

INSPECTION REPORT

BRADLEY C of E PRIMARY SCHOOL

Bradley, Ashbourne

LEA area: Derbyshire

Unique reference number: 112802

Headteacher: Ms J Powell

Reporting inspector: Ian Knight
23031

Dates of inspection: 10th – 12th March 2003

Inspection number: 253815

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Yew Tree Lane Bradley Ashbourne Derbyshire
Postcode:	DE6 1PG
Telephone number:	(01335) 370292
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Appropriate authority:	The governing body
Name of chair of governors:	Stephen Waterhouse
Date of previous inspection:	12 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23031	Ian Knight	Registered inspector	Mathematics; Science; Design and technology; Information and communication technology; Equal opportunities	The school's results and pupils' achievements; How well are pupils taught? How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?
12674	Robert Collinson	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
30976	Kathryn Henry	Team inspector	The Foundation Stage; English; Art and design; Music; Religious education	
25203	Robert Cooke	Team inspector	Geography; History; Physical education; Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bradley C of E Primary school is a very small school serving the village of Bradley and the surrounding area near Ashbourne in Derbyshire. Only 38 pupils are on roll, with approximately even numbers of boys and girls. They are organised into two classes, one including reception children as well as pupils from Years 1 and 2, and the other for children of junior age. Four pupils are identified as having a special need, with one of these having a statement of special needs. The needs identified include emotional and behavioural difficulties and dyspraxia. The numbers are small, but the proportions are above average nationally. Almost all pupils are white European. One pupil speaks English as an additional language, but is not now at the early stages of acquisition. The proportion of pupils eligible for a free school meal is about average in the long term, although no pupils are eligible this year. The accommodation is very cramped, especially in the classroom used for younger pupils. Plans are well advanced to improve matters with a specially designed classroom that is due to be in use by the summer of 2003. With such small numbers of pupils, the overall attainment on entry varies considerably year on year: this year it was about average.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils achieve well because of good teaching and learning based on mutual respect. The needs of all pupils are taken into account by the staff, who know pupils well. In most subjects, standards are in line with expectations, but standards in music and art and design are particular strengths. Pupils behave very well and relationships are excellent. The school's topic approach to teaching enables good links between subjects to be made. The school is led and managed soundly. It has made satisfactory progress since its last inspection. When these judgements are considered in the light of the costs, the school provides good value for money.

What the school does well

- Standards in music and art and design are high.
- The school provides a caring and secure environment based on Christian values in which excellent relationships flourish.
- Teaching throughout the school is good, leading to good achievement by pupils.
- The school has an effective, strong, shared commitment to pupils' personal and social development.
- The topic-based curriculum makes effective links between subjects and enhances learning.

What could be improved

- The rigour of planning, so that the assessment of pupils' progress can be used to plan the next steps of learning more effectively.
- The strategic role of the governing body, in terms of the educational development of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998. Since then, standards have been maintained or improved in all subjects, and teaching is better. Pupils made satisfactory progress overall in 1998; progress now is good. Most of the key issues for action have been tackled satisfactorily: risk assessments have been carried out and followed up, improvements to the accommodation have been pursued, old resources have been disposed of and storage improved so that space is used more efficiently, a complaints policy is in place, the homework policy was reviewed, information to parents is much improved, and reading and writing are taught better. However, presentation of work is still too often unsatisfactory, and short- and medium-term planning does not always clearly show what pupils are expected to learn. Overall, the school has made satisfactory progress since its last inspection.

STANDARDS

The table below shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A*	B	A	B
mathematics	A	C	B	C
science	B	C	E	E

Key	
excellent	
A*	
well above average	A
above average	B
average	C
below average	D
well below average	E

A grade of A* means the school's performance was in the top five per cent of schools nationally. With year groups that are so small, inferences about trends year-on-year are not valid. The science results for 2002 are graded so low because every pupil gained the expected Level 4, but none gained the higher Level 5, although some were expected to do so. At the end of Year 2 in 2002, test results were well above average in reading and writing, and average in mathematics. Teachers' assessments in science showed that standards were well above average. Compared to similar schools, reading is well above average, writing above average and mathematics well below average. Science is still well above average. The school set realistic targets for its performance in the 2003 tests. Since then, the nature of the group has changed and, although good progress is being made, the targets are unlikely to be met.

Inspection evidence shows that this year, children in reception are on target to attain all the recommended early learning goals. They are making good progress and achieving well. In Year 2, standards are in line with expectations in English, mathematics, science, geography, history and physical education. Standards are above expectations in art and design, music, religious education, and information and communication technology. There was insufficient evidence available to form a view on standards in design and technology. When these pupils' progress is tracked, then it is clear that they, too, achieve well. In Year 6, standards in music and art and design are well above expectations. Standards in aspects of physical education and religious education are above expectations. Standards in all other subjects are in line with expectations. An analysis of pupils' progress and the challenge they see in lessons shows that they also achieve well in Years 3 to 6.

Pupils with special educational needs, or who have English as an additional language, are supported well in a supportive atmosphere and make good progress. Higher-attaining pupils often work with older pupils and have appropriately challenging work so that they, too, make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic about school and show good levels of interest and enjoyment in their activities.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school. They have a very good understanding of the impact of their actions on others.
Personal development and relationships	Very good. Relationships in the school, both between adults and pupils, and between pupils themselves, are excellent. Pupils are able to show very good levels of responsibility, but the accommodation restricts teaching styles, pupils' initiative and independence in learning.

Attendance	Good.
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TEACHING AND LEARNING

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

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

Teaching and learning in both English and mathematics are good. The basic skills of literacy and numeracy are taught well across the subjects, although untidy handwriting and presentation are sometimes allowed to pass without written comment. The best teaching engages pupils' imaginations and brings the subjects to life. As a result, pupils are keen to learn and work hard. The excellent relationships mean that the management of pupils is very good and no time is wasted. Lessons move with a brisk pace and pupils learn well. Support staff are used very effectively to support pupils with a special educational need so that they, too, learn well. The most able pupils are catered for effectively, by more challenging work or through working with older pupils in the same class. However, planning is sometimes based on the activities to be completed rather than the new knowledge and skills pupils will acquire. Pupils' own knowledge of their learning is satisfactory, rather than good, because they do not routinely reflect on what they have learned or whether they achieved the objectives for that lesson.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The topic structure enables good links between subjects to be forged. However, planning does not always directly relate to National Curriculum requirements.
Provision for pupils with special educational needs	Good provision leads to good progress, learning and achievement.
Provision for pupils with English as an additional language	Informal support for the one such pupil has been effective in ensuring his good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good provision for spiritual and cultural development; provision for moral and social development is very good. The school's very good personal, social and health education programme provides well in these areas.
How well the school cares for its pupils	Good. Procedures for ensuring pupils' welfare are good. The school promotes racial equality effectively. Assessment procedures in the core subjects of English and mathematics are effective and used well. In the other subjects they are less formal.

The school works well in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound. The staff work effectively as a team. The school's positive ethos is clearly reflected in classrooms. Co-ordination of the core subjects of English and mathematics is effective. In the other subjects it is more informal and low key.
How well the governors fulfil their responsibilities	Unsatisfactory. The governing body has worked very well in securing the new classroom within its own budget. However, it is not involved enough in the <i>educational</i> direction of the school, and is not challenging enough in its role as a critical friend.
The school's evaluation of its performance	Satisfactory overall. Good monitoring of pupils' work identified problems with presentation last year, and there has been rigorous monitoring of the teaching of English and mathematics. Test results are carefully analysed. However, presentation has yet to improve and the regular monitoring in the other subjects has yet to be embedded in the school's work.
The strategic use of resources	Good. Finances are carefully controlled and used effectively. Prudent management allowed the school to obtain its new classroom this summer.

The school is well staffed and adequately resourced. The accommodation is currently unsatisfactory. The room used by reception and Years 1 and 2 is far too small so that reception children cannot get the full range of experiences they should. Provision for physical education is unsatisfactory because there is not enough space for indoor activities. The school applies the principles of best value satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Teachers have high expectations so their children make good progress. • Homework is used well. 	<ul style="list-style-type: none"> • The quality of information about their children's progress. • The effectiveness of the school's partnership with parents. • The range of extra-curricular activities.

