

INSPECTION REPORT

CHAPEL-EN-LE-FRITH CE (C) PRIMARY SCHOOL

Chapel-en-le-Frith

LEA area: Derbyshire

Unique reference number: 133538

Headteacher: Mr Peter Martlew

Lead inspector: Mr Chris Kessell

Dates of inspection: 14th – 16th June 2004

Inspection number: 255754

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:	3-11
Gender of pupils:	Mixed
Number on roll:	453
School address:	Warmbrook Road Chapel-en-le-Frith High Peak Derbyshire
Postcode:	SK23 0NL
Telephone number:	01298 812000
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Appropriate authority:	The governing body
Name of chair of governors:	Mr F Peter Harrison
Date of previous inspection:	N/A

CHARACTERISTICS OF THE SCHOOL

Chapel-en-le-Frith Church of England Primary School is much larger than most other primary schools. It opened in 2002 after the amalgamation of Chapel-en-le-Frith Infant and Nursery School and Warmbrook Junior School. During the process of amalgamation, the school experienced significant disruption as a result of changes in leadership and challenges with regard to the school's financial resources. Chapel-en-le-Frith is a Derbyshire High Peak market town. It is a mixed community of private and rented accommodation. The majority of pupils come from white ethnic backgrounds and there are no pupils who use English as an additional language. The school has not received any travellers, refugees or asylum seekers. The number of pupils who either join or leave the school during the academic year is about average. At 10 per cent, the proportion of pupils who are entitled to free school meals is below average. The school provides an Enhanced Resource (ERS) for pupils with specific needs. The ERS draws pupils from a wider area than Chapel-en-le-Frith. Seventeen per cent of pupils are assessed as having special educational needs; this is about average. Thirty-seven pupils have a statement of special educational needs; this is well above average and the needs of pupils with a statement include autism, physical disabilities, speech and communication and learning difficulties. The school has a 52-place Nursery and an independently run, before-and-after school club. Children start full-time education with attainment that is similar to that expected for their age. In 2002, the school was presented with a *'Healthy Schools'* award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20695	Mr Chris Kessell	Lead inspector	Information and communication technology
9086	Mrs Rosalie Watkins	Lay inspector	
18709	Ms Nina Bee	Team inspector	Design and technology The Foundation Stage curriculum Special educational needs
10204	Mr David Vincent	Team inspector	English Geography History English as an additional language
22397	Mr Stuart Fowler	Team inspector	Mathematics Religious education Personal, social and health education
34182	Mr Chris Truman	Team inspector	Science Art and design Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school provides a satisfactory education for its pupils and gives satisfactory value for money. Pupils' achievement is currently satisfactory. Standards in Year 2 are average in English and science and above average in mathematics. In Year 6, standards are average in mathematics but below average in English and science. Teaching and learning are satisfactory. The new headteacher is a good leader and has provided a clear sense of direction for the school, in particular, to improve the quality of education and raise standards. The leadership and management of other key staff are satisfactory. The pupils are well cared for and their personal development is well promoted.

The school's main strengths and weaknesses¹ are:

- Standards in English and science by the end of Key Stage 2² are not high enough.
- The school's Enhanced Resource (ERS) for pupils with specific needs is good. It is well managed and allows the pupils in its care to achieve well.
- The proportion of good teaching is too low to enable pupils to achieve at a faster rate.
- Pupils' moral and social development is good and supports their good behaviour, positive attitudes to learning and the good relationships found through the school.
- The role of the subject co-ordinator needs to be improved further.
- The headteacher's leadership has many strengths; his strategic thinking is clear and he has high aspirations for the school.

The school has not been inspected previously, therefore, a judgement cannot be made on how the effectiveness of the school has improved since its last inspection.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	N/A	D	C	E
Mathematics	N/A	D	D	E
Science	N/A	E	C	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is satisfactory overall. The data shown above indicates that when compared to all schools, results in the 2003 national tests for English and science were average. Standards were below average for mathematics. The data also indicates that pupils did not achieve as well as they should have in relation to the standards they achieved at the end of Year 2. In Year 6 the gap between the performance of boys and girls last year was not as great as that found nationally in all three subjects. However, in Year 2, the girls performed better than the boys to a greater extent than that found nationally in reading, writing and mathematics. The pupils currently in Year 6 are attaining standards that are below average in English and science and average in mathematics. This year group is not as strong academically as the previous year. However, although the pupils presently in Year 6 are currently making satisfactory and sometimes good progress, their progress in the past has been patchy as a result of some of the disruption caused when the school first opened. In Year 2, standards in reading and writing are average and above average in mathematics. Standards are higher than last year and many of the pupils in Year 2 have made good progress through the year. In religious education and information and communication technology,

¹ The strengths and weaknesses are listed in order of significance.

² Key Stage 2 represents Years 3 to 6 and is often referred to as the 'juniors'. Key Stage 1 represents Years 1 and 2 and is sometimes referred to as the 'infants'. The Foundation Stage caters for children from the age of three to the end of the Reception year.

standards are similar to those expected at the end of Years 2 and 6. Other subjects of the curriculum were not part of the inspection focus, so judgements have not been made about standards in these subjects. The majority of children in the Reception classes are likely to achieve the learning goals they are expected to reach by the time they start Year 1.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Attitudes to learning and standards of behaviour are good. Levels of attendance are above average and punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory.

Teaching and learning are satisfactory overall. Although many lessons during the inspection were good or better, the proportion of good teaching is still not high enough to raise pupils' achievement above satisfactory. Because of the disruptions when the school first opened, some pupils are 'catching-up' on their learning and this would become more successful if teaching was consistently good. Some teachers could have higher expectations, and the marking of pupils' work needs to be better. The management of pupils' behaviour is good. Non-teaching staff make a good contribution to pupils' learning.

The curriculum provided by the school is satisfactory. The school's partnership with parents is satisfactory. Links with other schools and with the community, are good. There are good procedures to ensure that pupils work in a healthy and safe school.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher provides good leadership and is supported well by the deputy headteacher. Her management of assessment is good. Subject co-ordinators have had insufficient opportunities to manage and monitor their subjects. Governance of the school is good. The school fulfils its statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Overall, most parents are happy with the school and are reasonably optimistic about its future under the leadership of the new headteacher. A significant number of parents would like to have more information about their child's progress and many are not happy with the arrangements for consultations with teachers. The inspection team supports these views, and the school acknowledges that these are areas for improvement.

Most of the pupils enjoy coming to school and feel that they have to work hard. However, the younger pupils enjoy being at school more than the older ones and a number of pupils stated that they did not find lessons interesting or fun. Some pupils had concerns about the behaviour of others. The inspection team did not have any concerns about pupils' behaviour. During the inspection, when the teaching was good or better, pupils enjoyed their learning and were interested in their work. They applied themselves well and were productive.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are³:

- Raise standards in English and science.
- Continue to improve the overall quality of teaching and learning.
- Develop the role of the subject co-ordinators.

³ All of these issues are recognised in the current school improvement plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is satisfactory overall. The recent disruption in the school led to some pupils underachieving in the past. Standards are average and above average in English and mathematics, respectively, in Year 2. Standards are average in mathematics in Year 6, but below average in English and science. In the most recent national tests in Year 2, the girls performed significantly better than the boys in reading, writing and mathematics.

Main strengths and weaknesses

- Standards are not high enough in English and science in Year 6.
- Standards are above average in mathematics in Year 2. Standards in reading and writing have improved on the previous year.
- Some pupils are currently achieving well; pupils in Year 2 are an example of this.
- Disruption, when the school opened, led to groups of pupils underachieving.
- Pupils with the ERS achieve well in relation to their individual targets.

