All data has been omitted at Key Stage 2 as the number of pupils in the year group size is less than ten.

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	68
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)	3.1
Number of pupils per qualified teacher	29
Average class size	29

Education support staff: YR– Y6

Total number of education support staff	2
Total aggregate hours worked per week	31.5

Financial information

Financial year	1999/2000
	£
Total income	142686
Total expenditure	155413
Expenditure per pupil	1850
Balance brought forward from previous year	14948
Balance carried forward to next year	2221

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	88
Number of questionnaires returned	23

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	87	13	0	0	0
My child is making good progress in school.	87	13	0	0	0
Behaviour in the school is good.	65	35	0	0	0
My child gets the right amount of work to do at home.	70	26	0	4	0
The teaching is good.	91	9	0	0	0
I am kept well informed about how my child is getting on.	70	26	0	4	0
I would feel comfortable about approaching the school with questions or a problem.	91	4	0	4	0
The school expects my child to work hard and achieve his or her best.	83	13	0	0	4
The school works closely with parents.	70	26	0	4	0
The school is well led and managed.	78	17	0	0	4
The school is helping my child become mature and responsible.	78	17	0	0	4
The school provides an interesting range of activities outside lessons.	39	43	4	4	9

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

45. There are two intakes to the Reception class a year. Two learning support assistants support the class teacher. At the time of the inspection there were ten children in Reception. Children and parents are well prepared before they enter school with several school visits. Parents are given clear guidelines for helping their children in the transition from home to school. The indoor area caters very well for areas of learning within the classroom space. Resources for inside are satisfactory and easily accessible. Opportunities for learning outdoors are unsatisfactory. Attainment on entry to the school is below average but this can vary with the cohort. Baseline assessment is rigorous and follows a local authority scheme. Since the last inspection, provision has improved from satisfactory to good overall. The quality of teaching has improved from satisfactory to very good. Inspection evidence indicates children already exceed the early learning goals in personal, social and emotional aspects, creative aspects and knowledge and understanding of the world. They achieve the early learning goals in communication, language and literacy, mathematics and areas of physical development, except outdoor exploratory play, where opportunities for climbing and balancing and travelling under, over and through equipment are limited. There is currently no area for children to develop climbing and balancing skills regularly on suitable large apparatus.

Personal, social and emotional development

46. Personal, social and emotional development is very good and children make very good progress in this aspect of their learning. Consistent messages are given to children from the time they enter school about the importance of valuing each other and appreciating achievement. The children are made to feel that their ideas and contributions are valued. The teacher provides a relaxed and happy atmosphere where the joy and excitement of learning is evident. Children are encouraged to think independently and to behave sensibly. They are confident and work well alongside other children. They are all expected to help with jobs in the classroom and during the day. Moral and social development is very good. Children are taught to respect each other, and distinguish between right and wrong. In a lesson on personal and social education, the teacher emphasises the importance of valuing each other's views when voting. The children show well-developed appreciation of their own and others' views as the class vote on daily issues. Teaching is strong in this aspect and children respond very well to clear guidance from their teacher and the enthusiastic encouragement of adult helpers who all provide very good role models. Children's joy in the activities and experiences provided was evident throughout the inspection week. Opportunities for reflection are given during the day and at the end of all lessons, when the teacher provides opportunities to reflect on the content of the lesson and appreciate each other's work. The children respond very well to the consistently very good and sometimes excellent teaching. Responsibility and independence are encouraged as the children help in clearing up the classroom at the end of activities. The children sustain concentration, answer questions confidently and explain what they are doing clearly to visiting adults. The teacher encourages a happy welcoming environment where everyone is made to feel special.

Communication, language and literacy

47. The children achieve the early learning goals by the time they leave Reception. Opportunities for speaking and talking to each other are provided in the role play area of the zoo and the general classroom. Children talk to visiting adults confidently, explaining how they are making a jigsaw puzzle from their own photograph, taken with the digital camera. The teacher motivates the children so well that they are confident in their work. They use appropriate vocabulary to describe the events of their

story. Children enjoy browsing through books and are well launched in reading considering the time they have been in school. They recognise letters, words and phrases. Higher attaining children use phonics well to read the 'silly sentences' such as 'Can a crab clap?' and 'Can you bang a drum?' They are beginning to use the correct intonation in their voices for a question. All the children show a positive attitude in this aspect of their learning and are interested in the content of books. They know how to handle books, to identify clearly the author, illustrator, title page and blurb information on the back cover. They predict what might happen next in the story. They are encouraged to articulate observations by the teachers' challenging questions and lively approach. The teacher encourages a brisk pace and the children happily launch into their activities for the day. Writing is well established. Children write their own names on their work. Higher attaining children write simple sentences that convey meaning. They write for different purposes such as lists of food for the picnic. Higher attaining children are beginning to write simple sentences that convey meaning. Teaching is consistently very good. Experiences in language and literacy are well planned and taught so that most children make very good progress in their learning. A strength of teaching is the way the teacher constantly extends vocabulary through discussion. The teacher makes learning fun and exciting and the children reflect the teacher's enthusiasm and joy in learning.

Mathematical development

48. Children achieve the early learning goals by the time they leave Reception. The children are developing good knowledge of numbers. They can order numbers up to twenty and can count forwards and backwards with support. They are beginning to understand more than and less than and identify the next number in the number track. Children understand language such as big, bigger and biggest and can compare numbers stating which is the biggest number. Higher attaining children sort sets of houses bears and pigs and they match numbers up to ten. Children know money up to five pence and higher attaining children know the value of money up to twenty pence. They add two pence and three pence correctly. Number work is consolidated with number songs such as 'Five naughty teddy bears' and 'Seven lovely lollipops'. Children recognise basic shapes. Teaching is very good. The teacher is enthusiastic and presents the lessons in a fun way that young children relate to very well. They become well motivated and work industriously on mathematical tasks. A strength of the teaching is the use of repetition and work that is well matched to children's ability.