The inspection team agreed with parents' positive views. They found reports to be of a satisfactory standard and the partnership with parents overall to be sound. The range of extra-curricular activities, even taking the small size of the school into account, is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils throughout the school achieve well because of the good teaching they receive.
2. The school has very few pupils taking National Curriculum tests each year and so standards, as compared with national statistics, fluctuate widely. In the 2002 tests for pupils in Year 2, standards compared with all schools were well above average in reading and writing and average in mathematics. If the school is only compared to others with a similar intake, then standards in reading were well above average, writing was above average, but mathematics was well below average. The apparently poor showing in mathematics is because few pupils gained the higher Level 3, although high numbers gained the 'near-miss' Level 2A. There are no tests in the other core subject of science, but teachers' own assessments show that standards were well above average, both when compared to all schools nationally and when compared only to those with a similar intake.
3. The National Curriculum tests at the end of Year 6 in 2002 show that standards were well above average in English, above average in mathematics, but well below average in science. If the school is compared only to those with a similar intake, then standards were above average in English and average in mathematics, but well below average in science. The school explains that the anomalous science result came about because every pupil attained the expected Level 4, but no pupils attained the higher Level 5, although some were expected to do so. Inspection evidence found this view to be well founded.
4. The school set appropriate targets for its performance this year in the National Curriculum tests at the end of Year 6. However, the group of such pupils only numbered three at the time. Another pupil was admitted, and the targets are now unrealistically high in percentage terms. Nevertheless, the individuals concerned are making good progress towards meeting their own predicted levels of attainment.
5. Test results can tell only part of the story. They only refer to a few subjects and pupils in two year groups. Furthermore, they can give no clues about pupils' *achievement*, that is, how well they are doing compared with how well they might be expected to do in an average school. Inspection evidence can fill some of these gaps.
6. An analysis of assessments undertaken as children enter the school, supported by a scrutiny of children's early work, shows that this year children entered the reception class with broadly average attainment. This measure also varies widely with such small intakes, but is rarely below average. Children in reception receive good teaching in a cramped classroom alongside pupils in Years 1 and 2 who are following the National Curriculum. Plans are well advanced to improve this situation as the school is shortly due to take delivery of a larger classroom. Nevertheless, children receive appropriately planned experiences and are on target to attain the recommended early learning goals in all areas. Currently, no children are identified as having a special educational need in reception. The two areas that are most affected by the lack of space are those of personal, social and emotional development, and physical development. Children have few opportunities to be independent in their learning or to choose activities from a range on offer because space is too short. The school works in partnership with other small schools locally to share large play equipment. This enables children to practise pedalling, for example, but there is little provision for climbing, clambering or balancing. The levels of challenge seen in lessons and the progress that these children make show that they achieve well and are well prepared for the rigours of the National Curriculum in Year 1.
7. Pupils, including those with a special educational need, also achieve well throughout Years 1 and 2. They attain standards that are in line with the expectations of the National Curriculum in

English, mathematics, science, geography, history, and aspects of physical education. In the other subjects of the curriculum – art and design, music, religious education and information and communication technology – standards are above expectations. There was insufficient evidence available to form a view of standards in design and technology. A strength of the school's planning is that useful links are made between subjects, and this enhances pupils' understanding, and hence achievement.

8. In English, pupils listen attentively in lessons and report their news to others in the class. They take part in assemblies. Pupils are developing fluency in reading, showing an awareness of different genres. They can predict what might happen next in a text and comment on the characters, showing a good understanding of the story and plot. They write short reports and use a range of descriptive words. Worksheets are used extensively to develop writing skills, but the new skills do not consistently find their way into pupils' independent writing. In mathematics, pupils recognise shapes and understand symmetry well. They solve addition and subtraction problems mentally and on paper. In science, pupils understand the use of electricity in everyday life and know about the senses.
9. Further good teaching in Years 3 to 6 results in good achievement for these older pupils. In Year 6, standards are as expected in the core subjects of English, mathematics and science. Attainment in both music and art and design is well above expectations, reflecting the importance that the school attaches to these areas and the very good teaching. Standards in religious education and in aspects of physical education are above expectations. In all other subjects, standards are in line with expectations. At first glance, comparing standards in Year 6 with those in Year 2, it appears that progress in Years 3 to 6 has only been so-so. This is not the case, as such a comparison cannot be valid with such small year groups which vary considerably in terms of the levels of special need and pupils' capabilities. An analysis of pupils' work throughout Years 3 to 6 shows that all, including those with a special educational need, are challenged at the right level because the teachers know them all well. They all make good progress in their learning and it is this progress and challenge that confirms that achievement is good.
10. In English, pupils can discuss texts maturely, considering, for example, how emotions are conveyed and how similes are used. They plan and present assemblies and take the opportunity to articulate their thoughts in personal and social education. They are familiar with a number of poets and authors. Pupils can discuss the books they have read with reference to the style of writing and themes used. The writing of poetry is a particular strength in the juniors. Pupils choose words carefully for effect and write in a variety of poetic styles. However, there was limited evidence of extended writing. The most capable pupils can solve complex arithmetic problems and do simple algebra. Others can add three- and four-digit numbers, and are beginning to use the standard method of long multiplication. They can construct simple circuits and explain why some do not work. They know the functions of the skeleton.
11. A weakness throughout the school is the quality of handwriting and presentation. This was identified by the school through monitoring of completed work last year and was also mentioned in the previous inspection report. The school is working to improve this area.
12. There are four pupils identified as having special educational needs, two of whom have individual support, one for behavioural difficulties and one for physical, speech and learning difficulties. All of the pupils with a special educational need, while attaining standards that are below those normally expected for pupils of their age, make good progress and achieve well. For example, a pupil who displayed very anti-social behaviour on arrival is now fully integrated and is able to work successfully alongside others in the classroom. There is only one pupil with English as an additional language. From having a very limited knowledge of English on arrival a year ago, he is now able to communicate and work fully in English and achieves standards in line with those normally expected at his age. The school does not have a formal register of pupils who are gifted and talented. Nevertheless, the school's organisation makes it possible for pupils who are particularly able in one or more spheres to work with older pupils and receive more challenging work. The most able pupils in Year 6 also receive further work on an individual basis to ensure

they make the maximum progress of which they are capable.

13. A comparison with the last inspection report shows that standards have been maintained or improved upon in all areas. However, the variability inherent when year groups are so small means that a direct comparison of attainment has limited value; of more use is a comparison of the progress made. In all areas, pupils are making at least the same progress as previously reported, and greater progress in science, art and design, music and physical education. Consequently, the school has made sound improvement in academic standards since its last inspection.

Pupils' attitudes, values and personal development

14. Because of the good relationships between home and school, and because of the interesting work programmes provided for them, almost all the pupils arrive at school happy, confident and on time. They speak with pride about the work they do and the activities in which they have participated. They work hard in lessons and show interest and enthusiasm for what they are doing. There is good participation in extra-curricular activities and the pupils are proud of the school's achievements in football and other sports. The positive picture painted in the last inspection report has been maintained overall.
15. The behaviour of pupils throughout the school is very good. They move around the school in an orderly manner and are polite and respectful to each other and to adults, including teachers, lunchtime staff and visitors. Incidents of unacceptable behaviour and exclusions are very rare. The single fixed-term exclusion last year was of a formerly disruptive new arrival. After individual behavioural support, this pupil now behaves well most of the time. The teachers have high expectations of very good behaviour, to which the pupils respond very well. There were no incidents of oppressive behaviour, bullying or sexism during the inspection and conversations with pupils confirm that such behaviour would be unacceptable. Throughout the inspection, behaviour in classrooms and in the playground was very good.
16. The pupils show very good understanding of the impact of their actions on others and show care and concern for each other. In a physical education lesson, when one pupil in the infant class fell, the pupil's partner showed genuine concern. In a class assembly with pupils in Years 3 to 6, an older pupil supervised and helped younger pupils with their reading.
17. When pupils are contributing to a class discussion, the others listen well and show patience when, for example, pupils struggle with speech or reading. They are attentive to what others say and share very well in discussions in pairs and groups. As a result, the majority of pupils are confident when speaking in front of others and expressing their views. In a class assembly for Years 3 to 6, the rest of the class were asked to make positive and negative comments about the performance of the group who led the service. The teacher handled this sensitively and the pupils showed confidence, respect and constructiveness in sharing their views with each other.
18. The pupils throughout the school show a willingness to co-operate with their teachers in preparing for lessons, clearing up and setting out apparatus. The older pupils are given responsibility rotas for dealing with such things as getting the classroom ready for lunch. Older pupils have a clear regard for what needs to be done, and do it. Pupils are eager to take opportunities to plan and organise work for themselves, arrange their own apparatus and move around the classrooms, although such opportunities are presently limited by the lack of space in the accommodation. This situation should be improved when new building plans take effect.
19. Relationships between the pupils, and between pupils and adults, are exceptional. In all lessons seen, the pupils worked well together regardless of age or gender and were always supportive of each other. This was clearly evidenced in a physical education lesson for pupils in Years 3 to 6 when the pupils were asked to divide into two groups for netball and football. A 'reading buddy' system ensures that younger and older pupils work together for reading and a 'guardian angels' arrangement operates effectively in the playground where an older pupil is

responsible for caring for a younger partner, should the need arise.

20. The pupils with special educational needs similarly behave very well. They work well individually and in groups, and join in all activities. They are happy to come to school. Their personal development is helped by the support of their peers and their teachers. One pupil whose behaviour was extremely difficult and disruptive on arrival now participates fully in all activities and behaves well most of the time. The pupil with English as an additional language is fully integrated into the life of the school.
21. Attendance in the school is above the national average. Pupils arrive punctually, and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