Commentary

1. The majority of pupils enter the Nursery with expected levels of attainment. Most children start Reception with levels of attainment similar to that found in most schools. By the end of their time in Reception, the majority of children are on course to reach the expected levels with a few children likely to exceed these levels. Achievement is satisfactory for all children.

Standards in national tests at the end of Year 2 – average point scores⁴ in 2003

Standards in:	School results	National results
Reading	15.2 (16.4)	15.7 (15.8)
Writing	13.6 (13.9)	14.6 (14.4)
Mathematics	16.1 (17.2)	16.3 (16.5)

There were 69 pupils in the year group. Figures in brackets are for the previous year.

2. The national test results in 2003 for pupils in Year 2 indicated that, when compared to all schools, standards were below average in reading and writing and average in mathematics. When compared to similar schools⁵, standards were below average in reading and mathematics and well below average in writing. The pupils currently in Year 2 are attaining standards that are average in reading and writing and above average in mathematics. This does not include the pupils with the ERS. Much of this improvement is due to the good teaching in Year 2 that enables pupils to often make good progress particularly in mathematics.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	26.5 (26.1)	26.8 (27.0)
Mathematics	26.4 (26.1)	26.8 (26.7)

⁴ Average point scores - The average points scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

⁵ In this example, similar schools are defined by the proportion of pupils eligible for free school meals.

Science	28.7 (26.5)	28.6 (28.3)
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There were 86 pupils in the year group. Figures in brackets are for the previous year.

3. When compared to all schools, the national test results in 2003 for pupils in Year 6 indicated that, standards were average in English and science and below average in mathematics. The national data also indicated that pupils did not achieve as well as they should have in relation to their prior attainment at Year 2. The pupils currently Year 6 are attaining standards that are average in mathematics and below average in English and science. Although these pupils are currently making satisfactory progress, inspection evidence indicates that their progress in previous years has been inconsistent as a result of the disruption in the school when it opened.
4. Pupils with the ERS achieve well in relation to their prior attainment. This is because assessment procedures are good and teachers use this information to carefully plan activities, which are very closely matched to their individual needs.
5. Pupils with special educational needs in the main school achieve satisfactorily. However, when they receive support from teaching assistants to work on targets, on their individual education plans, they regularly achieve well.
6. The national data available to the school indicates some differences in performance between boys and girls beyond that found nationally. Differences in gender performance were not noticeable during the inspection and, as the school has limited data, it is difficult to judge whether this is an overlying trend. However, with the introduction of new assessment and tracking procedures, the school is now well placed to monitor pupils' individual progress.
7. Although 91 per cent of parents responding to the pre-inspection questionnaire agreed that their child was making good progress, opinions were more mixed at the pre-inspection meeting for parents. Parents at this meeting expressed the view that pupils' progress was inconsistent and depended in which class their child was in. The inspection team supports this view. In classes where teaching is consistently good, pupils make better progress.
8. The inspection focus was on the core subjects of English, mathematics and science along with religious education and information and communication technology. Standards in religious education and information and communication technology are similar to those expected for the pupils in Years 2 and 6. Other subjects were sampled, as part of the inspection process, but there is insufficient evidence to make a judgement on standards in these subjects.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and attitudes to school, together with their attendance, are good. Punctuality is satisfactory. Other aspects of personal development are good overall. Pupils' moral and social development is good, helped by the expectations and encouragement of staff. Their spiritual and cultural development is satisfactory.

Main strengths and weaknesses

- Pupils' positive approach to learning contributes to their achievements.
- The good provision for pupils' moral and social development helps them to behave well in a happy hardworking community.
- Parents bring their children to school regularly.
- Pupils' experience of the range of cultural traditions represented in Britain today is rather limited.

Commentary

9. Pupils of all ages come to school happily. They settle down quickly, listen carefully to their teachers, and concentrate well on their tasks, working with evident enjoyment at times. All this helps them with their learning. There are a few instances where restlessness creeps in, for instance, if the teacher lets a lengthy explanation become boring, but interest levels rise again as soon as pupils get started on their individual tasks. Pupils with special educational needs

usually show the same good attitudes as others, because of the support they receive. As a few parents suggest, the behaviour of individuals with special educational needs is occasionally not managed well enough and this results in interruptions to the learning of others in the class. However such instances are rare. Questionnaires completed by pupils before the inspection indicate that a considerable minority, especially among older ones, do not like school. However, in practice, all pupils show good attitudes and a good commitment to learning.

10. Children in the Foundation Stage achieve satisfactorily as they develop personal and social skills. They happily come to school and settle into the Nursery, and later the Reception classes, quickly because induction procedures are good. The adults who work with them soundly promote the children's personal and social skills. This results in the children developing appropriate levels of independence. The many good opportunities all children have to select activities and to work in adult-focused groups enable them to begin to learn how to successfully work with others. Behaviour is good and the children quickly develop good relationships with the adults who work with them.
11. Throughout the school, friendliness and mutual respect are promoted with a good degree of consistency by the expectations and example of staff. Pupils gain a firm grasp of right and wrong. They understand that rules are necessary for the good of all and they help decide sensible ones for their classrooms. They relate well to each other, and work amicably together when this is asked. Older ones act as buddies for younger ones, helping them throughout their transition to Key Stage 2. Pupils show good tolerance and understanding for those individuals who have specific individual needs. At times, teachers do not always take opportunities to promote positive interactions amongst pupils. Older pupils confidently and capably contribute to the functioning of their community, for instance, by managing equipment in assembly. In addition, all pupils learn to consider the needs of others in the wider community. They raise funds for local, national and international charities.
12. Occasional over-boisterousness occurs during play, but bullying, or other harassment, is not tolerated because pupils learn to respect the feelings of others. Proper routines are in place for resolving the instances that occasionally arise. There have been no exclusions recently.
13. Pupils generally gain a satisfactory understanding of their own culture and those of others, for instance, when they learn about artistic styles from different ethnic traditions. Pupils know other people's feelings and beliefs are important, and they speak with respect about Christianity and other world religions. However, their experience of the range of cultural and religious traditions, contributing to life in Britain today, is limited and so their understanding of some aspects is rather shallow.
14. Attendance is higher than often seen in other schools. Helped by the encouragement of staff, the good attendance seen in 2002-2003 continued during 2003-2004. Nevertheless, at some times of the year concerns arise about the number of pupils who miss school because of family holidays taken in term time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.1
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory education for its pupils. Teaching and learning are satisfactory. The school offers its pupils a sound curriculum and there is good provision for extra-curricular activities. Pupils receive good levels of care. The school's links with the community are good; those with parents are satisfactory.

Teaching and learning

Teaching and learning are satisfactory overall. The proportion of good teaching needs to be higher if pupils are to make better progress. The use of assessment information to support the needs of individual pupils is satisfactory.

Main strengths and weaknesses

- The management of pupils' behaviour is good.
- The majority of pupils are able to work well independently or together in small groups.
- Teaching needs to be better overall if pupils are to make more rapid progress.
- Recently introduced procedures for tracking pupils' progress in reading, writing and mathematics are good.
- The marking of pupils' work could be better.
- Teaching assistants make a significant contribution to pupils' learning.