Knowledge and understanding of the world

49. Children exceed the early learning goals and are well launched in National Curriculum work by the time they enter Year 1. The teacher is enthusiastic and organises interesting activities. This contributes to a very good understanding of the local area. During a walk around the local area, children demonstrate a good understanding of the function of different buildings in the village such as the post office. They express opinions about gardens and building work as they walk through the village. They know and identify how they travel to school. Children have a good understanding of living things, days of the week, months, year and the seasons. They talk enthusiastically about the changing weather. Children investigate materials and know that windows are made of glass and are transparent. With support, children investigate materials to keep teddy dry in the rain. They identify and know the word 'waterproof'. They are able to identify and sort different materials according to their waterproof qualities. There are many opportunities for children to use construction kits and develop their ability to design. Children design a coat for Joseph, and make it, joining materials with simple running stitches, staples and glue. They have a very good understanding of the designing and making process for young children. Children use the computer well and can manipulate the mouse. They draw Joseph's coat and colour it in. Children have an awareness of times past. They talk about old and new toys and give reasons for identifying why they are old. Teaching in this area of learning is very good and activities are interesting and challenging. Adults make good use of questions to extend

knowledge and understanding and develop and extend vocabulary. Teaching of investigative skills is good, teachers encourage children to extend their vocabulary and develop observational and investigative skills.

Physical development

50. By the time they enter Year 1, the children make satisfactory progress in their physical development and achieve the early learning goals. Attainment in fine motor skills is good. Children are encouraged to improve their manipulative and fine motor skills with a range of appropriate activities. They use pencils, crayons, scissors and paint brushes effectively and with confidence. Hand eye co-ordination is well developed through matching and positioning shapes, jigsaws, decorating and sticking. Children change their clothes for physical education with minimum assistance. They develop gross motor skills by skipping, jumping, balancing and travelling around the room in a variety of ways. The teacher encourages the children to sequence their movement with the task of travelling, balancing and jumping. Children are developing an awareness of balance and being still but they have not yet mastered this skill. Spatial awareness is well developed as children find their own space and move sensibly in space alongside others. They listen to the teacher and stop well on command. The teacher uses questions well to develop awareness of the effect of exercise on the body. Teaching in physical development is very good in the school hall and the lessons are well planned to include a wide range of movement vocabulary. The teacher ensures children are challenged in the amount and quality of their movement. The teacher is aware of the need to develop the outside area.

Creative development

51. Many children are already achieving the early learning goals for the creative aspects and will exceed them by the time they enter Year 1. The children are confident using a wide range of materials. They have opportunities to paint, draw and create simple collage pictures. They explore colour, texture, shape and form to produce individual portraits. Their pictures show a well-developed understanding of physical differences, and these are shown in their paintings and drawings. They mix paint competently and successfully to make flesh colour for their portrait paintings. Children show expression in the features of their paintings. The quality of the children's singing is very good and they know by heart and sing a wide range of songs. Their rhythmic response to music is very well developed and they show good control of pitch and pulse. Children enjoy their singing and are developing a good awareness of dynamics. They can sing soft and loud according to instructions. Children know and demonstrate how to hold and play the instruments to achieve the best sound. These standards reflect the teacher's subject knowledge and genuine enthusiasm for music. Teaching in creative aspects is excellent. The teacher provides a wide range of experiences and the children are very well challenged in their work. Subject knowledge is used very well to extend knowledge and enhance positive attitudes towards creative development. Children develop confidence and respond well to the excellent organisation and brisk pace of activity.

ENGLISH

52. Overall, in the National Curriculum tests for 2000, the performance of pupils fell below the national average for their age group. At Key Stage 1, the percentage of pupils achieving close to the national average in reading and writing was average and the percentage attaining higher levels in writing was above the national average. At Key Stage 2, the overall attainment was well below average. However, the percentage of pupils attaining the higher Level 5 was close to average. This cohort consisted of a broad range of abilities. Inspection evidence finds that standards are average across the school and that pupils in Years 1 and 2 are making very good progress. Pupils with special educational needs and those who are higher attaining make good gains in their learning. Pupils with statements

make very good progress and are well supported by staff at the school and by outside agencies. The school has effectively implemented the National Literacy Strategy and is on course to meet its targets.

53. Throughout the school, pupils' listening skills are above average. Pupils listen well to staff and peers in whole class and small group sessions. Standards are good, not only in English, but also across the curriculum. Pupils' listening skills enhance learning and contribute to the good behaviour. Pupils' speaking skills are average at both key stages. Pupils in Key Stage 1 say 'Good Morning' to the teacher using different styles such as whispering, booming and grumbling. Many of the older pupils join in discussions with adults and peers well and can use language effectively in formal situations. Staff use the literacy hour well to provide opportunities for speaking and listening carefully, such as when discussing features of print or texts. Higher attaining pupils are good at explaining their reasons for answers and often give a good example to back up what they say. Pupils' speaking and communication skills enhance their learning in all subjects. Pupils also make good progress in drama activities and are good at creating a role-play session in assemblies.

54. Pupils' reading skills are average at both key stages. The school has improved reading standards in Key Stage 1 since the last inspection and now pupils do build on the skills they have learned. Most pupils follow texts well in whole class sessions. They begin to read with expression in the youngest class. Year 1 pupils use their knowledge of sounds and punctuation marks such as question marks to read sentences such as 'Can a ship jump?' and then say whether it is a silly sentence or not. Higher attaining Year 2 pupils read a letter of complaint using very good levels of expression. By the end of Key Stage 2, most pupils read independently, can express preferences in response to texts and understand significant ideas and events in books. In reading sessions with support assistants, they are serious and involved in their work. Pupils at Key Stage 2 are developing understanding of significant ideas. A higher attaining year 4 pupil discusses the feelings of a character that might feel he has betrayed a friend. Year 6 pupils correct themselves when reading difficult words. They are able to distinguish how phrases such as 'goes and says' belong to a regional accent. They name a favourite author and say why they like them. Staff use a range of fiction and non-fiction texts in lessons and there are plenty of opportunities to apply pupils' reading skills in their work in other subjects. Pupils have satisfactory referencing skills, but they do not use the Internet or the CD-Rom sufficiently to gain skills in this area.