22. Teaching throughout the school is good. This leads to good learning, and is the principal reason why pupils achieve well. This is a satisfactory improvement over the situation at the time of the last inspection when teaching was satisfactory overall.
23. During the inspection, 19 lessons were observed. The evidence from this small sample was considered in the light of the analysis of completed work to form the overall judgement of good teaching and learning. Of the lessons seen, teaching was excellent in one, very good in five and good in a further eleven. The teaching in two lessons was judged to be satisfactory, and no unsatisfactory teaching was seen.
24. Throughout the school, teachers demonstrate good knowledge and understanding of the subjects that they teach, and of the needs of young learners. The basic skills of English and mathematics are taught well, following the methods of the national strategies for literacy and numeracy. Although there is no specific scheme of work for speaking and listening, teachers provide many opportunities for pupils to discuss and present work across the subjects of the curriculum. Teachers plan effectively, but plans sometimes focus on the activities that pupils will complete rather than what the teacher hopes they will learn. This makes evaluation of the success of a lesson more difficult as the required yardstick is absent. Teachers rarely share the lesson's objectives with the class, so pupils' own knowledge of their learning is only satisfactory as they do not have opportunities to reflect on their learning and decide whether they understand new concepts or have mastered new skills. Teachers have high expectations of what pupils will accomplish; this is especially so in the junior class where pupils are routinely challenged beyond their comfort zone. As a result, pupils work hard, with good levels of interest and concentration. However, expectations of presentation and handwriting are less consistent, with some poor presentation passing without written comment. The school is addressing this through a new presentation policy, but it has not yet been effective in improving matters. Teachers employ good methods of teaching, but too much learning is directed by them because the small size of the classrooms makes independent learning through, for example, independent research, difficult to organise. The excellent relationships that exist in the school mean that the maintenance of discipline is invisible. As a result, lessons move at a brisk pace and pupils produce good amounts of work. Teachers make very good use of time. Lessons start and end on time, and move at a brisk pace. Classroom assistants make a very good contribution to pupils' learning through supporting those with a special educational need or by leading groups. For example, the reception children often have outdoor play led by a classroom assistant when their peers in Years 1 and 2 are doing more formal work. Teachers know their pupils' capabilities well, carrying out regular assessments at the end of topics. Day-to-day marking of pupils' work is not rigorous enough: written comments are largely celebratory, pupils are not told how to improve and short-term targets are not set or reviewed. Poor presentation is rarely remarked upon in written marking. Teachers make good use of homework.
25. Inspectors also make judgements, where there is sufficient evidence, on the quality of teaching in the various subjects. The teaching of all the areas of learning in the Foundation Stage is good, leading to the good learning seen there. In Years 1 and 2, teaching is good in English, mathematics, science, art and design, geography, history, information and communication

technology, music and religious education. Teaching is satisfactory in physical education. There was insufficient evidence available to form a view in design and technology. In Years 3 to 6, teaching is good in English, mathematics, science, information and communication technology and religious education, and very good in art and design, music and physical education. There was insufficient evidence available to form a view in design and technology, history or geography.

26. The pupils with special educational needs receive a good level of support from learning assistants and from the class teachers, who know their pupils well. Appropriate individual education plans are in place. These have appropriate targets for development that are reviewed and updated on a termly basis. The pupils are aware of, and consulted about, their own targets. This is good practice and is effective in helping the pupils to achieve well. The school has adapted structured support programmes to help some pupils with special educational needs. The pupil with English as an additional language has been helped by being fully integrated into all activities and by encouragement and daily support from his class teachers and peers.
27. In the best teaching, the teacher's own very good knowledge comes to the fore. This was seen in an excellent art and design lesson for the juniors. In this lesson, the teacher gave excellent feedback to pupils on their progress previously and led a very good discussion about the work of Kandinsky. She encouraged the pupils to really think about their personal response to abstract art, thus allowing them to make a reflective, spiritual response to the work before them. Pupils studied a number of techniques, and this was very well organised. As a result, no time was lost and pupils made very good progress in their skills and knowledge. In a very good English lesson for pupils in Years 3 and 4, pupils' interest and concentration were maintained through the brisk pace and enthusiastic manner of the teacher. She had a good rapport with pupils, enabling a brisk and effective question-and-answer session to take place. Pupils made sensible, mature contributions to the ensuing discussion about their writing of a leaflet advising against the carrying of heavy bags. Pupils remained interested and on task because the teacher brought the subject matter to life. She ensured that they all contributed and that their contributions were valued. In a good mathematics lesson for pupils in reception and Years 1 and 2, the vocabulary of the subject was emphasised well: 'Does the line [of numbered tiles] reach the front door? Estimate how many more numbers you'd need to get there'. All pupils had challenging work to complete about place value, accurately judged by their ages. The final whole-class session was well organised: reception children and pupils in Years 1 and 2 all had their learning reinforced at their own level.
28. When teaching, whilst satisfactory, lacks the same sparkle, this is because planning is less effective. This happened in a physical education lesson for pupils in reception and Years 1 and 2. The planning concentrated on activities rather than the expected skills to be learned and practised. Although pupils 'warmed up' effectively, they were not active enough during the lesson – in the final, very enjoyable, chasing activity, only two pupils were active at a time.

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

29. The school provides a sound curriculum for its pupils. It is broad, balanced and relevant to their needs. Statutory requirements are met except in aspects of physical education because of the limitations of the accommodation.
30. Children in reception follow a curriculum based on the recommended early learning goals. This is largely appropriate, but the room they share with Years 1 and 2 is very small and some areas of learning are underdeveloped. They do not have routine access outdoors, so that opportunities for physical development, water and sand play are restricted. Children do not have regular opportunities for climbing, clambering and balancing. In addition, they have little opportunity to combine more formal activities led by an adult with activities they themselves instigate. This is because the room is too small to have a variety of such activities available. This is similar to the situation reported at the last inspection. The school has worked very hard to bring about

improvements, for example, by sharing large play equipment with other small schools, thus improving the range available over time and alleviating storage problems. Plans are well advanced for a specially designed classroom to be installed before the end of the academic year which will remove most of the problems associated with lack of space. The cramped conditions also mean that the children receive a more formal diet than would be desired. Nevertheless, the teachers and classroom assistant do their best to minimise the problems with space. This has been effective, as is evident from the fact that children are on course to attain the early learning goals.

31. The school is a small community and, as such, it is able to meet the needs of its pupils well. For example, the necessity of teaching all of the juniors in a single class, whilst challenging in itself, offers opportunities for pupils to work with older or younger children if required. Planning in Years 1 to 6 is based on the national strategies for literacy and numeracy, the National Curriculum, the agreed syllabus for religious education and a rolling programme of cross-curricular topics that are based largely on history, geography and science. The use of topic work encourages work that embraces several subjects at once. For example, during the inspection, poetry written by junior pupils about winter was displayed alongside pictures made from fabric on the same theme. However, planning, especially in the mixed reception, Year 1 and Year 2 class, tends to relate to the activities that pupils will complete rather than what they will learn as a result of doing them. As a result, teachers do not consistently tell pupils what they hope they will learn, and to what standard, which means that pupils are unable to identify for themselves how well they are learning. Older pupils, however, do have targets for learning in their exercise books relating to English and mathematics. Provision for physical education is unsatisfactory because the school lacks enough facilities. The school uses facilities at a local secondary school to improve matters. Even so, the standards observed were good in the areas seen. The school has been successful in a number of competitions.
32. Teaching mixed-age classes is a challenge to which the school has risen. The headteacher shares in the teaching of English and mathematics in the juniors so that these are taught to smaller groups comprising only two year groups. The use of a classroom assistant ensures that pupils in reception or Years 1 and 2 similarly receive an appropriate diet. The school uses the national strategies for literacy and numeracy effectively, so that these subjects are taught well. The pupils with special educational needs and with English as an additional language participate fully in all activities, including extra-curricular activities and residential and other educational visits. Work is set at appropriate levels in the majority of lessons. Where extra individual support is given, the accommodation ensures that the pupils remain in the classroom environment. This ensures that there is constant contact and as much integration as possible with what the rest of the class is doing.
33. The school provides a good range of extra-curricular activities, especially when the small size is taken into account, although the majority of activities are for Years 2 to 6. Some parents felt that the range was not sufficient, but this is not the case. The curriculum is enhanced by visits and visitors and specialist weeks – just prior to the inspection the school had participated in science week, for example. The range of activities includes sporting, artistic, scientific and musical activities. Almost all pupils attend at least one club.
34. The school takes its provision for personal, social and health education very seriously. A very good programme, including sex and drugs education, is on offer to pupils, enabling them to explore and discuss issues sensitively in lessons such as 'circle time', in which pupils are able to discuss issues openly with the class. Pupils respond very well to this and parents agree that the school is helping their children become more mature and responsible. Other provision includes the school council and 'guardian angels', in which junior pupils take turns to watch out for lonely pupils at breaktimes and lunchtimes.
35. The provision for pupils' spiritual, moral, social and cultural development is good overall. It was highlighted as a strength at the last inspection. This has been built on, and provision for social and moral development is now very good.