Commentary

15. Although 93 per cent of parents responding to the pre-inspection questionnaire agreed that teaching was good, a number of issues were raised at the parents' meeting, including inconsistencies in the quality of teaching across classes and that higher-attaining pupils were not always challenged sufficiently. These views are supported by the inspection findings. The parents at the pre-inspection meeting also indicated that pupils' social development was well promoted in classes and the inspection team supports this view. Relationships in classes are good and the pupils are well managed. There is no poor or inappropriate behaviour to disrupt lessons and the pupils have positive attitudes to learning, however, some teachers rely on this too much. Because pupils are keen to learn and work well together or independently, classrooms often appear to be a hive of activity, but, on some occasions, teachers' expectations of what pupils can achieve are too low and not all pupils make the progress of which they are capable. This particularly affects the higher-attaining pupils. Although work is often provided for the different ability groups found in classes, extension activities are not always available for the higher attaining pupils and teachers do not always have a clear view of how much work they should be expecting from different groups of pupils. This can lead to unfinished work in some sessions.
16. Teaching is satisfactory for children in the Foundation Stage. Whether the children work in adult-focused groups or in smaller groups, or alone, the adults interact effectively. Learning is satisfactory for most children. The few children who are part of the ERS are supported well and work to their specific individual programmes. They achieve well in relation to their prior attainment. All children develop positive attitudes to learning and, as a result, they work hard. Interesting activities are planned for and adults use assessment procedures consistently to show the rate of progress individual children make during their time in the Foundation Stage.

Summary of teaching observed during the inspection in 54 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	3 (6%)	20 (37%)	30 (56%)	1 (2%)	0(0%)	0(0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

17. Although some good and very good teaching was observed during the inspection, in many classes, teaching is no better than satisfactory. This was also reflected in the analysis of pupils' work by the inspection team. Although pupils are generally making satisfactory progress, to improve standards and to ensure that those pupils who were detrimentally effected by the disruption when the school opened and need to 'catch-up', more teaching and learning needs to be good. The good lessons observed during the inspection had pace and teachers who had high expectations of what their pupils could achieve. No time was wasted and each element of the lesson was sharp and conducted effectively, and as a result, pupils made good gains in their learning. On occasions, some teachers spent too long at the beginning of lessons introducing the session that restricted the time for pupils to work. In the good lessons, work was accurately matched to pupils' needs and interactions between the teacher and pupils, during the main activity, were effective in either providing support or further challenge. In the good lessons, the teachers had a very secure understanding of what all pupils were doing.
18. Good and sometimes very good support from teaching assistants enables pupils with the ERS to achieve well. This is because the teachers and teaching assistants work well together on their very specific individual education plans. Learning is at least good and sometimes very good as a result of the effective use of assessment information and consistently good quality support from the teaching assistants.
19. Pupils who have been identified with special educational needs in the main school are satisfactorily supported in their lessons. However, sometimes work is not accurately matched to their needs and they are given written tasks which are too difficult for them. Pupils generally receive good quality support from the teaching assistants, as they work to the clear targets on their individual education plans.
20. The school has recently introduced a good system across the school for tracking pupils' individual progress in reading, writing and mathematics. The process, well managed by the deputy headteacher, also includes a termly 'tracking interview', with each class teacher, to identify pupils who are either progressing well or underachieving. The interview also includes identifying strategies that class teachers can use to improve the progress of pupils in the different areas of learning. A number of termly assessment tests and tasks that are identified in the school's assessment calendar provide information for the tracking system. The quality of information provided by the system allows the school to carefully track the progress of individual pupils and also different groups, such as boys and girls. The school acknowledges that this process is in its infancy and assessment procedures are still required for other subjects of the curriculum.
21. Teachers' marking is satisfactory but, in some classes, it could be more effective and support pupils' learning better. Although the majority of work is marked regularly and often with supportive comments, only a small minority of the teachers' marking provides information to help pupils improve their work or move on to the next stages of learning. Marking does not challenge pupils and, on some occasions, when comments are made, they are not followed up. Although some pupils have targets for learning, these are used inconsistently and do little to raise standards.

The curriculum

The curriculum is broad but it does not have appropriate balance. There are good opportunities for enrichment, for example, through extra-curricular activities, and a planned programme of educational visits. The school accommodation is good, overall, and resources meet the needs of the curriculum.

Main strengths and weaknesses

- Provision for pupils with the ERS is good.
- There are weaknesses in the overall balance of the curriculum.
- The school accommodation is good and some aspects are very good.
- The curriculum is enriched by a good range of educational visits and visitors.

- A number of mainstream pupils are not yet on the school's special needs register despite having learning difficulties or other problems.

Commentary

22. Although the school's curriculum is broad and meets the requirements of the National Curriculum, it is not yet sufficiently balanced. The school is aware of the need to appoint a curriculum co-ordinator and to carry out a comprehensive review of curricular planning in order to achieve more balanced provision. At present, there are weaknesses in curricular provision. For example, whilst there are more planned opportunities for physical education in Year 5 than in any other year group, there is no provision for art and design in the summer term. As a result, pupils in Year 5 cannot develop their knowledge and understanding of this subject area until the following Year 6 and this long gap has an adverse effect on their achievement. Similar timetabling problems occur in Year 6, where lessons in information and communication technology, and religious education, are delivered in three short sessions each week. This is inefficient use of time and limits the progress that pupils can make in any one session. At present, overall teaching time in Key Stage 2 is less than that seen in most schools, although the school has plans to address this issue within a review of curricular planning.
23. The provision for the children in the Foundation Stage is satisfactory. Learning resources are good and interesting activities are thoroughly planned according to the national guidance. In addition, the secure outdoor areas are used effectively to support learning in many areas.
24. The provision for pupils with the ERS is good. It is satisfactory for pupils with special educational needs in the main school. The accommodation effectively supports pupils with special educational needs. Adults used the specialist rooms well to support pupils' individual needs. Detailed documentation developed by the teachers and the teaching assistants give clear information of how well pupils with special educational needs are doing. Reviews for all pupils are completed effectively and parents are regularly informed of about the progress of their children. A few parents felt that pupils with a statement of special educational needs received better provision than the other pupils and, to a certain extent, this is true. For example, these pupils have home-school diaries, which enable information to be transmitted daily, if necessary, from school to home and vice-versa. These are generally used well, despite a few parents thinking otherwise. Pupils who have been identified as having special needs, but who are not protected by a statement of special educational needs, do not receive as much support. However, they do have individual education plans with targets, to which they work to. Some pupils have not yet been formally identified as having special educational needs. These pupils have no individual education plan with clear targets to work to and this is unsatisfactory.
25. The curriculum is enriched by a programme of visits and visitors. Each year group experiences two educational visits that are planned to relate to the topics that they study. For example, pupils visit the Tramway Museum at Crich, and the city of Chester, to help them develop their understanding of history; the local reservoir, as part of their geographical studies, and local churches, as part of their work in religious education. Visitors to the school include the school nurse, officers from the local police force and specialists in physical education. There are extra-curricular clubs for football, tag rugby, and craft work, as well as instrumental music tuition. The school organises an annual 'Arts Week', participates in the local carnival, and pupils in Year 5 enjoy a residential visit to the Derbyshire Outdoor Pursuits Centre. All of these experiences enrich the curriculum and provide pupils with good opportunities for learning.
26. The school accommodation is good overall with some very good features. It is bright and attractive and the new building for pupils in Key Stage 1 is very impressive. There are specialist areas for life skills, sensory development and soft play that provide effectively for the needs of pupils with specific special educational needs. Outside areas for Key Stage 1 are well laid out and attractive with an outdoor amphitheatre that is used effectively for drama lessons. Although the Key Stage 2 playground is rather small for the number of pupils, they do have access to their own school field. There are two school halls, but neither is sufficiently large to comfortably accommodate whole-school assemblies. The accommodation is well maintained and kept very clean by the caretaker and cleaners. There is a large number of

support staff, who make a significant contribution to pupils' achievement throughout the school, and learning resources are generally of good quality and support pupils' learning well.