55. Standards in writing at both key stages are average and pupils in Years 1 to 4 are making good progress. This is a significant improvement from the last inspection. By the end of Key Stage 1, most pupils know that a sentence begins with a capital letter and ends with a full stop. Many use question and exclamation marks. They are learning about description and the use of adjectives. They write angry and happy poems and use alliteration such as 'lovely Lauren likes lollies.' They order sentences to show instructions, such as getting equipment out and making a cheese sandwich. They retell the story of the bear hunt and write about a cheetah hunt. Higher attainers in Year 2 write a letter, using the correct layout of an address, asking a headteacher for a child to come out of school early. By the end of Key Stage 2, pupils are fluent writers and all abilities are able to record their ideas quickly onto paper. However, they do not always use previous knowledge to ensure that their writing is of their best quality. Most pupils make good progress. A higher attaining Year 4 pupil writes about a cat 'sitting impatiently on the dryer.' A Year 5 pupil writes a good account of a flood disaster. Higher attaining pupils in Year 6 make satisfactory progress but could do better. They write an autobiography, but show less care in the vocabulary used and in the presentation. Standards of spelling across the curriculum are average at both key stages and progress is particularly good in Years 1 and 2. Pupils' handwriting and presentation is above average across the curriculum. Infant pupils form letters accurately and legibly often without prompts. Key Stage 2 pupils have attractive, fluent, well-formed handwriting. Handwriting has improved since the last inspection. There is insufficient use of information and communication technology although pupils do enter some of their work in writing on a

word processor.

56. Teaching and learning is very good and often excellent in Years 1 and 2. It is satisfactory overall at Key Stage 2 with very good teaching in Years 3 and 4. Some lessons in Years 5 and 6 are unsatisfactory. In lessons across the school, teachers focus on developing good discussions with the pupils, but sometimes in Years 5 and 6 not enough opportunity is given to challenging the pupils to do even better. Lessons in Year 1 and 2 are fun and always challenging and pupils are extremely well motivated. A range of methods are used, such as using physical activity to jump up and identify the last sound in a word. The unsatisfactory teaching is because of unchallenging work, which does not show that regular assessment is guiding the planning. Work is not always planned to meet the needs of all ages and groups within the class. Other weaknesses are the insufficient use of resources to give diversity to the teaching. In many lessons pupils are given a text sheet to read. There is insufficient use of resources to motivate or inspire the pupils, such as music and pictures to help set the scene before a creative writing lesson. Work is well marked across the school. Reading records are appropriately used.

57. The subject is very well co-ordinated and systems for the monitoring of teaching and learning are being consistently reviewed and improved. There is an excellent portfolio of work in writing, which shows a clear understanding of all aspects of a level. The range of reading resources is good. There is no central library due to the separation of buildings but there is a good range of fiction and non-fiction books in each classroom.

MATHEMATICS

58. In the 2000 National Curriculum tests standards, the performance of pupils in mathematics fell well below the national average at both key stages. However, inspection evidence finds that, currently, standards are average. The discrepancy is due to the low cohort size and the unreliability of data that results from this. Standards are better than at the previous inspection. Pupils in Key Stage 1 are making good gains in their learning and pupils at Key Stage 2 achieve appropriately well. Standards in data handling are above average, although the school does not take advantage of strengthening the pupils' skills further on the computer. The school has effectively implemented the National Numeracy Strategy and is on course to meet its targets. There has been a good improvement since the previous inspection when weaknesses in Key Stage 1 and in the planning of the curriculum were noted. Pupils with special educational needs and those who are higher attaining make good gains in their learning.

59. By the age of seven, pupils use mathematical language well and respond to questions. They discuss their work and articulate their thinking. They know the language of number such as 'most', 'big', 'giant', 'greatest' and they use it well. They investigate shapes and do simple number problems. The pupils use numbers to 100 and recognise numbers to 1000. Most pupils know odd and even numbers and know the 3 and 5 times table. Many do simple calculations involving multiplication and division and can add and multiply small amounts of money. They use non-standard measures such as centimetres and grams. They use the computer to make shapes and enter numbers in the correct place on a 100 square. Standards are above average in data handling and the pupils' learning is very good. Pupils complete block graphs about pets and the different methods by which they come to school. Higher attainers use a tally chart. They interpret information from a pictogram on ladybirds and find out how many five spotted ladybirds visit the garden in 3 days. They construct their own charts and know the significance of horizontal and vertical axes. This good progress is extended throughout Key Stage 2.

60. By the age of eleven, pupils have a satisfactory knowledge of number, which they use to solve problems, and most have a good recall of multiplication tables to 11. They are good at using very large

numbers and at writing them down accurately. They multiply decimal numbers and check the answers with a calculator. Pupils in Years 3 and 4 solve problems involving weight and place shapes with straight and curved edges into a Venn diagram. During the inspection, there was good progress in Years 5 and 6 in the pupils' understanding of decimals. Pupils are able to come to conclusions to problems such as realising £5.5 is five pounds fifty and not five pounds five pence as many first thought. Pupils achieve appropriately in their understanding of fractions, symmetry and angles. Pupils have a good understanding of block, line and pie charts. They enter prices on a computer spreadsheet and know how to set the formula.