36. Provision for pupils' spiritual development is good. Opportunities for reflection are provided in many areas of the curriculum. In religious education lessons, pupils are asked to think about the beliefs of other cultures. In English, they are encouraged to reflect on the mood and impact of poetry, and in art to consider their responses to the work of famous artists. A display of vibrant paintings in the junior classroom poses the question, 'How do these paintings make you feel?'. The wide range of responses is indicative of pupils' ability to identify their own emotions and recognise that these may be different to those of other people. Pupils are actively encouraged to listen to the views of one another. Well-planned assemblies make a significant contribution to pupils' spiritual development. They are a time when pupils think about events and experiences outside school that add another dimension to their lives. For example, in one whole-school assembly pupils were asked to consider the importance of forgiveness and forgiving and the impact of saying sorry.
37. Provision for pupils' moral development is very good. There is an atmosphere of mutual respect amongst pupils and staff. Pupils' achievements are celebrated and their ideas valued. Staff are sensitive in their management of pupils, particularly in 'circle time', when an atmosphere of trust is important. The school's open and secure environment encourages pupils to express their views appropriately. There is a whole-school agreement in place, which was drawn up by the pupils. It reflects their clear understanding of the difference between right and wrong. There is an obvious respect for property. Classrooms are kept tidy and show that pupils take care of, and have pride in, their learning environment.
38. The school is highly committed to the pupils' social development. It is successfully promoted in many aspects of school life. The planned curriculum for personal and social development is a very important element in this provision. Pupils take care of each other. The 'guardian angel' scheme supports pupils who may sometimes feel lonely or unhappy in the playground. The school council, made up of elected members from each year group, meets regularly to discuss issues raised by the pupils. One pupil chairs the meeting and another takes the minutes. Although it has only been in place for two years it has already been very successful: it is responsible for the creation of a quiet area in the playground, and for the sale of healthy snacks at morning break. Pupils undertake various responsibilities, including preparing and presenting assemblies. They are given many opportunities to work together in small groups, in pairs and in teams. There is a high level of mutual support.
39. The provision for pupils' cultural development is good. Pupils explore their own culture through the use of the local community for topic work, focusing on Bradley. Their wider cultural awareness is developed through music, art, English and history. They regularly attend performances at Buxton Opera House to see plays, musicals and dance productions. Each July they participate in the Ashbourne arts festival. There are regular visitors to the school, most recently an author and a Jamaican potter. A visit to a Hindu temple, the celebration of Chinese New Year and a recent performance by the pupils entitled 'Around the World in Eighty Minutes', have all made a significant contribution to pupils' cultural development. Each year, the junior class go on a residential visit. They go to a new location each time and explore new places and ideas. The only area in need of further development is the preparation of pupils for life in a multicultural society.
40. The community makes a sound contribution to pupils' learning, and relationships with other institutions are good. The school values its membership of a local network of schools, including a Beacon school, that allows members to share good practice and ideas. As noted, the school uses facilities at a local secondary school to improve provision for physical education. The school maintains close links with the church.
41. At the last inspection, a number of criticisms were levelled at the curriculum. The topic planning did not ensure progression in the juniors, and planning for English did not present pupils with progressively more difficult work as they moved through the school. The school was obliged to address a key issue that required planning to be reviewed and monitored in English, mathematics and science to ensure that it contained clear objectives for learning linked to progressive schemes of work. The school has adopted progressive schemes of work since then and monitors teaching and pupils' work. However, as noted above, planning still does not

always clearly show what pupils are expected to learn as yet. The school has made satisfactory progress on this key issue.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school makes good provision for the personal support, welfare and guidance of pupils. Care and concern for pupils are apparent in all aspects of the daily life of the school. Teachers know their pupils well and are able to provide a level of support and guidance that contributes well to pupils' wellbeing. Positive reinforcement and praise of pupils' academic and personal achievements are good features of the school. Teachers show genuine kindness and concern for their pupils. Monitoring of pupils' personal development takes place on a largely informal basis by class teachers and is good overall. These judgements indicate satisfactory improvement since the last inspection.
43. The school has well-developed measures to promote good attendance, including close monitoring of attendance figures and thorough follow-up of all unexplained absences. There is very good promotion of behaviour and discipline in school, with a positive approach through praise and example and the use of a system of rewards and sanctions that is well known and understood by all pupils.
44. Procedures for child protection and for ensuring pupils' welfare are good. There is a clearly written health and safety policy which is kept up to date. Pupils' use of the Internet is closely monitored. Fire drills are carried out at least termly. The headteacher is primarily responsible for health and safety matters and is assisted by a member of the governing body, who carries out regular safety inspections with the headteacher. Sound steps are taken to promote an understanding of racial equality. Several members of staff have received first aid training and well stocked first aid boxes are maintained.
45. There is a clearly defined child protection policy and the headteacher effectively carries out the duties and responsibilities of child protection co-ordinator. The headteacher has received training in child protection and related issues and ensures that the relevant procedures are known to and understood by teaching and non-teaching staff.
46. The teachers are keen to ensure that all pupils with special educational needs and English as an additional language take part in classroom discussions and all other aspects of learning. The school has a very caring ethos in which all pupils are listened to and valued. The pupil with English as an additional language has contributed some foreign words and phrases that are used in the classroom. This has helped the pupil's self-esteem and personal development. Appropriate and regular support is given by visiting specialist staff such as speech and language and occupational therapists.
47. The school is successful in promoting the health, safety, care and protection of its pupils.
48. Assessment procedures in the core subjects of English and mathematics are well advanced and teachers know how well their pupils are doing. Assessments in music and art and design are also of high quality. In the other subjects, procedures are much more informal, assessments taking place when topics are completed. The tests used in English and mathematics allow teachers to make and refine predictions as to pupils' future performance and analyse whether pupils have made enough progress. The information gained is also used effectively in setting individual targets for older pupils. However, planning in some subjects is still based around the completion of activities rather than the learning that takes place as a result. This makes the use of assessment in future planning more problematic in these subjects, as it is not always clear who can do what and to what level. Consequently, although procedures overall are good in terms of providing data, the use of that data is only satisfactory at present.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. In the previous inspection, a key issue for the school was to ensure that the partnership with parents better supported pupils' learning by reviewing the homework policy and providing parents with better information about the curriculum and about pupils' attainment and progress. As a result, the homework policy has been reviewed and a new form of homework notebook has been introduced. Annual reports have been revised to include more information about attainment and progress and newsletters now include information about the curriculum. The school has made good progress in addressing this key issue.
50. Good information is provided to parents about the school and pupils' work and progress. The information is given through regular newsletters, annual reports and parents' meetings twice a year. Parents are also welcomed in school at any time to discuss their children's progress informally.
51. A substantial majority of the parents who responded to the questionnaire sent out prior to the inspection either strongly agreed or tended to agree with most of the positive statements about the school contained in the questionnaire. They were particularly pleased that their children enjoy school, that teachers have high expectations of their children and that homework is used effectively. Inspection findings support these positive views. A small minority of parents felt that they did not have enough information about their children's progress and that the school's partnership with parents could be improved. They also felt the range of extra-curricular activities was insufficient. The inspection team found that reports are of a satisfactory standard and the school's partnership with parents is satisfactory. The range of extra-curricular activities is good.
52. Parental involvement with their children's work at home mainly takes the form of helping with reading, spelling, mathematics and topic work. Parents are encouraged to share books with their children at home and to communicate with the class teacher via the reading diary. This provides a valuable additional form of communication between parents and the school.
53. Several parents are involved in helping in the classroom in a variety of ways, particularly with reading and practical activities. This help provides a useful contribution to the work of the school. Parents are actively encouraged to help in this way, but response is limited because of work commitments. Parents also accompany pupils on educational visits.
54. The school has an active Parents' Association which is successful in organising a range of social events and providing valuable additional resources through fund raising. In a typical year, approximately £2,500 is raised by the association. This has been used to provide a range of improvements to the school, including the construction of a mezzanine level and an extension to the infant classroom.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The headteacher provides sound leadership and management in charge of a small team of dedicated teachers and other staff. The whole staff work together effectively as a team. The school's work is soundly monitored in order for improvements to take place. The governing body ensures that good use is made of resources and has worked well to secure the forthcoming improvements in the school's accommodation; however, it is not as effective in holding the school to account or in educational strategic planning. The principles of best value are applied satisfactorily, both in terms of the school's purchases and in terms of the school's role as a provider of education. The school is well staffed and adequately resourced, but the accommodation remains unsatisfactory pending the installation of the new classroom. The quality of leadership and management has been maintained since the last inspection.
56. The staff work closely as a team. The parents at the pre-inspection meeting warmly applauded the values evident within the school, although they were unsure if the school had a formal 'mission statement'. The school's aims are, indeed, difficult to track down, with two slightly differing versions appearing in the prospectus, and a much fuller set appearing in the school's monitoring file. Nevertheless, the inspection team agree that the aims are clear in the school's day-to-day work: expectations and challenge are high and the school is a very harmonious

community with excellent relationships. Consequently, although the explicit aims are difficult to track down, they are well understood by staff and pupils and provide a focus for the school. The staff team is small and so all teachers hold multiple responsibilities for subjects. The co-ordination of the core subjects of English, mathematics and science is effective; for the other subjects it is much more informal. Teaching and pupils' work have been checked by co-ordinators and external advisers in English and mathematics; science is next on the agenda. No formal monitoring of the foundation subjects has taken place yet, although there is informal discussion about provision and teaching methods within the staff, which enables co-ordinators to know what is going on in their subject. The co-ordinator for special educational needs is aware of the requirements of all the pupils with special educational needs and of the pupil with English as an additional language. She liaises well with other teaching staff and support staff so that information about pupils is exchanged informally daily. There are suitable arrangements for meeting with parents and visiting support staff. Good records are maintained for all the pupils with special educational needs and there are appropriate plans for future development.