Care, guidance and support

Arrangements for pupils' care, welfare, health and safety are good. Satisfactory routines are followed for their support and guidance. Satisfactory consideration is given to pupils' views.

Main strengths and weaknesses

- Staff create a caring environment where pupils settle happily and benefit from good guidance about expectations of behaviour and hard work.
- Good attention is given to the welfare of individuals with specific needs.

Commentary

27. When children first join the school, they settle happily, helped by the way staff visit them at home before they start. Good arrangements are in place to support pupils in Year 2, as they transfer to the Key Stage 2 classes, based in a separate building. In 2003, a smooth transition to Year 3 was hindered as new classrooms were barely completed by builders in time for the start of the autumn term. However, good arrangements are now in hand to familiarise pupils in Year 2 with the environment to which they will transfer. Particular attention is given to the preparation of those with individual needs, such as visual impairment. Similar good attention is given to helping pupils in Year 6 to transfer happily to the local high school.
28. Pupils with special educational needs are well integrated into classes. The teaching assistants play an important role in the success of this. In addition, outside agencies are used very well to support pupils when necessary. A few parents were concerned about playground and lunchtime supervision and transition to the upper part of the school, however, the inspection team found that pupils are happy in the playground and transition procedures have been developed well and are now good.
29. Good attention is also given to meeting other particular personal needs, for instance careful routines are followed regarding any medication which pupils have to receive during the school day. Lunchtime supervision arrangements are carefully organised with due support for individuals with specific needs. Thorough attention is given to health and safety routines, for instance to ensuring that appropriate risk assessments are completed for educational visits and that helpers are properly briefed. Child protection procedures also get good attention. A review of routines is currently under way to further refine existing good practice. A wide range of visiting professionals help provide support for the specific needs of individuals.
30. Expectations of behaviour are clear and pupils receive effective encouragement and support to behave well and work hard. Suitable awards systems add to their motivation. Formal educational guidance is less well developed, but new arrangements for tracking pupils' achievements are starting to contribute to the guidance pupils receive. However, pupils are not yet prompted to take responsibility for their own learning, for instance, by helping set targets for their own improvement.
31. Staff give satisfactory attention to pupils' views. For instance, on occasion, they ask pupils whether they have found a task easy or hard, and take some account of their answers in setting further work. A school council is planned, in order to increase opportunities for pupils to contribute to decisions about the functioning of their school community. The headteacher is keen to resolve the issues underlying the feelings expressed by a significant minority of pupils that they are not treated fairly.

Partnership with parents, other schools and the community

The school's partnership with parents is satisfactory. Links with other schools and with the community are good.

Main strengths and weaknesses

- Parents are showing a growing confidence in the new headteacher and he is already strengthening the school's partnership with them.
- Liaison with the local high school, to prepare pupils for transfer, is good.
- Good use is made of visits and visitors to enhance pupils' learning.

Commentary

32. Discontinuities in leadership, after the new school opened, impeded the growth of partnership with parents. However, confidence in the new headteacher is growing because he listens to parents' concerns and takes them seriously. For instance, he understands the reservations individuals express about the quality of provision in the past for pupils with special educational needs. He recognises that, although many parents are generally supportive, there is room to help them understand better the school's aims for their children.
33. Parents are very keen to attend pupils' Christmas performances and they support events organised by the hard-working parent-teacher association. A minority, such as those in the special needs' support group, takes a keen interest in their children's learning. Volunteer parents accompany educational visits and help in lessons. However, only around half the pupils are represented by a parent at the consultation meetings offered with teachers. While a number of parents want more information about their children's progress and suggest that the consultations could be better timed or better used, others are less interested. The school has recently identified ways of encouraging parents' support for their children. Plans are in hand to inform parents regularly about the work their children will be doing and to involve them in discussing targets for their children's learning.
34. Good links with the local high school contribute to the learning of older pupils and help them prepare happily for transfer. For example, in Year 5, pupils attend a mathematics challenge day at the high school, and in Year 6 pupils make further visits, for instance, to do science work with pupils in Year 10. Visits from high school staff and pupils make an effective contribution. The good links also include arrangements for pupils with a statement of special educational needs to make a well-planned series of familiarisation visits to the high school. Links also extend to regular meetings within the local cluster of primary schools and to good working relationships with the local special school.
35. Pupils' experience is enriched by links with the local and wider community. They join in the local tradition of 'well' dressing, and are preparing a float for this year's village carnival. Visits within the local area, and further afield, make a good contribution to their studies, especially in history and geography. Visits to the local church for harvest and Christmas services take place, in keeping with the status of a church school. Visitors to the school contribute; for instance, staff and children regularly welcome a local police officer. One class had a memorable visitor, who introduced pupils to Asian costumes and dance, but there is room to increase pupils' firsthand experience of the breadth of cultures contributing to life in Britain today. The use of the school by the local community is well developed to benefit families. The provision includes a Saturday Club for children with special educational needs, as well as an out-of-school child care club.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are satisfactory overall. The headteacher provides good leadership. Governance of the school is good. The school fulfils all of its statutory requirements.

Main strengths and weaknesses

- The new headteacher's good leadership has provided the school with a clear direction.
- The role of the subject co-ordinator requires further development.
- School governors make a good contribution to the leadership of the school.
- The ERS provision is led and managed well.

Commentary

36. After a period of instability and disruption when the school opened, the new headteacher has brought a strong sense of direction and a drive for improvement. He is an experienced and knowledgeable practitioner who is a good leader. He has a good understanding of what needs to be done to move the school forward. There is a strong focus on raising standards and improving the quality of education provided by the school, particularly in terms of teaching and learning. Parents feel that the running of the school is getting better and that the staff are now working well as a team. The headteacher is well supported by other key staff, particularly the deputy headteacher and the special needs co-ordinator.
37. The co-ordinator for special educational needs has a clear vision of what is needed to further improve the provision for pupils with special educational needs. Parents are pleased and impressed with what she has done since her recent appointment. She has worked hard at co-ordinating the large number of personnel involved with these pupils. In addition, she has started to develop a system, which tracks pupils' progress, in all areas, as they move through the school, as well as improving transition systems. The tracking system feeds into the school's mainstream procedures. In the short time that she has been in post, she has developed good relationships with the parents, pupils, and the large number of adults who support these pupils. Pupils are effectively supported and, as a result, have positive attitudes to their lessons and work hard at their individual targets.
38. The co-ordination for early years is satisfactory. The co-ordinator, who has only recently been appointed, is supported well by the other adults who work with these young children and those who support the children with the ERS. Systems, such as those to determine how well the children are progressing, are developing satisfactorily. Induction procedures are good and as a result, the children receive a good start to school.
39. The role of the subject co-ordinator is underdeveloped particularly in the core subjects⁶. Although not unsatisfactory, these co-ordinators are not having the influence on their subjects that one would normally expect to find. Because of previous problems, the development of the role of the co-ordinator had not been high on the school's agenda and co-ordinators have not really had the opportunity to show what they can do. The development of their role is now an important part of the current school improvement plan, particularly in making their roles clearer and having a more proactive approach to the monitoring and evaluation of their subject. The school is also developing a monitoring and evaluation policy. The issues identified in the current school improvement plan are relevant to the school's needs. The plan has been put together rapidly, as there was not one in place when the headteacher arrived in January. Staff and governors have been involved and feel ownership of the process, although the headteacher would prefer that all stakeholders have more involvement in the development planning process in the future. Given the school's situation, it was appropriate to develop a short-term action plan to address the most pressing issues.
40. The governors make an effective contribution to the work of the school. They have a good understanding of the school's strengths and weaknesses and have developed an effective