61. The quality of teaching and learning is very good in Key Stage 1. It is satisfactory overall in Key Stage 2 with very good teaching in Years 3 and 4. There is very challenging work for the pupils at Key Stage 1. Work is planned appropriately for all ability and age groups. Lessons are fun and exciting. The teacher joins in with the wonder of discovery and problem solving with the pupils. In Years 3 and 4 work is planned very well to challenge the pupils to improve and the teacher moves the lesson forward at a very good pace. In lessons in Years 5 and 6 timed targets are being given to increase fluency with calculations and the pupils respond well to this. Throughout the school, the questioning by teachers is good. Teachers in Key Stage 1 and Years 3 and 4 require the pupils to explain their thinking and pupils are very good at this. However, this is not as noticeable in Years 5 and 6. Pupils show a strong interest in the subject.

62. Presentation of work is generally good and work is well marked. Subject co-ordination is good and monitoring of teaching and learning is taking place. Already this has resulted in an increased pace in the lessons and also in the sharing of learning objectives with the pupils. The school now uses a published scheme to supplement the planned work. Resources, including those for information and communication technology, are good.

SCIENCE

63. Analysis of trends over the last three years indicate that the school is performing below national expectation. Standards have varied from year to year. They were well below average in 2000, average in 1999 and above average in 1998. A key feature of the results is the small cohort and level of mobility within the school, which makes this data less reliable. Inspection evidence finds that standards of attainment at both key stages are in line with national expectation and progress in learning is good and often very good throughout the school. Pupils with special educational needs make good progress in their learning and achieve good standards considering their ability. Higher attaining pupils make good progress at both key stages.

64. Standards have improved significantly since the last inspection. The progress made by pupils and the teaching in Years 2, 3 and 4 have improved significantly from unsatisfactory to good. Standards achieved by pupils in Years 5 and 6 have remained the same. The quality of teaching overall in science has improved and is now good. The key issue, identified in the previous report, of raising standards has been achieved. The school now has a policy and planning is good. The school follows the National Curriculum for science and national guidelines for the implementation of science throughout the school. The issue of insufficient challenge in lessons has been addressed. Inspection evidence indicates that pupils are well challenged by their work in all classes.

65. By the end of Key Stage 1, pupils make good progress in learning about different materials. They write about the properties of wood, plastic, glass and metal and identify different materials in the classroom and around the school. Science is well linked to art and design and pupils draw houses and use fabric collage to show the different materials and how they are used. They show the slate tiles on the roof, the glass windows, the wooden door and the bricks. They use scientific terminology well

describing the windows as transparent. Scientific procedures are well established and pupils investigate how effective different materials are for mopping up spillage. During the inspection, pupils were involved in lots of hands-on investigation as they explored the best material to keep teddy dry in the recent heavy rainfall. They know and explain how to make the test fair. Pupils know 800ml of water must be used each time to test the materials. They explain that polythene is more effective than tissue paper and sugar paper for keeping teddy dry. They know the polythene is waterproof because it is plastic. Pupils show joy and excitement in learning as they do the final test to see which material keeps teddy dry.

66. By the end of Key Stage 2, pupils have a good understanding of materials and their properties. Pupils in Year 6 explain the process of condensation and evaporation and can explain the changing state of solids, liquids and gases. They produce posters showing differences between solids, liquids and gases. They use drawings and simple explanations to explain their changing state. Pupils have a clear understanding of the importance of a fair test and explain there must only be one variable to ensure the test is fair. Pupils have a good awareness of health and the importance of maintaining a healthy life-style and explain about the significance of smoking, drugs and poor diet on general health. Higher attaining pupils in Year 6 have a good understanding of forces. They explain about the significance of upthrust and gravity in explaining why a ship will not sink. Progress is good throughout the school. In Years 3 and 4 pupils investigate and compare differences and similarities of soils. They make accurate observations as they record the colour, smell, texture and size of the particles. Higher attaining pupils in Year 4 explain that two soils are similar because they both have clay lumps. Pupils enjoy their science and work with good levels of motivation and involvement. This reflects the good teaching. Procedures for writing up investigative work are well established, pupils predict results, record procedures and methods clearly, identify conclusions and explain them clearly referring to their original prediction.

67. Pupils enjoy science and are particularly motivated by the practical activities planned for them. At both key stages, pupils co-operate well and share resources sensibly. Pupils work enthusiastically in pairs or small groups and help each other complete tasks set; they co-operate well with staff and parent helpers. Behaviour is good and the pupils take turns and listen well to each other. They enjoy researching information. Most pupils are attentive and keen to answer questions in class introductions and recap sessions.

68. The quality of teaching and learning is consistently very good at both key stages. Teachers have a secure knowledge and understanding of the subject and ask good open-ended questions of the pupils. For example, in Year 4, the teacher challenges pupils to explain the reasons for similarities and differences in the soils. Pupils are challenged to explain the meaning of words such as particles. Challenge is seen at Key Stage 1 when pupils are asked to describe the difference between opaque, translucent and transparent materials. All pupils identify transparent materials and most pupils are beginning to recognise opaque and translucent materials. Good links are made with literacy and a good range of scientific vocabulary is explored. The teacher uses scientific vocabulary well and pupils talk confidently about the different texture and particles of the clay soil compared to the sandy soil. Lessons are planned thoroughly and well organised to enable all pupils to work at an appropriate level for their age and ability. A strength in the teaching of science is the good coverage of all areas and programmes of study and the gradual progression throughout the school of good scientific methods such as prediction, recording methods, reporting results and giving reasons for them. Relationships are good and praise and encouragement are used well to motivate pupils. Assessment in science is underdeveloped.

69. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through the opportunities provided for experiment, investigation, co-operation and collaboration and

through teachers' enthusiasm for the subject. The science curriculum is planned effectively to include a good balance between the attainment targets including experimentation and investigation. Resources are adequate and used effectively.