57. The governors are a supportive group, with the best interests of the school at heart. They fulfil their statutory duties satisfactorily and have a sound understanding of the school's strengths and weaknesses. They have taken a major role in the forthcoming improvement to the accommodation, which will see many of the shortcomings of the current, very cramped, room shared by reception and Years 1 and 2 overcome. This has been highly effective and has involved long-term financial decisions to secure the necessary funds. However, governors have little role in the construction of the school improvement plan and it rarely appears as an agenda item at meetings. They depend too much on the headteacher for information, accepting her explanations about, for example, standards at face value, rather than challenging the school as a critical friend. Therefore, the governors' role in shaping the educational direction of the school is unsatisfactory. The school improvement plan contains highly appropriate priorities for improvement, although some obvious ones are omitted. For example, there is no target that seeks to ensure that all pupils capable of attaining Level 5 in the Year 6 National Curriculum science tests actually do so, despite no pupils attaining it in 2002. It is planned in detail for the current year, and in outline for three years: this is good practice. However, the success of too many of its targets is not easily measurable, so that it is unclear whether it has been successful or not. Nevertheless, good progress has been made on the targets contained in the plan and the quality of teamwork is such that there is a good capacity for further improvement as all staff are committed to doing the best job possible.
58. The school has an appropriate policy for performance management. The school is well staffed, allowing for the teaching of the junior class as two smaller classes for English and mathematics: this is good use of the available staffing. Classroom assistants are sufficient in number and deployed effectively, especially when supporting pupils with special needs. The school has removed much of the clutter that was criticised at the last inspection. Resources are adequate overall for the teaching of the National Curriculum and religious education, with music and art and design being particularly well resourced. However, resources are unsatisfactory for physical education, as there is little provision for gymnastics, and for the Foundation Stage, as there is not enough large play equipment.
59. The school's finances are well monitored and controlled. Spending is closely linked to priorities identified in the school improvement plan. The governors receive regular financial updates from the headteacher and are active in evaluating the impact of spending on pupils' learning and attainment. The headteacher and governors are careful to ensure that best value is obtained when making purchases and awarding contracts. There are systematic procedures in place for the ordering, receipt and payment for goods and services. Procedures for dealing with cash are safe and effective. Specific grant funding is appropriately allocated. The school is making good use of new technology including computers, for example, by using a financial database, word processing reports and using standardised planning formats.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to improve the school further, the governors, headteacher and staff should:

- i. ensure that all planning includes clear objectives for learning that relate directly to the programmes of study in the National Curriculum and the agreed syllabus for religious education. Share and review the short-term objectives consistently with pupils so they have a deeper understanding of their own learning. Use the objectives as a yardstick against which to measure pupils' performance in all subjects and to assist in future planning; and

(Paragraphs 24, 28, 31, 41, 48, 81, 88, 102, 122)

- ii. ensure that the governing body is fully involved in the educational development of the school. Ensure it is involved in the prioritisation, construction and monitoring of the school improvement plan and that its role as a critical friend to the school is strengthened.

(Paragraphs 55, 57)

In addition, the school may wish to include these more minor points in its action plan:

- improve the quality of marking of pupils' work;

(Paragraphs 24, 81, 101)

- improve pupils' presentation of their work; and

(Paragraphs 11, 24, 73, 96, 97)

- extend opportunities for pupils to engage in independent work.

(Paragraphs 18, 24, 87, 99)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	5	11	2	0	0	0
Percentage	5	26	58	11	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	38
Number of full-time pupils known to be eligible for free school meals	N/A	0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	4

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.5

Unauthorised absence

	%
School data	0.1
National comparative data	0.4

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	34	1	0
White – Irish	2	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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
Number of pupils per qualified teacher	13
Average class size	19

Education support staff:**YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	20

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	157,032
Total expenditure	152,108
Expenditure per pupil	3,803
Balance brought forward from previous year	5,224
Balance carried forward to next year	10,148

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	38
Number of questionnaires returned	17

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	59	0	0	0
My child is making good progress in school.	59	35	0	0	6
Behaviour in the school is good.	35	53	6	0	6
My child gets the right amount of work to do at home.	12	88	0	0	0
The teaching is good.	53	41	0	0	6
I am kept well informed about how my child is getting on.	24	53	18	0	6
I would feel comfortable about approaching the school with questions or a problem.	65	12	18	0	6
The school expects my child to work hard and achieve his or her best.	35	59	0	0	6
The school works closely with parents.	24	59	12	0	6
The school is well led and managed.	35	53	6	0	6
The school is helping my child become mature and responsible.	53	41	6	0	6
The school provides an interesting range of activities outside lessons.	24	65	12	0	0

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

61. The provision for children in the Foundation Stage is satisfactory overall. Since the last inspection, every effort has been made to address the issue of providing an appropriate curriculum in a very small space. Whilst there are still limitations to the provision for physical and creative development, children do now have an appropriate range of experiences to ensure that they meet the early learning goals in these areas. The school is about to take delivery of a new classroom that has been appropriately modified to meet the needs of young children. At the time of the inspection, five children were in the Foundation Stage of learning.
62. Children usually enter school with average levels of attainment, and by the end of the reception year they have made good progress to achieve the early learning goals and, in some cases, to exceed them. Teachers have a good understanding of the particular needs of the reception children. In lessons, learning experiences are planned carefully to ensure that children receive an appropriate curriculum within a mixed-age class. Teaching is very well supported by a classroom assistant. She leads the group effectively and encourages them to develop good communication skills.

Personal, social and emotional development

63. The school is very committed to the development of this area of the curriculum. High priority is given to developing children's relationships with adults and with each other. This is successful as the quality of teaching is good and the majority of children are on target to attain the early learning goals. A scrutiny of children's work shows that time has usefully been spent considering the importance of friendships and what makes a good friend. The children understand what is expected of them in different contexts and adapt their behaviour accordingly. This was evident during assembly time, lunchtime and in different learning situations in the classroom. They have many opportunities to work in small groups, with a high level of interaction with adults and with one another. However, the present lack of space means that children do not have enough opportunities to make their own choices about what they are going to do and how they are going to do it.

Communication, language and literacy

64. Most children speak clearly and are able to express themselves well. Following good teaching, they are on course to attain these early learning goals. Children benefit from being a small group within the infant classroom as they constantly hear the more developed language of the older children and benefit from the more intensive support that two adults are able to give to a small class. They listen carefully and are able to follow the teacher's instructions. In whole-class discussion times, they are developing the confidence to answer questions. They do not, however, have enough opportunities to talk at length about the activities they are involved in because the size of the room means that they would disturb older pupils. The children can recognise their own name and the letter sound it begins with. They can identify many of the initial letter sounds and use this knowledge in their reading. Children take books home regularly, and parents are encouraged to write comments in the reading record book. The children have good experience of early writing skills. In the role play area, they answer the telephone at the 'photographer's studio', 'write down' messages and make appointments in the diary. Most of them are beginning to form recognisable letters and, with support, make attempts to write a short sentence.

Mathematical development

65. Teachers provide a wide range of mathematical experiences to develop children's understanding. This good teaching means that most children should attain the early learning goals. Teachers

organise activities within the classroom so that children have appropriate practical experiences to develop their skills of number recognition and counting. They understand the concept of 'one more' and 'one less' than a given number up to ten, and they can find the 'next door' numbers up to ten. Most of the children count confidently to twenty and are developing a secure understanding of 'more than' and 'less than'.

Knowledge and understanding of the world

66. Children's knowledge and understanding of the world is developed well. Good teaching means that most children will attain these early learning goals. In their topic 'All about me', children sought the help of their grandparents to fill in a 'Now and Then' sheet. They made comparisons between school today and school in their grandparents' day. The 'photography studio' in the role play area has been used well to further develop children's understanding of past and present events. For example, they dressed up as different generations of the same family going to have their photograph taken. Many opportunities are created for children to find out about and to respect their own culture and beliefs and those of others. There are regular visitors to the school, including some from other cultural backgrounds. Two or three times a year there are special lunches, which focus on food from different countries. In a lesson about baptism, the children were fully involved in the whole-class demonstration of how a baptism service is conducted. Following this, they organised a christening party for the 'guests' and wrapped presents for the 'baby'. They show a developing understanding of the importance of celebrations in people's lives. The limited space makes it difficult for the children to have easy access to a range of construction toys and materials with which they can develop their designing and making skills. To counter this, the teachers change the selection of toys and materials available on a regular basis.

Physical development

67. Teaching in this area is good and children are on course to attain the early learning goals, despite the present limitations of the accommodation. The children hold pencils correctly and have plenty of opportunities to cut, stick, colour and draw in order to develop their fine motor skills. Since the last inspection, the school has increased the number of outdoor play sessions. The children now have some access to large play equipment and wheeled vehicles, which are shared with other small schools in the area. The actual range of large toys in use varies over time. For example, in an outdoor physical education lesson, the children showed increasing control when bouncing a ball and when riding pedal tractors.

Creative development

68. There are only limited opportunities for the children to express themselves through art. The constraints of the classroom make it impossible to have an art area set up permanently. However, the children have experience of a wide range of techniques and different media in more structured lessons with the pupils in Years 1 and 2 and teaching is good. As a result, they are on target to attain the early learning goals. They enjoy singing, and join in enthusiastically with the whole class. They are beginning to recognise that sounds can be changed and that different instruments produce different sounds. The greatest resource in the classroom for children's creative development is the role play area, where they can imagine themselves in other contexts and as different people.

ENGLISH

69. Pupils throughout the school achieve well because of good teaching. In the 2002 National Curriculum tests for pupils in Year 2, results were well above average in both reading and writing, and well above average for reading when compared with similar schools. Writing was above national expectations when compared with similar schools. A closer scrutiny of the Year 2 results shows that a high percentage of pupils achieved the higher Level 3. The results of the 2002 National Curriculum tests for pupils in Year 6 reflect the same high attainment. Standards were well above average when compared with all schools, and above average when compared

with similar schools. An analysis of results over the last four years shows that the standards achieved fluctuate. This is a pattern that is likely to continue because of the differing abilities within very small year groups. The school tracks individual pupils' learning to ensure that each pupil makes the right progress in relation to their capabilities. Provision in English has improved satisfactorily since the last inspection.