⁶ English, mathematics and science are known as the core subjects.

partnership with the new headteacher. The difficulties the school went through when it opened prepared the governors to take difficult decisions and ensured that they were well organised. Although they are fairly experienced, they have good opportunities to develop their expertise further, and are prepared to do so, through local authority courses. They are well informed about the school through a number of sources. The headteacher provides detailed reports and governors also use the expertise of outsiders, such as local authority advisors. National data is used appropriately to develop a view of standards and the quality of education. As members of a close-knit community, the governors regularly receive the views of parents and community members. The governors are in a very effective position to support and challenge the school.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,552,616	Balance from previous year	13,656
Total expenditure	1,501,883	Balance carried forward to the next	50,732
Expenditure per pupil	2,859		

41. The school's budget is complex because of the additional funding provided for the pupils with the ERS. This accounts for the above-average expenditure per pupil. Despite financial difficulties when the school was first opened, the school now has a well-organised budget resulting from the hard work of the current headteacher, governors and local education authority. The governors have met their statutory duty to agree and regularly monitor the school budget and have a good understanding of the issues that face the school in the future. They are prepared to challenge spending decisions and look for best value from the services they receive. The governors acknowledge the expertise and experience that the new headteacher has brought to the budget setting process. The budget is needs driven and is appropriately linked to the issues identified in the school improvement plan. For example, the deputy-headteacher will not have a class responsibility during the next academic year so that she can support the school improvement plan agenda. Although contingency funding is below the recommended levels, given the school's recent financial history, success has been achieved by setting a balanced budget.

42. The school's administrative arrangements and day-to-day control of its finances are good. The school's most recent audit report made a number of recommendations that were accepted by the school and many have already been fulfilled in a very short period of time. The school bursar and her staff perform their duties in a friendly, supportive and efficient way. They contribute well to the smooth running of the school.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**. There are three Reception classes, and a Nursery where all of the children attend part-time. Induction procedures are good. Parents are happy with the information they are given and, as a result, the children settle quickly and happily into school. Children enter the Nursery with expected levels of attainment for their age. The majority of children also show expected levels of attainment when they enter Reception with a few children exceeding these levels. By the end of the Reception year, most children are on course to reach the expected levels with a number of children reaching higher levels. Achievement is satisfactory in the Nursery and in Reception. A few children have been identified as having special educational needs. The support they receive is satisfactory. Four children with the ERS work with the children in one of the three Reception classes and achieve well as they work on their individual programmes. The curriculum provides a good range of activities that are accurately matched to the children's needs. Teaching is satisfactory. There is secure outdoor area that is used well by the children in the Nursery. The children in the Reception classes sometimes use the playground area, immediately outside their classes, to support their learning. The systems to monitor children's progress are satisfactory and show how well the children do in each area of learning. Resources are good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- Children develop positive attitudes to learning and behave well.
- The children develop good relationships with the adults who work with them.
- Children are cared for well.
- Sometimes, opportunities are missed to promote personal and social skills.

Commentary

43. Most children are on course to reach the expected levels by the end of their time in Reception, with a number on course to exceed these levels. Teaching is satisfactory and the children develop good relationships with the adults who help them. The children are offered many good experiences to begin to develop the skills necessary to work independently. Most children take turns and concentrate satisfactorily as they interact with each other. A few children find this difficult at times. All children select activities with confidence and know that they are expected to tidy away at the end of each session. Achievement is satisfactory and children quickly develop positive attitudes to learning and most behave well. Personal independence is developed satisfactorily. However, at times adults miss opportunities to promote personal and social skills effectively. For example, in Reception, adults get the drinks ready at snack time and children are not given the opportunity to learn how to pour them out. Then, when asked if they would like milk or water, children are allowed to answer 'water' without saying 'please'. Although children were seen offering apples to other children, many children took them without saying 'thank-you'. When opportunities such as these are missed, learning is not as good as it could be.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- The children respond positively to the interesting activities they are offered.

- Children develop a good awareness of basic reading skills because they are promoted well by adults.
- The need to listen carefully and to write letters properly are not always promoted effectively.

Commentary

44. Most children are on course to attain the expected levels by the end of their time in Reception with a few children likely to exceed these levels. Achievement is satisfactory. Activities are well planned to promote the skills needed to begin to communicate, read and write and the children work hard and concentrate well at the activities they are given. Reading skills are promoted well by all adults, which results in most children showing positive attitudes to reading. From an early age in the Nursery, the children are taught what their name looks like as they register themselves by recognising their name written on card. In all classes, the children handle books carefully. In the Nursery the children begin to develop a satisfactory idea of how they can tell the story by looking at the pictures. As they get older, children look at simple texts and recognise familiar words. Higher-attaining children in Reception begin to use their developing knowledge of sounds to read. Lower-attaining children use the pictures well to tell the story. Teaching is satisfactory. Children have many opportunities to develop writing skills. In the Nursery they were seen confidently using crayons and pencils in the outside area. Children's previous work in Reception shows that, although they are taught how to form letters and begin to get an idea of writing in sentences, adults do not always give children enough guidance to improve. For example, when letters are formed incorrectly children are not always effectively shown how to write them properly. The children have many opportunities in both classes to develop their speaking skills. In the Nursery, a few children are reluctant to speak. However, adults do not miss opportunities to develop confidence and vocabulary throughout the day. As a result, most children in Reception speak confidently as they talk about what they are doing. Listening skills are generally developed satisfactorily in all classes. However, occasionally adults' expectations are too low and children are allowed to shout out during class discussions. Minor weaknesses in the teaching of writing and listening skills affect some children's achievement over time.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Adults support children well in the interesting activities they are offered.
- The children's positive attitudes to learning enable them to work hard as they develop number skills.
- Higher-attaining children are not always sufficiently challenged.

Commentary

45. Teaching is satisfactory. In all classes the children have many opportunities to develop mathematical skills. Learning is enhanced because most children respond positively to the interesting activities they are given and work hard. In the Nursery, the children have many opportunities to develop a satisfactory awareness of the order of numbers and identify what they look like. Many confidently chant up to ten and over. For example, as they count how many children are in the class. Higher-attaining children easily identify number 24. Many children know that if 24 children are in school, they will need 24 cups and 24 pieces of fruit at snack time. The children learn the days of the week and develop a satisfactory idea of morning and afternoon. In Reception, children develop a satisfactory idea of the numbers up to and over 20, as they work out simple problems. Children were seen producing simple sums to show the different ways to make ten. The computer was used satisfactorily to develop this concept as children 'clicked' and 'dragged' to make sums that added up to ten. However, adults' expectations are sometimes too low in Reception. Some higher-attaining children found it very easy working with numbers up to ten and could have coped with a more challenging task with higher numbers. Planning and lesson observations clearly show that children in all classes

reinforce their idea of number sequences as they sing number rhymes. Children in Nursery begin to develop an understanding of basic shapes. This is reinforced further in Reception as they look at solid, three-dimensional shapes. An effective way of doing this was seen in a Reception class, as the children worked in numeracy groups that had names such as 'spheres' and 'pyramids'. Adults interact well within the ability groups, which the children work in and give the children many opportunities to articulate their thinking, thus developing their mathematical understanding. Achievement is satisfactory and most are on course to at least reach the expected levels by the end of their time in Reception. A few children are likely to exceed these levels.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Well-planned visits out of school enhance this area.
- The adults interact sensitively and support all children well.
- The children work co-operatively together.