ART AND DESIGN

70. Overall standards of attainment at both key stages are average and pupils, including those with special educational needs, make good progress. Standards have been maintained since the last inspection

71. By the end of Key Stage 1, pupils have developed confidence in line drawings and can express their ideas imaginatively. A clear progression is evident in pupils' line drawings and observational skills from Reception to Year 2. Pupils use a range of materials and techniques. They use the digital camera to take photographs. They draw and paint their own portrait using the photograph as a stimulus and guideline. Pupils explore using crayons, pastels and paints. They observe a portrait produced by Picasso and use crayons to capture the style and form. Pupils mix paints confidently and clearly explain how to make green and orange. Self-portrait paintings show good control and use of colour and paint. Pupils show good ability to mix colours to make different shades of flesh colour. Pupils are confident using collage and use fabric and paper effectively to show Joseph's coat of many colours. The teaching of art at Key Stage 1 is well linked to science. For example, collage pictures are made to illustrate the use of different materials.

72. By the time they leave the school, pupils achieve average standards in their skills, knowledge and understanding of art. Year 3 and 4 pupils paint a jumper capturing the different texture of the material, the woollen ribbed jumper and the modern fleece texture. Pupils use a range of techniques for example sponging to capture the texture of the fleece and paint applied thickly and marked to show the ribbed effect of the jumper. Pupils in Year 6 can discuss shading and texture in art; they talk about shading and the effect on the drawing. Higher attaining pupils use shading effectively in the line drawing of still life objects found in the classroom such as a ruler, scissors and pencil cases. Pupils are aware of professional artists such as Picasso and Monet. They talk about 3D work they have produced earlier in the term such as houses, faces and vehicles. They talk about how they used clay to make the models.

73. Teaching is excellent at Key Stage 1 and good at Key Stage 2 in Years 3 and 4. No teaching was observed in Years 5 and 6. Teachers are enthusiastic and show good appreciation of pupils' work. In the excellent lessons, planning is excellent and ensures all pupils are busily engaged and highly motivated by their work. The teacher is knowledgeable and enthusiastic and this is reflected in the pupils' attitude, enjoyment and quality of the work produced. In the excellent lesson, there is a buzz of excitement as pupils eagerly complete their work. In the good lessons, the teacher successfully identifies the challenge of creating texture in a painting. The teacher uses questions well to guide observations. Awareness of evaluation and the use of it to improve the painting are used well as the teacher stresses the importance of pupils evaluating their own work. The work in Years 3 and 4 is well planned to match the ability of the pupils. Learning support assistants support and guide pupils well. Artwork is appreciated and well displayed around the school.

DESIGN AND TECHNOLOGY

74. Standards of work are broadly in line with expected levels. Pupils make satisfactory progress overall in their designing, making and evaluating elements as they move through the school. Pupils with special educational needs are appropriately supported and make progress in line with others in their class. There is a weakness. Work involving a range of materials, including resistance materials,

is limited at Key Stage 2.

75. Since the last inspection, standards have remained the same, but there have been improvements in the quality of teaching in Key Stage 1 and Years 3 and 4. The school is now following national planning. There is a good emphasis on planning and evaluating work. Planning indicates that the school provides pupils with a range of appropriate design and evaluative tasks.

76. By the end of Key Stage 1, pupils produce plans to design and make Joseph's coat of many colours. Pupils have a very good understanding of how to join material and identify staples, stitching and glue as methods to join the seams of Joseph's coat. They demonstrate the ability to use simple running stitches. All pupils are involved in making the large coat for Joseph that is used in assembly. Their designs show good attention to detail showing zips and collars. Year 2 pupils write clear instructions to make Joseph's coat. They know pieces of material must be joined together to make the coat. The work shows good progression as pupils in Year 1 create drawings to show the process of making the coat. They identify the materials to be used and use pictures and their own writing to explain the making process. They have a good understanding of the use of pattern and the need to have a back and a front of a coat.

77. By the end of Key Stage 2, pupils consider designing and making a product for a specific purpose. They identify types of biscuit for a specific purpose and consider the design and ingredients for their biscuits. Pupils design three different types of biscuits for their selected purpose. They write about why they are making the biscuits and for whom. They consider and evaluate their designs well identifying advantages and disadvantages. Evaluation is used well and pupils write about the positive aspects of their design identifying why their final design was chosen. However, work involving a range of materials, including resistance materials, is limited.

78. Teaching is good overall with excellent teaching at Key Stage 1 and satisfactory teaching in Years 5 and 6. No teaching was observed in Years 3 and 4. In Key Stage 1, excellent guidelines from the teacher ensure that pupils consider all aspects of their design including evaluation aspects. In Years 5 and 6, pupils receive clear guidelines about their work. The teacher explains the design process well and helps pupils identify the advantages and disadvantages of different biscuits. The teacher brainstorms ideas well and this contributes to pupils developing awareness of the commercial aspects of biscuit production. Pupils respond well to the questions asked and are well motivated by the work. A weakness in teaching in Year 5 and 6 is the lack of appropriate tasks for pupils of different ages and abilities. Pupils enjoy the design and evaluating process. During the inspection, opportunities for design were observed but making products comes later. Pupils are interested in the work and become more involved as the lesson progresses taking good care. Motivation to continue the work is high and pupils demonstrate a good attitude to their learning showing interest and enjoyment.

GEOGRAPHY

79. By the end of both key stages, pupils, including those with special educational needs, achieve standards typical for their age. They make good progress in learning about places, themes, features and environments. Standards have been maintained since the last inspection.