70. Standards attained in speaking and listening are broadly in line with national expectations in both Year 2 and Year 6. Pupils listen attentively in all lessons. In the infant classroom, each pupil reports his or her news to another pupil who, in turn, presents it to the rest of the class. Pupils in Year 6 can discuss texts using a wide range of vocabulary. For example, a group of pupils in Years 5 and 6 discussed an excerpt from William Wordsworth's poem, 'Prelude'. They could discuss the emotions conveyed in this particular piece, and identify the simile which was critical in creating the mood.
71. The school endeavours to develop pupils' skills of speaking and listening in all areas of the curriculum. Pupils often plan and present assemblies and other pupils are invited to make evaluative comments at the end. There are opportunities to bring in special items to some assemblies. Pupils can explain, in an articulate way, their reasons for bringing in these items. The high emphasis placed on drama and role play contributes to the satisfactory development of speaking and listening skills. These areas are successfully integrated into aspects of religious education, art and design, and history. The high profile of personal and social education in the school has given pupils the confidence to frame questions and articulate their thoughts and ideas in the forum of circle time.
72. Inspection findings show that attainment is in line with national expectations in reading except for Year 3, where pupils achieve standards above those expected for their age. There are one or two very capable readers in most year groups. Pupils in Year 2 are encouraged to read from a range of fiction and non-fiction books at a level appropriate to their understanding. They are developing fluency, confidence and an awareness of the key features of different genres. In a 'Big Book' session, pupils followed the main theme of the story, 'Why Snake has No Legs' and were able to make reasoned predictions about what might happen next. They commented on the actions of the main characters, and the speed of their responses to questions demonstrated their good understanding of different elements of the text. Pupils in Year 6 are familiar with a number of poets and authors. They are able to read blank verse, showing an awareness of the pulse and rhythm. They can discuss the books they choose, commenting on the writing style and key themes. Pupils use the library well. They are encouraged to undertake some independent research to present at the assemblies devised and led by pupils themselves. The school also has a 'reading buddies' scheme, which arose out of the need to develop boys' literacy skills. Pupils from the junior class pair up with pupils from the infant class and they read books together. This has successfully given all pupils a more positive approach to reading. Personal reading records and detailed book reviews that are presented to the class every half term reflect the school's commitment to promoting a love of books and the effective monitoring of pupils' reading. This is an area that has been successfully addressed since the last inspection.
73. In writing, pupils in Year 2 attain satisfactorily. A careful scrutiny of their work shows they are able to write short reports, follow the structure of a given story, and use a range of descriptive vocabulary to explore different styles of poetry. Worksheets from a newly purchased scheme are used quite extensively, but it is not always evident that the new areas of learning are used in pupils' independent writing. A scrutiny of the work completed by the very small group of pupils in Year 6 shows that they are able to write using a range of styles, including letters, descriptive pieces, poetry and evaluative accounts. There was, however, limited evidence of extended writing. Although higher-attaining pupils throughout the junior classes produce interesting pieces using a variety of sentence structures and adventurous language, inspection evidence shows that other pupils need more support and clearer targets in order to make greater progress in this area. Poetry is an area of particular strength in the junior class. Pupils choose words well to express emotions and write in a wide variety of poetic styles. Each pupil has a dedicated poetry book, which shows the development of their skills and understanding over time.

Each week, a 'Writer of the Week' award is presented to one pupil from each of the two classes in recognition of the effort they have made to improve their work. However, the handwriting skills of some pupils are poorly developed. Handwriting often lacks fluency and is not always joined correctly. The presentation of work shows considerable variation within the small year groups and between them.

74. The behaviour in lessons is very good. Pupils listen well and enjoy their work. They have very positive relationships with teachers that make a significant contribution to the good levels of achievement. Opportunities to work collaboratively are used well particularly when working on the computer.
75. The quality of teaching is good. It has improved since the last inspection. Teachers' subject knowledge is secure and they have high expectations of pupils. The division of the junior class into two groups for literacy ensures that there is a high level of interaction between each pupil and their teacher. Teachers use support staff well to enable the needs of all pupils to be met, including those identified as having special educational needs. Teaching in the infant class is carefully thought through in order to meet the needs of all pupils, including the children in the Foundation Stage. However, the configuration of the desks in this classroom is not always satisfactory as pupils need more room to work when completing written tasks. This is forced upon the teachers because of the present lack of space. A feature of teaching throughout the school is the very good management of pupils and excellent relationships. The brisk pace and clear direction of most lessons keeps pupils involved and focused.
76. The curriculum is based appropriately on the National Literacy Strategy framework, supplemented by a commercial scheme of work. Planning is kept under review to incorporate links with other subjects into all aspects of English. Information and communication technology is used effectively to support learning. There are good assessment procedures in place. Teachers set targets for pupils and discuss their work with them regularly. Each half term, a piece of written work is assessed. As well as tracking progress between formal assessments, teachers also identify specific strengths and weaknesses. English is co-ordinated well by two very enthusiastic teachers who regularly attend courses and review practice. They have effectively monitored teaching and standards throughout the school.

MATHEMATICS

77. Good teaching and learning in mathematics, based on the principles of the National Numeracy Strategy, are resulting in pupils' good achievement. This represents sound improvement since the last inspection.
78. The results of the mathematics National Curriculum tests in 2002 for pupils in Year 2 were disappointing. Whilst standards in reading and writing were both well above average, standards in mathematics were only average. When results are compared only to those schools with a similar intake, then standards were well below the average. The reason is clear when the distribution of levels is analysed. Far too few pupils attained the higher Level 3, although very high numbers gained the expected Level 2 and the 'near miss' Level 2A. At the end of Year 6, the picture was better: standards were above average both for all schools and for similar schools. However, these comparisons are of limited value because so few pupils sat the tests. No clear trends can be discerned for the same reason. Similarly, differences in performance by boys and girls are largely the result of random variations each year.
79. Inspection evidence shows that pupils in Years 2 and 6 are working at the expected levels overall. This is a decline over the Year 6 national tests last year. However, an analysis of these pupils' progress, alongside evidence from lessons, shows that they are achieving well throughout the school. Pupils in Year 2 are currently attaining best in shape, space and measure. The most able pupils recognise regular and irregular polygons and understand symmetry well. They can convert between metric units. They are beginning to use co-ordinates and the vocabulary of angles. They can solve addition and subtraction problems mentally and on paper. Their weaker peers have a thorough understanding of the number bonds up to twenty

and can name polygons. They can add and subtract by counting forwards and back. In one lesson, pupils in Year 2 worked with place value in numbers up to 1000. Although they could read and understand most such numbers, they found ordering them difficult, especially when they included a zero.

80. Pupils in Year 6 do best in number and least well in data handling. The most capable can solve complex arithmetic problems with time, do simple algebra and use line graphs. There are several opportunities to gain experience in investigational and practical mathematics. Weaker pupils can add three- and four-digit numbers, find perimeters, and convert analogue time to digital and vice versa. They are beginning to use the standard method of long multiplication. They have used information and communication technology to produce bar graphs of data they have collected. In a lesson, pupils successfully rounded numbers to the nearest 10, 100 and 1,000. The most able moved on to consider rounding to one and two decimal places.
81. Teaching and learning were good in all lessons seen. Evidence from pupils' completed work corroborates the view that teaching and learning are good in mathematics. Teachers plan effectively, based on the National Numeracy Strategy. The school strives to ensure each pupil is included – work is closely matched to pupils' needs, including allowing pupils to work with other year groups in the school when appropriate. Pupils with a special educational need are supported well by teachers and classroom assistants so that, although their attainment is below that of their peers, they make the same good progress. Gifted and talented pupils work with older pupils so as to meet more challenging work. Relationships throughout the school are excellent and this enables teachers to concentrate on teaching. As a result, pupils work with a will, concentrate hard and enjoy the work presented. They show positive attitudes to work and behave very well, looking after and sharing equipment sensibly, for example. When pupils work individually, they have tasks that are closely matched to their needs. The school has decided to split the junior class into two smaller classes with only two year groups in them for mathematics. This strategy has been effective in improving the progress pupils make because teaching is targeted better and pupils get more individual attention from being in a smaller group. As a result, lessons are brisk, resources used well and progress good. Assessment of pupils' work leads to individual targets, but day-to-day marking does not help pupils to move forward in their learning. Although the week's objectives are shared with pupils, they do not always have the opportunity to reflect on how well they have worked towards attaining them.
82. The headteacher satisfactorily co-ordinates mathematics in the school alongside her other responsibilities. She has a clear understanding of how the subject needs to develop further through rigorous monitoring undertaken with an officer of the local authority. The results have been incorporated into the school improvement plan. The school's cross-curricular approach to learning means that numeracy skills are developed through all subjects well. The results of assessments and National Curriculum tests are used rigorously to set targets and to influence future planning effectively. The subject has adequate resources which are effectively used.

SCIENCE

83. Pupils achieve well in science thanks to good teaching.
84. There are no National Curriculum tests in science for pupils in Year 2. However, teachers' own assessments in 2002 show that standards were well above average with respect to all schools nationally, and also when compared to schools with a similar intake. Results from the National Curriculum tests for pupils in Year 6 in 2002 were very disappointing in that standards overall were well below average nationally, and well below the average for similar schools. However, this came about because every pupil attained the expected Level 4, and none attained the higher Level 5: nationally, over a third of pupils attained Level 5. The school's records show that a similar proportion was expected to attain Level 5, but missed it by one mark. In year groups numbering a handful of pupils, very small numbers doing this have a major impact on statistical comparisons.
85. Inspection evidence includes an analysis of pupils' completed work, observations in lessons and

discussions with pupils and staff. Pupils in both Year 2 and Year 6 are now attaining within the average range. Whilst this appears to show the school is improving at Year 6 but deteriorating at Year 2, such comparisons are not valid because of the very small group sizes. An analysis of pupils' work, including that of pupils with special educational needs, shows that all pupils are taught well over time and make good progress from their individual starting points.