Commentary

46. Not all aspects of this area were seen but children's previous work and planning indicates that this area is satisfactorily planned for. During the inspection, the children planned for and visited Carsington Water, a local reservoir. Such visits promote personal and social skills effectively, as well as developing the children's awareness of the wider world. Before they went, children in the Nursery used pictures and words to develop lists of things that they might need to take with them. Important items such as 'sun cream' to stop their skin from burning were highlighted well by the adults who worked with them. After the visit, children Reception used the computers to word process simple sentences, describing what they had done during their day out. All children develop a growing awareness of living things, for instance, as children in the Nursery played with plastic animals in the sand, they said they were 'not alive because they are not moving'. Children in Reception grow beans and develop a satisfactory idea of what plants need to grow. All children have satisfactory opportunities to join materials together and make models using a range of materials. Children in Reception were seen using the outside area to build with large construction apparatus. They worked co-operatively and collaboratively as they did this during a non-adult focused activity. Most children are on course to reach the expected levels by the end of the Reception year. Teaching is satisfactory. All children have satisfactory opportunities to develop information and communication technology skills. No children were seen working on computers in the Nursery. However in Reception, children confidently used programs to support learning in particular, in developing literacy and numeracy skills.
47. There was too little evidence to make a judgement on provision in **physical development**. No judgement has been made on teaching or the standards reached in this area of learning. However teachers' planning and the small amount of direct teaching seen, clearly indicate that the children have good opportunities to develop physically, both in the school hall and outside in the large playground area. All children are given satisfactory opportunities to handle tools, such as pencils, pens and scissors safely Children's previous work shows that in Reception they have focused on cutting out straight and wavy lines. Children were seen in Nursery and Reception working well in small groups as they use construction toys. All children have sound opportunities to use soft materials such as 'Play-doh' or clay. Children in the Nursery confidently used clay to mould. In Reception, children were seen rolling and cutting 'Play-doh' satisfactorily.
48. There was too little evidence to make a judgement on provision or teaching in **creative development**. However, children of all ages have satisfactory opportunities to play imaginatively in the interesting areas adults have created. In the Nursery there is an area where children can imagine they are 'on the beach'. In Reception, the children play on a 'construction

site'. All children have many opportunities to use paint, glue and different materials to develop collages and pictures. Children's previous work shows that, by the end of the Reception year, most children reach the expected levels for this part of the area of learning. They use paint and glue confidently and produce interesting pieces of artwork. Planning shows that the children have many opportunities to develop a repertoire of songs, to listen to music, and play percussion instruments.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards have improved in Year 2 on the previous year.
- Standards in Year 6 are below average in respect of reading and writing, although speaking and listening skills are comparable to those found generally.
- The co-ordinator for English has a clear understanding of his role, but opportunities to oversee the subject and to monitor the quality of teaching and learning are too limited.
- The procedures for tracking pupils' progress in reading and writing are good. Good use is beginning to be made of this information in order to ascertain strengths and weaknesses in the English programme and to monitor individual achievement.

Commentary

49. Pupils in Key Stage 1 achieve satisfactorily in relation to their capabilities. Teachers provide a range of tasks that ensure that pupils are working at a level that is properly suited to their capacity. Achievement in Key Stage 2 is also satisfactory. Pupils currently enter the school with language skills that are similar to those typically found. Standards in Year 2 remain comparable to the national average and apply to speaking, listening, reading and writing. Overall attainment in Year 6 is below the national average, although pupils' skills in listening and speaking are at expected levels. Reading and writing are below average because the year group is less able than the previous year and, in addition, improvements in provision, following a period of uncertainty subsequent to the formation of the present school, have yet to impact fully upon the longer, four-year cycle of Key Stage 2.
50. The confidence and complexity of pupils' spoken language develops satisfactorily through the school so that, by Year 6, the majority can speak with an accuracy and clarity that is similar to that normally found. Higher attaining pupils are able to engage the listener using creative ideas and a wide vocabulary. Almost all pupils in both key stages listen attentively and thoughtfully. In reading, pupils in Year 2 read simple texts with expected accuracy and understanding. Whilst most pupils in Year 6, can read difficult books fluently and can analyse the plot and characterisation, the proportion of the group is smaller than average as is the number reaching higher standards. Most discuss what they have read with obvious enjoyment and, in some cases, with insight, with higher attainers in their final year able to make inferences beyond the literal meaning of the text. The range of writing for different purposes is particularly good and higher-attaining pupils use descriptive language well. An older pupil, for example, compared the pattern of a fractured mirror as 'like a spike through wood'. The number of pupils who can organise and develop narrative in a logical and sustained manner is below that typically found in Year 6. Most pupils understand how words and technique can heighten the impact on the reader. Spelling and grammar are satisfactorily developed but many older pupils lack consistency in their handwriting as in, for example, the regularity with which letters are joined. Pupils have good awareness of the developmental nature of writing and the process of planning, drafting, evaluating and improving their work is integral to the English programme throughout the school. The emphasis upon interpretation of text, a 'feeling' for language and the use of expressive prose makes a good contribution to the spiritual development of pupils.

51. Teaching is satisfactory in both Key Stages 1 and 2. Some teaching in both key stages is good. Teaching is typified by the good relationships that are apparent in every class. Tasks are provided which ensure that pupils are working at a level that is properly suited to their capabilities. This includes the work for pupils who have special educational needs. Teachers have a sound knowledge of the subject, manage the pupils well and employ a range of interesting techniques and activities. In the more effective lessons, teachers make challenging, but realistic, demands of their pupils. In a lesson in which pupils in Year 6 were continuing a piece of extended writing, for example, the teacher established a climate of constant evaluation and review. This resulted in very good achievement, as pupils explored the structure and sensitivity of their work. Good quality planning means that understanding and skills are built methodically and the practice of sharing the objective of each lesson with the pupils promotes a greater sense of purpose and of achievement, whilst also providing an objective measure of the effectiveness of the lesson. In all parts of the school the teachers and teaching assistants work effectively as partners and provide sensitive and helpful support.
52. Leadership and management of the subject are satisfactory. The co-ordinator for English has good subject expertise and a clear understanding of his role. He has initiated pertinent improvements in the provision for English, but has not had sufficient opportunities to develop his responsibilities to oversee the subject, to monitor the quality of teaching and learning, or to ensure that agreed initiatives are introduced with consistency and rigour. A good range of formal assessments and teacher evaluations are used to assess pupils' progress. The school has begun to make good use of this information to analyse the strengths and weakness of the English curriculum. As a result, a range of initiatives to strengthen the programme and to raise standards has been introduced. Changes to the writing programmes and additional help for identified groups exemplify this approach. The proposed focus upon the use of information and communication technology to support work in English is a further example of this continuing process.