80. By the end of Key Stage 1, pupils observe and can talk about the main features of their locality. They recognise physical and human features and understand the purpose of the buildings such as the local post office, church and park. They know the local Memorial garden is an area designated to remember soldiers who gave their life in the war. They express views on the features they see in their local community and suggest ways to improve their environment such as improving the facilities in the local park. Pupils have a good awareness of modes of transport used by pupils attending the school.

They produce a class map of their school and local area using collage and their own line drawings to mark landscape features. Higher attaining pupils have a good understanding of climatic differences in countries around the world. They enjoy their lessons and show good levels of interest and motivation.

81. By the end of Key Stage 2, pupils have a satisfactory understanding of the importance of the River Nile to the economy of Egypt. Higher attaining pupils in Year 4 explain that buildings are placed away from the river to conserve the fertile river land for crops. Pupils have a good understanding of the significance of the flood and years of drought. They know that flooding brings fertile land, which is good for crops to grow. Pupils discuss the importance of location. They explain how the River Nile is used for tourists, to transport goods and enrich the country. They discuss their own views about environmental changes such as the advantages and disadvantages of using fertilisers and their contribution to damaging the environment. Higher attaining pupils have a good understanding of land use in the rain forests and they make good links with their learning in science. They explain that trees constantly cut down in the rain forests of Brazil are contributing to global warming. Pupils know that plants give out oxygen and take in carbon dioxide and this is the opposite of human beings. Pupils in Year 3 and 4 have a good awareness of temperature changes in different locations around the world.

82. Teaching and learning is good in Key Stage 1 and satisfactory in Years 5 and 6. No teaching was observed in Years 3 and 4. At Key Stage 1, the teacher uses open ended questions skilfully to guide pupils' observation of their local area and encourages pupils to suggest improvements. This method ensures that pupils develop awareness, appreciation and understanding of their local village. Challenging questions are used effectively with older pupils to guide observations of the video showing the River Nile. Appropriate use of the video as a resource enables pupils to learn about the effect of the River Nile on the economy of Egypt. Higher attaining pupils know and explain about irrigation. Pupils know and explain how the Nileometer measures the height of the flood and discuss its significance on the lives of the Egyptian people. They explain how the shadoof and the water wheel of the Sakia work. Pupils gain this knowledge and understanding because the teacher uses the video effectively and gives pupils a clear observation task. The pace of the lesson is good and pupils are interested and challenged by the work. Teachers use problem solving well to stimulate interest and develop awareness and knowledge. Pupils in Years 3 and 4 are invited to send a friend anywhere in the world identifying clearly the reason for their choice and the mode of transport to get there. Pupils write about the expected temperature and identify similarities with their own climate at home.

HISTORY

83. By the end of both key stages, pupils achieve standards that are typical for their age. Pupils make good progress in developing a sense of chronology and in the depth of their historical knowledge and understanding. During the inspection, lessons were observed in Key Stage 2 and discussions took place with pupils at Key Stage 1.

84. Since the last inspection, the progress pupils make in their learning and basic historical knowledge. Teaching has improved significantly in Years 3 and 4 and is now excellent. Standards have improved since the last inspection as a result of consistently good teaching and improved planning.

85. By the end of Key Stage 1, higher attaining pupils in Year 2 can sequence the events of Queen Boudicca's revolt accurately. They can identify accurately facts about the Romans and the Celts. They explain when information about historical characters is fiction and when sources of evidence are likely to be fact. Younger Key Stage 1 pupils identify old and new toys and explain why they are old and new. They write about the magnet being new because it is shiny and bright and the book is old because the pages are old and tatty.

86. By the end of Key Stage 2, pupils have some understanding of life in the Indus Valley and can talk about the use of animals. Pupils have a good understanding of the importance and significance of evidence. Pupils in Year 6 have a satisfactory understanding of main historical events and can place them in the correct chronological order from the Egyptians to the present day. Pupils have a good understanding of where the Vikings and Anglo-Saxons came from. They have a good understanding of life in Roman times. Pupils in Year 4 investigate two different texts communicating similar evidence. Pupils scrutinise these texts and identify and explain similarities and differences about the events of Queen Boudicca's revolt. Pupils have a good understanding of life in the time of the Celts and Romans and they compare and contrast it with life today. They know that the Celts painted their bodies blue and young children were taught to use weapons. Pupils develop good historical skills and awareness and knowledge about use of evidence and artefacts in Year 3 and 4. Pupils research information about Queen Boudicca, identifying whether the information is fact or fiction. Pupils know archaeologists do excavations to find artefacts. In the less effective lessons pupils do not have an opportunity to investigate artefacts and sources of evidence for themselves.

87. Teaching is good overall with excellent teaching in Years 3 and 4 and unsatisfactory teaching in Years 5 and 6. In the excellent lessons, the teacher challenges pupils to explain whether their information is likely to be fact or fiction. The teacher uses a description of Queen Boudicca and challenges pupils to decide whether the information about Queen Boudicca is fact or fiction. The teacher's enthusiastic and rigorous approach contributes to pupils' ability to explain factual information and real evidence. Pupils have an excellent attitude to their learning, which reflects the excellent teaching. In the excellent lessons, pupils use a good range of books to research their information about the Celts and the Romans. Pupils know a range of facts about the Romans for example the fact that they had central heating. The excellent teaching constantly reinforces pupils' knowledge and learning becomes fun and a challenge. Facts displayed on a display board are jumbled up by the teacher each day. Pupils enjoy sorting out the correct information for Romans and the correct information for Celts. This daily challenge is most effective in helping all pupils extend and consolidate their learning. In the unsatisfactory lessons, the lesson format contains a lot of questions and answers about animals but the main content of the lesson does not contain a strong emphasis on history. Pupils answer the questions politely but do not display interest or enthusiasm in the work. Pictures are used to inform pupils but opportunities for independent research are missing.