86. In Year 2, pupils have been studying science mainly via the topics that change each half term. Pupils know how electricity affects modern day life and about the senses. They have been on a 'sound walk' and have studied the skeleton as part of their 'All about me' topic. In a lesson seen, they were able to differentiate between items that are safe for them to eat and those that are unsafe. For example, they knew that tablets, although they may be pretty, are unsafe. Pupils in Year 6 have studied science through the 'Light, water, sound' topic. They can construct simple electrical circuits, explaining why some will fail to work. In lessons, they are studying the body. They were seen learning about the skeleton and its functions well.
87. Teaching and learning are good overall. Planning closely follows the topic outline, with other free-standing lessons to ensure that all aspects of the National Curriculum are covered. Teaching can be lively, making good use of resources – for example, in the lesson for the juniors about the skeleton, the teacher used a column of cotton reels on string to demonstrate how the vertebrae are jointed in the spinal column. In this lesson, the teacher had carefully planned the work for all four age groups so that they all had work that was at the appropriate level whilst still being challenging. As a result, pupils worked hard at their tasks and behaviour was very good, enhancing learning. Pupils in Year 4 used the computers to research the answers to a worksheet about the skeleton. Pupils in Years 5 and 6 investigated whether there was a link between the length of a person's legs and their ability to jump, or the length of their fingers and the speed with which they could tie shoelaces. They collaborated very well on this task. However, completed work shows that not enough independent learning through research goes on, partly because of the small size of the room. This is reinforced by the fact that, when questioned, pupils in Years 5 and 6 were unsure how to make their tests fair, although they had some very good ideas about what else might influence the outcomes.
88. Leadership and management of the subject are satisfactory. Recently, most emphasis in the school has been, in common with national drives, on English and mathematics. As a result, the subject lags behind slightly in terms of monitoring and evaluation. The co-ordinator is scheduled to undertake direct observation soon. However, she does not yet have a complete overview of the subject throughout the whole school, although her knowledge of her own class is very extensive. She was consulted over how science might be included in the school improvement plan. Assessments are carried out informally by class teachers who know their pupils well. Although this allows them to set appropriate and challenging work, it also means it is difficult to use assessment results in future planning, for example, to identify areas that are done less well. Nevertheless, the accurate matching of work to pupils' needs does show that the informal systems in place are effective, at least in the short term. Standards have been maintained since the last inspection, but pupils' progress and the quality of teaching have both improved. Provision in the subject has improved satisfactorily.

ART AND DESIGN

89. Standards in art and design are well above expectations in Year 6 and above expectations in Year 2. The curriculum is enriched by very good topic links and well developed links with English, and personal and social development. As a result, all pupils, including those with special educational needs, achieve very well in this subject.
90. Pupils in Year 2 are developing good skills in drawing, painting and the creation of pieces of work using collage techniques. They use a range of materials and are beginning to develop an awareness of the work of other artists. In the lesson observed during the inspection, pupils used line and colour to produce a self-portrait in the style of Paul Klee. They used colour well and their skills in this area are well developed for their age. A scrutiny of completed work shows that pupils have used various media and processes. When learning about the designs of William

Morris, they produced interesting pattern ideas, which they pressed into small polystyrene tiles using sharp tools. These were printed out very skilfully to create very effective designs.

91. The quality of pupils' work in Year 6 and throughout the junior class is very good and well above that normally expected for pupils of this age. They investigate a variety of artistic approaches making comparisons between the starkly contrasting skills, techniques and moods created by Georgia O'Keefe, Kandinsky and Matisse. They evaluate what they have achieved and discuss ways that they can refine their work. Previously completed work, which was displayed on the wall, demonstrated pupils' awareness of a great number of portrait artists. Each pupil chose a portrait in a style and mood that they personally identified with. Working collaboratively, and using digital photography, they recreated the portrait with themselves as the subject. The print was enlarged in black and white. Pupils then worked on this using the same style and colours as their chosen artist. This skilful integration of ideas resulted in work of an exceptional standard, which had taken pupils' learning forward greatly and given them an appreciation of how the visual elements of colour, line and tone, form and space can be combined to give quite different interpretations of a similar theme. Good opportunities are also created for pupils to explore three-dimensional work. The results achieved in clay are of a very high standard.
92. Pupils' response to art and design is very good. Their positive attitude is reflected in their confident application of skills they have previously acquired. They work hard to complete work and readily discuss their achievements within a supportive context.
93. Teaching of this subject is good in the infant class and very good in the junior class. Lessons are planned well, taking into account the needs of pupils of different ages and abilities. Teachers have very good subject knowledge and great enthusiasm. They organise pupils and resources very well to ensure the best possible context for learning. The subject is well co-ordinated by an experienced and enthusiastic teacher. There are very good procedures in place to monitor and assess pupils' progress, particularly in the junior class where four year groups work together.

DESIGN AND TECHNOLOGY, GEOGRAPHY and HISTORY

94. It was not possible to observe enough lessons to make the whole range of judgements in design and technology, history and geography. No lessons could be observed in design and technology or geography, and only one lesson could be observed in history.
95. In all three subjects, the analysis of completed work shows that standards in Year 6 are in line with those normally expected. Standards were also in line with expectations in Year 2 in history and geography, but there was insufficient evidence to form a view in design and technology.
96. In Year 2, most pupils show an understanding of time sequence through looking at their own family tree and that of Queen Victoria. Many pupils show understanding of time sequence in, for example, a display about 'How I grow.' They show appropriate understanding of the Victorians through making samplers and producing William Morris designs. Standards of history and geography seen in the pupils' topic books are appropriate for their age. There is some suitable joined writing and full sentences by the higher-attaining pupils on such subjects as holidays and the life of a Victorian chimney sweep. The lower-attaining pupils show that they have learnt some facts about such countries as Italy. Most pupils in Year 2 can form short factual sentences about a country they have studied, with appropriate support where necessary. However, standards of writing and drawing are very variable and are not always satisfactory.
97. In Year 6, most pupils show a good understanding of aspects of weather such as wind, ice and snow. They have also developed an appropriate use of geographical vocabulary and understand the difference between weather and climate. In analysing a photograph of a different country, higher-attaining pupils are able to deduce clear facts about the weather and food produced. With lower-attaining pupils, lower standards are reflected in answers that do not relate to the picture, such as, 'There is a lot of sun.' Most pupils have produced work of a high standard in writing poems about the weather, and some pupils have produced clear bar charts about it using

information and communication technology. This reflects a good standard achieved. Most pupils have produced work of an appropriate standard in writing about a Victorian classroom. They show a growing awareness of time sequence by placing events in order on a Victorian time line. In design and technology, pupils have designed a sampler as part of the topic on the Victorians, and designed and made clothes for a doll, considering the fabric they might use and reflecting on the strengths and weaknesses of the finished product – for example, 'Next time I won't use material you can see through.' Handwriting and spelling vary and are not always of an acceptable standard.

98. The pupils throughout the school achieve well in geography and history because the work is developed through interesting topics and is put together in interesting folders in which the pupils themselves take pride. Achievement in design and technology is satisfactory.
99. No judgements can be made about teaching in design and technology, or in history and geography in Years 3 to 6. However, in history and geography in Years 1 and 2, teaching is good. Teachers work hard to ensure that the work pupils produce is made up into interesting topic folders that contain a good range of activities. They encourage pupils to produce their own illustrations and to do some research at home. There are, however, constraints on the range of topics that can be researched so that the pupils at all levels of attainment are usually engaged in finding the same type of information. This does not give enough opportunity for independent learning for higher-attaining pupils. The teachers know their pupils well and arrange for appropriate support where it is needed. Pupils with special educational needs and those with English as an additional language are fully integrated into all classroom and off-site activities.
100. In a history lesson involving pupils in Years 1 and 2, the quality of teaching was good because the lesson was prepared well and the teacher ensured that all pupils were involved in the discussion about, and the making of, a family tree. Appropriate use was made of homework and the teacher intervened well. As a result, the pupils were very well behaved and learnt well.
101. There are inconsistencies in the marking of pupils' work and expectations with regard to handwriting and presentation. As a result there are a number of examples of written work that is unjoined and in pencil, even by ten- and eleven-year-olds. There is some good practice where teachers use constructive comments that are followed up by the pupils. For example, following some written work on Marie Curie, the teacher's comment, 'What did she discover?', is followed by the pupil's response, 'She discovered...'. Such good practice is, however, the exception rather than the rule. Constructive comments and the correction of key spellings are not consistently used to take the pupils' learning forwards.
102. The school uses a range of interesting topics that are matched to recommended guidelines and to National Curriculum programmes of study rather than vice versa. A rigorous analysis of whether all required aspects are being appropriately covered has not so far taken place. There is an appropriate system of informal assessment to check on the progress of individual pupils. The school makes good use of educational visits and of the local area as learning resources. Suitable areas for improvement in geography have been identified and there are appropriate objectives in the school development plan for improving standards, presentation and monitoring in all subjects. Overall, provision and standards in these subjects have been maintained since the last inspection and the school has made satisfactory progress overall in the intervening period.