Language and literacy across the curriculum

53. The use of literacy skills in other subjects is satisfactory. In history, for example, pupils write with empathy and imagination about events in the past, such as a letter home from a Roman Centurion, or the impact of the Second World War on peoples' lives and feelings. The more formal recording of their work in science is another example of how writing is employed to take a particular subject forward whilst also focusing on approaches which will improve literacy skills.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching in Year 2 enables pupils to achieve well.
- There are effective arrangements for setting pupils in Year 6 by ability.
- The attitude and behaviour of pupils are good.
- Assessment and analysis of performance data are used effectively to monitor pupils' progress.
- More able pupils are not consistently challenged.

Commentary

54. Standards in mathematics at the end of Key Stage 1 are above average and have improved this year. This represents good achievement over time as most pupils enter school with standards that are about average. Inspection findings and the school's own assessment data indicates standards at the end of Key Stage 2 are average. This represents satisfactory achievement and is an improvement on the previous year.
55. Overall, the quality of teaching in the school is satisfactory. However, teaching in Year 2 is consistently good and pupils achieve well. The good lessons have clear learning objectives;

teachers use their questioning skills effectively and challenge pupils to explain the strategies that they have developed. For example, in one lesson in Year 2, individual pupils employed a range of different strategies to add two numbers together and were eager to explain their methods to the rest of the class. In these good lessons, praise is used well and learning assistants make a very valuable contribution to pupils' learning. The best features of teaching throughout the school are that lessons are generally well planned; teachers have good subject knowledge and encourage pupils to use appropriate mathematical vocabulary. Most lessons conclude with an opportunity for pupils to explain how they have completed their tasks and to think about and discuss the strategies that they have employed. However, when satisfactory teaching occurs, lessons can sometimes lack pace, tasks are unexciting and higher-attaining pupils receive insufficient challenge.

56. The school has recently implemented arrangements for setting pupils in Year 6 by ability and this has proved effective in supporting pupils with a range of different learning abilities. It enables teachers to work with groups of pupils of similar ability and to plan work accordingly. This has contributed to the improved standards achieved by pupils in the current Year 6 and the school are considering extending setting arrangements to pupils in Year 5 in the coming year.
57. Most pupils enjoy their work in mathematics. They work well as individuals and within groups and share ideas and resources sensibly. Pupils' attitudes and behaviour in lessons are good and during discussions, pupils in Year 6 talked with enthusiasm about the subject. They felt that their lessons were important because they 'learned so much that would help in their adult life'. They particularly enjoyed learning from mathematical games, but would have appreciated more opportunities to use computers during lessons.
58. There is good use of assessment and data analysis to ensure that pupils' progress is monitored closely and that support is targeted appropriately. The school makes good use of information from national tests to track the progress of individual pupils and to provide information on the achievement of groups of pupils in terms of ability and gender. In some year groups, pupils have individual and group targets for mathematics, but this is not a consistent strategy throughout the school. Pupils' work is not marked effectively, as teachers rarely provide comments that are helpful or suggest ways for future improvement.
59. Higher-attaining pupils are not consistently challenged, throughout the school, and this needs to be done if pupils' achievement is to improve. For example, in many lessons, higher-attaining pupils undertake the same work as pupils of average ability and there are no extension activities provided for them. There are also missed opportunities to challenge pupils through problem-solving exercises within the curriculum for mathematics.
60. Leadership and management of the subject are satisfactory. Although the co-ordinator is fairly new to the post, he has already developed an action plan for future development. This includes earlier and more consistent intervention for lower-attaining pupils across Key Stage 2; an increase in the use of information and communication technology within mathematics; a whole-school approach to target setting and the monitoring of planning and curricular delivery so that teachers are aware of those areas of mathematics that need an increased focus. These are weaknesses at present.

Mathematics across the curriculum

61. Pupils make satisfactory use of mathematical skills as part of their work in other subjects. In a lesson in Year 5, for example, pupils used data to develop graphs to illustrate weather measurements, whilst pupils in Year 3 had made graphical representations comparing employment in Chapel-en-le-Frith to that in Chembokoli. As part of their work in art and design, pupils in Year 2 had developed symmetrical patterns based on their own faces and used co-ordinates to develop treasure maps, whilst pupils in Year 1 created dance based on their knowledge of simple shapes. However, there are missed opportunities for pupils to apply their mathematical skills in other subjects, such as by developing spreadsheets, tables, graphs and charts in science and information and communication technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils across the school have good attitudes to science and enjoy the lessons.
- The development of investigative skills enhances teaching and learning.
- Higher attaining pupils are not always sufficiently challenged.
- The marking of pupils' work is inconsistent.

Commentary

62. Standards are average in Year 2 and below average at Year 6. Pupils' achievement is satisfactory overall. All pupils enjoy the practical aspects of the subject and have good attitudes to the work. By Year 6, most pupils have studied a satisfactory range of topics about living things and how they grow, materials and how they change, and physical processes including electricity, forces, light and sound. Most pupils are able to make predictions and understand the concept of a fair test. They understand the process that has to be followed in a scientific method. Standards are not as high in Year 6 as in the previous year, because there is a greater number of lower-attaining pupils.
63. A study of pupils' work in Year 6 shows that the emphasis on investigation is clear. For example, pupils have addressed a range of questions that include 'What is needed to make a nail rust?' After setting up a number of experiments, pupils discovered that a chemical reaction takes place between water and oxygen forming iron oxide, leaving a rusty nail. During discussion with a group of pupils in Year 6 on magnets, they were able to explain that like poles repel and similar poles attract. One pupil was able to detail how an electro-magnet could be used for sorting out the metal in a car scrap yard. The same group of pupils was most enthusiastic and knowledgeable about recent work they had been doing in chromatography, giving them an insight into detective work. However, a significant number of pupils do not have this understanding.
64. The quality of teaching and learning throughout the school is satisfactory overall. Teachers use a range of strategies which support investigative science. Learning objectives are shared with pupils. The effective use of scientific vocabulary shows that the teachers have at least a satisfactory knowledge of the subject. Lessons seen during the inspection were well resourced. In a well-structured Year 2 lesson on 'sound', pupils worked with partners in order to test simple telephone systems and see which worked the best. During this challenging investigation, the teacher was able to explain the importance of pulling the telephone string tight. At the same time the opportunity was taken to introduce pupils to the word 'tension' extending their vocabulary. In the same lesson teacher also explained how pupils could pursue a further investigation in their own time. This task related to the pitch of different chime bars. Pupils had to decide which of the notes was higher or lower than the other. A graded question card supported this activity which challenged the higher attaining pupils.
65. Leadership and management are satisfactory. The school's systems for assessment are not sufficiently detailed. The marking of books in Years 3 to 6 does not consistently support the development of progress through posing questions to deepen pupils' understanding or help pupils to understand how they can improve their work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- The pupils talk confidently and enthusiastically about the subject.

- Information and communication technology is not used well to support other subjects of the curriculum.
- Work in the subject is not checked or evaluated by the co-ordinator.

Commentary

66. Pupils are reaching expected standards at the end of Years 2 and 6. All pupils are currently achieving satisfactorily, although discussions with pupils in Year 6 indicated that their experiences with information and communication technology were limited when they were younger.
67. No lessons were observed during the inspection, but discussions with pupils in Years 2 and 6 indicate that pupils are offered an appropriate information and communication technology curriculum. However, the amount of time spent on information and communication technology in different classes across the school varies and some of the sessions allocated to the subject are too short. Given that the pupils in Year 6 have 'gaps' in their previous learning, they have done well to reach the levels they have and talked confidently about using information and communication technology to make presentations, creating spreadsheets and using control systems.
68. Leadership and management of the subject is satisfactory but, as with many other areas of the curriculum, underdeveloped as a result of the school's recent history. The co-ordinator has secure subject knowledge but is more limited in his understanding of subject co-ordination. Because no formal monitoring or evaluation of the subject has been undertaken, his knowledge of what happens in other parts of the school is limited. Assessment procedures are not established and the school is not in a position to track the progress of individual pupils. This prevents teachers from providing different levels of work for different ability groups. Analysis of pupils' previous work indicates that insufficient attention is paid to the needs of individual pupils and their varying levels of understanding of the subject.