INFORMATION AND COMMUNICATION TECHNOLOGY

88. There has been some improvement since the previous inspection, mainly in the hardware and software resources available. However, standards by the end of Key Stage 2 remain below average. Pupils still have a limited experience of many of the necessary skills outlined in the information and communication technology curriculum. Pupils' learning at Key Stage 2 is unsatisfactory. Standards at Key Stage 1 are average, which again, is the same as the last inspection. The school has invested a great deal in linking computers in the school and in making sure that computers can access the Internet and email, but as yet the pupils are not receiving appropriate opportunities to use this. This is because of lack of staff expertise in overcoming technical problems and often faults linked to logging on go unattended. At present, the school is getting unsatisfactory value for money from the expenditure involved.

89. By the end of Key Stage 1, standards are average. Pupils in Years 1 and 2 understand that information can be presented in a variety of forms. They talk about and draw road signs. They make good progress in using the computer to enter text and to use software to reinforce reading and number skills. They use a drawing and painting package to design a very good version of Joseph's coat of many colours. They confidently draw the coat and select colours. They make shapes of different sizes and fill them with colour. They create a fantasyland, choosing the background and dragging and

dropping objects and animals, which they make bigger and smaller. They type the text into a speech bubble and then click to make the text speak. They use a digital camera to take a photograph, which they print and cut up to make a jigsaw. Higher attaining pupils in Year 2 make an intricate and detailed drawing of patterns and record their writing on the word processor. They have some experience of using the Internet to find out about other countries in geography and do use a programmable toy. However, they do not use the computer to interpret and present data: a skill which they do very well in mathematics.

90. Pupils in Years 3 and 4 have experience of using a PowerPoint programme to enter text and import pictures. They also make good progress in using drawing and painting software. They know how to manipulate text to achieve the size, font and style required. Pupils in Years 5 and 6 do have used a spreadsheet and can enter formulae. They have a good understanding of the purpose of a spreadsheet and work out multiple prices of packs of pokemon cards and farm prices for lamb. A good number of pupils have computers at home and show independent skills. However, they do not have sufficient opportunities to use these skills in the classroom. Insufficient time is available to them during the week. Pupils do have confidence to use the computers. Some can load a program and find their work, but this is a skill which is not common throughout Key Stage 2. Little evidence of pupils' work at Key Stage 2 was available at the time of the inspection. The school has database software but no evidence that this is being used. Information technology is insufficiently applied in other curriculum areas.

91. No direct teaching was observed during the inspection. The teacher and support assistants support pupils very well in Years 1 and 2 in planned activities. Teachers in other classes do plan some time for pupils to work on the computer, but this is insufficient and many pupils say that they do not use the computer enough. Others in Years 5 and 6 say they use it a lot, but further scrutiny shows that this is before or after curriculum time or when they have finished their work in other subjects. A modelling adventure is the favourite at these times. In many lessons the teachers have already loaded the software, without allowing the pupils to do this. Very often this software goes unused. There is an unsatisfactory use of time to allow pupils sufficiently challenging work to make the progress that they are capable of in all aspects of the subject. Pupils have good attitudes and work well individually or in pairs.

92. Subject co-ordination is unsatisfactory and shows an unsatisfactory knowledge of the requirements of the programmes of study. The school has adopted national guidelines as a draft scheme of work and has incorporated this into its long term planning for the subject. However, there is no clear plan of how the school intends to raise standards in the subject and how to ensure that pupils receive an appropriate amount of time each week to cover all the requirements. The school has two digital cameras, but the pupils rarely use these. It will use sensing software, which is identified in the planning. No monitoring of teaching and learning has taken place.

MUSIC

93. One lesson was observed during the inspection in Years 1 and 2. However, overall, there was insufficient evidence to make a judgement on the pupils' attainment, but standards are at least average in Key Stage 1. As in the last inspection, pupils know a range of songs and sing them enthusiastically, for example in assembly. They show very good recall of information about the composer of the month, such as Tchaikovsky and find out information about them for homework. The school has a recorder club, which operates for two terms in the year. Any pupil may attend and many do. At the last inspection, attainment was in line with national expectations at the end of Key Stage 1 and there was insufficient evidence to make a judgement on attainment at Key Stage 2.

94. Pupils in Years 1 and 2 join in singing well. They take part in action songs and make good attempts to join in with the rest of the school in assembly. They concentrate hard when they pass a tambourine round the class, as they have to pass it quietly. They follow a score to say their names with big voices and small voices and then loud and quiet voices. They clap loud and quiet claps to a score and then try to improve it. They make good progress in pitching their voices high and low, crouching on the floor singing 'er' low and then rising up to 'ooh' high. They use tambourines, clappers, bongos and scrapers to tap out the beat. They are totally involved and very well motivated.

95. Pupils in Years 2, 3 and 4 have composed musical pieces using different animal sounds from loud to quiet and high to low. They plot musical scores using a range of tuned and untuned instruments. They pay good attention to improving their performance. They take part in karaoke sessions involving all the pupils. This work is extended with older pupils who use the full range of instruments. Pupils in Years 5 and 6 listen to sound effects such as a steam train and then compose a short piece of music. They sing pop songs in groups which they record, perform and improve.

96. One excellent lesson was observed in Years 1 and 2. The teacher displayed an excellent knowledge of the subject and relationships were first class. The support assistant was as involved as the pupils reinforcing the lesson objectives and crouching and rising with them. The lesson was thoroughly enjoyable and very challenging. Very good progress in pupils' learning was observed during this lesson. One pupil was asked to evaluate the work and identified that pupils were clapping too much. When asked to re-evaluate it after some improvement, she said 'Don't think you need to improve it anymore'.

97. There is private tuition available for teaching pupils the clarinet, saxophone and flute. There is a good range of instruments and the school has ordered composing software. The school follows the nationally recommended scheme.