INFORMATION AND COMMUNICATION TECHNOLOGY

103. It was only possible to observe one lesson directly aimed at information and communication technology. Therefore, judgements are also based on observations of pupils using technology in other subjects, an analysis of their work and discussions with staff.
104. Standards in Year 2 are above national expectations. This is an improvement over the picture at the last inspection. Pupils are confident users of the computer. They understand how digital cameras can store pictures electronically and have taken photographs using them. They can

open a word processor, import a picture into the document and add text. They have used information and communication technology to support their work in other subjects via the topic approach. For example, they used drawing software to design a playground layout as part of a task in design and technology. They have used bar charts to show the outcomes of surveys. Historical work on the Victorians was enhanced by the use of the digital camera to capture pupils in role play. In a mathematics lesson, pupils used specialist software to help deepen their understanding of place value.

105. Less evidence was available for pupils in the juniors as no lessons could be seen, although completed work was in line with expectations. Pupils have used the digital camera and photocopier to produce striking self-portraits in the style of famous paintings. They have used word processing software to lay out newspaper stories, supporting work on writing for different audiences in literacy. In a cross-curricular link with design and technology, pupils designed a T-shirt motif, scanned it into the computer and then printed it onto transfer paper for ironing onto a T-shirt, thus completing almost all of the design-make-review process of design and technology. Pupils have used the Internet and CD-ROMs for directed research in topic work. However, there is little evidence of pupils having controlled external events or used remote sensing, although these appear in the scheme of work.
106. In the one lesson that was seen, for Years 1 and 2, the teacher led a useful discussion about digital images before demonstrating how they can be imported into documents. She carefully chose the pairs who worked together afterwards to ensure that pupils would share sensibly, and this occurred. All pupils, including those with a special need, are supported and able to make good progress. Pupils treated the computers with respect, got along well with each other, and completed the task set independently. For example, one pupil wanted to write, 'I like to play on my game cube', but could not spell 'cube'. His partner found the word 'cube' on display in the room and spelled it out to him. From all of the available evidence, teaching and learning of the subject throughout the school are good.
107. Assessment in the subject is sound and improving. The school has started to use sheets that the pupils complete, stating 'I can....' against objectives for learning. The school is well resourced for the subject. Co-ordination is informal: the co-ordinator is able to support colleagues informally and sees completed work on display and in pupils' folders. However, the monitoring of provision is at an early stage. Standards, teaching and resources have all improved since the last inspection; the subject has made good improvement.

MUSIC

108. The school has maintained the high standards that were reported at the last inspection. Attainment is above expectations in Year 2, where pupils achieve well, and well above expectations in Year 6, where pupils achieve very well. Only two direct music lessons were observed, one in each class. Judgements are therefore also based on the very high standards of singing, music played by pupils at assembly, a scrutiny of musical composition books, and the records of performances performed by pupils. The most recent production, entitled 'Children Are the Future', included the pupils' own compositions.
109. In the infant class, pupils learn a good range of songs. They sing clearly with good pitch. At the conclusion of one of the assemblies observed, pupils sang expressively, matching the actions of clapping, dancing and praising to the rhythm of the music. In the one lesson seen, pupils listened carefully to music from 'Peter and the Wolf'. They successfully identified the instruments within the piece and the high and low notes that represented the bird and the cat. They then created their own conversation between the two animals using chime bars, xylophones and glockenspiels. At the end of the lesson, pupils' evaluation of one another's compositions made a good contribution to their developing skills of musical appraisal.
110. In the junior class, pupils perform confidently. They know how to compose music and have had opportunities to listen to the work of a number of composers. In the lesson that was observed, they were challenged to create a specific mood in their group compositions and to incorporate a

crescendo somewhere in the piece. The importance of frames of silence at the beginning and end was emphasised. The learning within this lesson was very good. Pupils invented different rhythmic ideas, developed their understanding of notation and demonstrated their ability to improve their own work in relation to the challenge set.

111. Pupils participate in lessons with great enjoyment and a belief in their abilities. They work well together showing an appreciation of one another's talents. They learn to listen carefully and appreciate different elements of music.
112. Teaching is good in Years 1 and 2 and very good in Years 3 to 6. Teachers have very good subject knowledge and this is a major factor in their ability to motivate and challenge pupils. Relationships between pupils and teachers are very good and there is a high emphasis on collaboration during lessons. A good detailed scheme of work is in place, which ensures that there is appropriate progression in pupils' learning. The subject co-ordinator leads the subject well with energy and enthusiasm.

PHYSICAL EDUCATION

113. The pupils in Years 1 and 2 make satisfactory progress because they behave well and support those whose skills are less developed. The pupils in Years 3 to 6 make good progress because they are very well behaved and join in well in all activities.
114. At the time of the last inspection standards in physical education were unsatisfactory because of a lack of indoor facilities. Although there are plans to extend the accommodation, there is still a lack of indoor facilities such as wall bars and large apparatus. This has an adverse effect on standards overall, as the pupils do not access these aspects of the curriculum enough. However, the pupils in Year 2 attain standards that are in line with those normally expected of pupils of this age in the areas covered. Most pupils in Year 2 are beginning to swim. The majority can throw, bounce and catch a ball continually. All pupils have experience of individual activities and working with partners. The pupils in Years 3 to 6 display skills that are above those normally expected of pupils of this age. All pupils in Year 6 are able to swim at least 25 metres. In warm-up activities, all the pupils show a good sense of space and good control over their body movements. In team games, many of the pupils show well-developed skills in ball control, including passing a ball to others and shooting at goals. Standards are high in Years 3 to 6, as is shown by the fact that a significant number of pupils achieve individual sporting successes from local to national levels. For example, two pupils have reached international standards in gymnastics and a former pupil now plays football for the Derby County Under-14 girls' team.
115. In two lessons seen during the inspection, the pupils in Years 1 and 2 made satisfactory progress in developing throwing and catching skills with large and small balls. The pupils in Years 3 to 6 made good progress because all the pupils were fully engaged in activities throughout the lesson.
116. In Years 1 and 2, the teaching seen was only satisfactory because lesson objectives were unclear. The lesson started well with good pace, but in a 'cat and mouse' activity at the end, only two pupils were active at one time. The pupils behaved very well and co-operated well with a partner. They demonstrated care and concern for others when one pupil fell during the chasing game. A pupil with special educational needs was completely included in all activities and was well supported by a support assistant and by his peers so that he made the same progress as the rest of the class.
117. Very good teaching was seen in the lesson for Years 3 to 6. The pupils learned well because the planning set out clearly what pupils should learn and the teacher and support teacher were very good role models. The lesson proceeded from one activity to another at a very brisk pace, to which the pupils responded with enthusiasm and commitment. The adults made appropriate interventions to take the pupils' learning forwards. One activity, involving chest passing, would have been better had the pupils stood closer together to throw and receive the ball. In very cold,

blustery conditions, the teacher gave appropriate time for pupils to contribute suggestions to improve their own and others' performance. A pupil with behavioural difficulties was very well supported throughout and joined in all activities. The pupils of different ages and genders mixed very well together. The teacher and support assistant had high expectations and gave clear, crisp instructions to which all the pupils responded well.

118. There is an appropriate scheme of work for the whole school and suitable assessment processes are being implemented to track the pupils' progress through a range of skills. The school provides a good range of extra-curricular activities, to which there is a good response from the pupils. The school has considerable success in local tournaments in football, netball, tag rugby, athletics and swimming. There is a strong commitment on the part of the teaching staff to overcoming the difficulties presented by the accommodation. A range of outdoor activities using the local areas contributes to the breadth of the curriculum. When the school is not teaching swimming, it has the use of facilities at a local secondary school. Good support is also given to the pupils' learning by the occasional engagement of local sports personalities for coaching.

RELIGIOUS EDUCATION

119. Standards achieved by pupils in Years 2 and 6 are good. The planning for religious education fully satisfies the requirements of the Derbyshire Agreed Syllabus. There has been an improvement since the last inspection, in that pupils look in depth at the areas of learning, particularly when considering more difficult areas like the importance of prayer. The subject successfully contributes to pupils' spiritual and moral development. Pupils recognise and respect the cultural traditions of other groups of people and the importance of worship in the development of spirituality.
120. Pupils in Year 2 develop confidence when talking about their experience of special celebrations. In a lesson about baptism, infant pupils participated enthusiastically in the acting out of a baptism service, showing a good understanding of the symbolic significance of pouring water over the baby's head. Work in their books showed that they had understood the importance of signs and symbols in all aspects of life; for example, they designed a symbol of their own that carried a clear message. In the junior class, pupils discussing how and why people use prayer in their worship demonstrated a good knowledge of the different religions that are represented in the community as a whole. They realised that how people pray is similar in many religions. Through discussion, they recognised that kneeling with heads bowed and hands together creates a calm, focused atmosphere, which is 'special'. Pupils in Years 5 and 6 worked well together to put the Lord's Prayer into modern-day language. A scrutiny of previously completed work shows the range and depth of work covered. Every opportunity is used to build on prior learning so that topics such as 'Holy Books' and 'Festivals' build on pupils' existing knowledge and understanding of different religions.
121. Pupils respond positively to religious education. They listen well, show interest and participate fully in whole-class discussions. The good behaviour evident throughout the school has a positive impact on the quality of work.
122. The quality of teaching in religious education is good. Planning clearly identifies what pupils should learn and shows an awareness of the needs of pupils of differing ages and abilities. The quality of questioning and the skilled drawing together of sometimes quite diverse responses is a particular strength of the teaching. Lessons are carefully planned and supported by a range of resources. For example, pupils participating in a baptism service in the infant class were dressed in clothes appropriate for the occasion, and furniture was organised so that there was an altar and pews. Well-prepared response cards were held up at key points in the service so that all pupils were involved throughout. The assessment of pupils' progress is mainly done through questioning and evaluative comments written at the end of pieces of work. This is an area for further development.