PHYSICAL EDUCATION

98. Overall standards of attainment at both key stages are typical for pupils of this age and pupils make good progress in their learning. Since the last inspection, standards in pupils' attainment have been maintained and the overall standards in teaching have improved.

99. During the inspection, swimming, dance and gymnastics were observed. No lessons were observed in games at either key stage. Scrutiny of planning indicates this area of learning does take place and discussion with pupils and teachers enabled judgements to be made.

100. By the end of Key Stage 1, pupils develop good spatial awareness and travel on feet, and hands and feet, in a variety of ways. Pupils demonstrate good body awareness as they travel into, out of, and around hoops using different ways and different body parts. Pupils combine actions well travelling on feet in zigzag pathways, balancing on a range of body parts and jumping from two feet to two feet. Pupils enjoy their lessons and work very hard; their effort reflects the teacher's enthusiasm and clear guidance to improve. Higher attaining pupils are transferring body weight confidently onto hands and are beginning to perform bunny jumps and cartwheels. The teacher uses problem-solving activities effectively and pupils make a shape balancing by themselves, with a partner and in a small group. Awareness of sensitivity to others is very well developed in young pupils who successfully travel under a partner's static shape. Pupils understand and explain the importance of exercise and the effect of exercise on the body because the teacher emphasises this so well during the lesson. Pupils work with enthusiasm during these sessions

101. By the end of Key Stage 2, pupils have developed confidence and competence in their ability to swim. At the time of the inspection, most pupils were already achieving the expected level and

others were on course to achieve it by the time they are eleven. Higher attaining pupils swim with a good front crawl arm and leg action and their ability to breathe using the correct action is developing well. Pupils know and demonstrate several different jumps for a feet first survival entry into the water. They know which jump will take them deeper into the water and explain the jump that will give them a shallow entry. Lower attaining pupils are confident in water and are making good progress to develop their front crawl arm action and leg kick. They know how to hold the float correctly and demonstrate push and glide towards the poolside. Pupils work with enthusiasm during their sessions. Although no games were observed during the inspection discussion with pupils indicates that they have a good understanding of the principles of attack and defence in games. Pupils explain how to regain possession of a ball in a competitive game situation, and how to maintain possession of the ball. Knowledge of gymnastics is limited in Years 5 and 6 but pupils explain clearly composition of dances they have performed. In dance, Years 3 and 4 pupils respond and improvise movements to the stimulus of the creation story from Australia. Pupils hold spiky and curled shapes well and they travel in an imaginative way in response to the story. Outdoor adventure activities and orienteering are experienced on residential camp craft trips.

102. Teaching throughout the school is very good. Subject knowledge and enthusiasm contribute to the good and often very good learning. Clear explanation and effective demonstration of how to turn the head to inhale and exhale in the water when swimming front crawl contribute to pupils' ability to master this technique. In dance, teachers use their own and others' demonstrations effectively to show the transition moving from a high position to a low position. The teacher uses pupil demonstration effectively and explains clearly why the demonstration is good. Individual pupils are given clear guidance to improve their own performance. Aspects of safety and responsibility are well emphasised. Teachers maintain very good pace and content which contributes to the good progress made in learning. Class control and discipline are good.

103. Extra-curricular clubs and activities extend the curriculum provision. Pupils experience a wide range of competitive games and activities including bowling at the local club and tennis coaching. The school regularly takes part in inter-school competitions and tournaments for netball, football, cricket, rugby and athletics. Resources for games are good but resources for gymnastics for Key Stage 1 and the early years are unsatisfactory. There is an insufficient range for younger children and the apparatus is old, too heavy and inappropriate for younger pupils.

RELIGIOUS EDUCATION

104. Standards of attainment are appropriate for pupils of this age at both key stages and pupils, including those with special educational needs, make satisfactory progress in their learning. Standards are similar to those found at the last inspection. The school uses the local Agreed Syllabus as a guide to the planning. Lessons were only observed at Key Stage 2 and for higher attaining Year 2 pupils. In assembly, pupils listen and reflect on stories from the bible and other world religions. They hear the story of the Good Samaritan and reflect on what they would do if they saw someone in trouble.

105. At Key Stage 1, pupils are making good progress in their understanding of Bible stories. Lessons on Joseph are very well applied to work in design and information technology. The pupils also enact the story in assembly showing good skills in drama. Higher attaining pupils in Year 2 and those in Years 3 and 4 visit the local church and have also visited a Methodist chapel. They find out about symbols used in the Christian church and know the significance of the word 'font'. They understand the meaning of a church to Christians and the importance of belonging to a group. They show an appropriate interest and reverence in being in a church. They notice other objects, such as the pulpit, in the church and ask questions. The pupils design their own Seder plate, which reflects their ideas of being happy and sad. Pupils have a general recall of other world faiths such as Sikhism, Buddhism, Hinduism and Judaism. Pupils in Year 5 and 6 have a good recall of facts about the Muslim traditions.

They know about the Five Pillars of Islam and the pilgrimage to Mecca or the Hajj. They write about someone they admire like a best friend, giving reasons such as kind, supportive and caring. They present their work appropriately and apply their writing skills well.

106. The quality of teaching and learning is satisfactory. The subject is appropriately planned and the range of skills is covered. Pupils display a good level of interest in the subject. Teachers use questioning well throughout the school. However, pupils in Years 5 and 6 are not encouraged to respond so that the full extent of their understanding is displayed. Resources are well used in the lower part of the school and a visitor brought in a precious Seder plate to show the pupils. However, there is unsatisfactory use of resources in the upper juniors and much of the work is from worksheets with various levels of text. Work is appropriately marked. Assessment procedures are linked to planning but this is not consistent. The co-ordinator has an appropriate knowledge of the subject, but has not received any time to monitor what is happening in other classes and does not monitor teachers' planning.