Information and communication technology across the curriculum

69. Some good examples were observed during the inspection of information and communication technology supporting other areas of the curriculum for example, in art and music. In Year 2, pupils identified using information and communication technology in science and Year 6 pupils spoke about writing 'Quest' stories that involved the use of hyperlink and also using information and communication technology in science. However, information and communication technology is not used sufficiently to support other subjects of the curriculum consistently across the school and this is a weakness. A number of lessons observed during the inspection would have benefited from the use of information and communication technology and this area for development is recognised in the current school improvement plan. All year groups have access to three or four computers, so there is adequate hardware available and the range of software accessible to the school is developing.

HUMANITIES

Geography and history were not part of the inspection focus, therefore, no substantive judgements are made on provision. Two satisfactory lessons were observed in **geography** in Years 3 and 5 and a good **history** lesson was seen in Year 6. Discussions were also held with pupils in Year 2 and 6.

70. **Geography** and **history** are delivered through a series of topics delivered over the course of a key stage. The topics are planned so that a suitable balance between the two subjects is maintained. The current guidance to help teachers plan their lessons provides a sound basis for the content and the systematic development of the subjects. Literacy skills were well promoted as pupils in Year 6 collaborated maturely, as they continued the writing of an original play set in Ancient Greece. The majority of pupils showed an appropriate understanding of this period in history and were well motivated by the class teacher's enthusiastic delivery of the subject. Pupils in Year 5 soundly developed their understanding of the variety of uses to which water can be put and how this is of value to different parts of society such as industry and the

health services. This was part of a Year 5 geography topic and homework was provided with pupils expected to log the use of water in their homes. In Year 3, pupils successfully questioned the headteacher about the school complex after studying photographic evidence of the school site. The majority of pupils used this session well to develop their awareness of how photographic evidence can provide information about the environment and use this evidence to formulate questions.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The curriculum is balanced, ensuring pupils learn from, and about, a range of different religions.
- Resources are improving.
- Assessment and monitoring procedures are under developed.

Commentary

71. Standards are similar to those expected at the end of Years 2 and 6 and pupils achieve satisfactorily throughout the school.
72. Curriculum provision is based on the locally Agreed Syllabus. It is balanced and covers a range of Christian and non-Christian faiths. Pupils learn about religious beliefs and also how to apply these principles to their own lives. The quality of teaching and learning is satisfactory. Religious education is often linked to other curricular areas, particularly in its contribution to standards of writing throughout the school. In Year 6, for example, pupils had written about the positive and negative aspects of belonging to a group, whilst pupils in Year 3 had developed their own class rules, which they compared to the Ten Commandments. There is increasing use of information and communication technology in religious education, such as in Year 5 when pupils use information from websites to compare the relative sizes of major world religions. They had previously had opportunities to carry out their own independent research and possessed a good knowledge of key religious figures, such as Guru Nanak, Mohammed and Siddhartha Gantama. However, such opportunities for pupils to carry out independent research are insufficient.
73. The curriculum is enriched by a programme of visits, such as that to the local Methodist Church by pupils in Year 3 and local ministers regularly visit the school to participate in assemblies. However, there are insufficient opportunities for pupils to deepen their understanding of other faiths and cultures by experiencing visits to religious buildings, such as a synagogue or a mosque, or to enjoy first-hand experiences of other cultures that can be found in Britain today.
74. Leadership and management are satisfactory. Although the co-ordinator has only been in post for one year, she has worked hard to improve resources and to encourage the use of artefacts within lessons. These are centrally stored, of good quality and effectively support the various units of study, such as Christianity, Hinduism, Sikhism and Islam. She has re-written the policy and scheme of work, which is based on the Locally Agreed Syllabus, and has ensured that curriculum timings are appropriate for all classes. However, she has yet to implement formal assessment procedures or to monitor the quality of teaching and learning throughout the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were not a focus for the inspection and there was not enough evidence to report on them fully. A limited number of lessons were observed, samples of pupils' work were seen and discussions about the subjects held with pupils in Years 2 and 6.

75. In an **art and design** lesson a small group of pupils in Year 2 was observed using information and communication technology. Using the 'Dazzle' programme, they were creating their own computer pictures in the style of Mondrian. Meanwhile, the remainder of the class produced similar pictures using coloured paper. During the lesson the teacher, who showed good subject knowledge, led a discussion as to whether Mondrian, had he worked today, would have found it easier to do this work on a computer; most pupils agreed that he would. In Year 2, pupils' books and folders demonstrated that they had worked with pastels during a line drawing activity. They had also mixed colours separately with water, glue, sand and sawdust before painting examples in their books. Some very realistic shoes had also been drawn demonstrating careful observational drawing. Year 6 sketch books contained examples of figure drawing. In these drawings pupils demonstrated an awareness of how to use light and shade effectively. The sketch books also contained examples of batik; the art of using wax to mask out colours. The school takes part in the annual 'Arts Week', which includes pupils carrying out 'well' dressing, as part of the town's festival.
76. Two lessons were observed in **design and technology** in Years 2 and 6. Teaching was judged to be good in both. Pupils were enthusiastic about the subject and standards were as expected for their ages. A study of pupils' previous work in the upper part of the school indicates that by the end of Year 6, the designing and evaluating element of the subject was broadly in line with expected levels. Pupils spoke confidently about making 'jinx frames' which they were working on as they made fairground rides. A good display illustrated the skills they were using and pupils were seen using this to support their learning. No finished designs were seen.
77. In a Year 2 **music** lesson, pupils learnt how to identify types of instruments and also how to identify symbols that would show them where they would perform their part. During the lesson they were able to demonstrate that they could perform at the correct time as a result of reading the symbols they had learnt. At the same time a lower attaining group from the same class were working on computer programmes related to composing and becoming familiar with a range of instruments and their sounds. Groups received adult help with these activities. A hymn practice assembly was observed at Key Stage 1. Pupils sang enthusiastically and tunefully throughout. A number of lunch-time music groups were also sampled. The recorder group and the school band performed confidently under the direction of the school music co-ordinator. A lunch-time flute lesson taken by a member of the peripatetic music service was also seen to be productive. The school's music provision is enhanced by the support provide by this service.
78. Two **physical education** two lessons were observed. In a Year 1 dance lesson, where teaching was good, the class teacher gave clear instructions and explanations. Consequently pupils were able to improve their skills and achieve well. In a Year 4 athletics lesson, pupils developed their running skills in a structured way. Pupils showed good attitudes and behaved well outdoors in this satisfactory lesson. An after-school football course was also observed provided by an out-of-school facilitator, where a number of pupils in Year 1 were seen to be developing their skills. The school's indoor and outdoor accommodation enables an appropriate physical education curriculum to be delivered. The pupils receive an opportunity to learn to swim during Year 5.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision in personal, social and health education is **satisfactory**.

Main strengths and weaknesses

- Pupils' personal, social and health education is planned in a consistent manner.
- Skills in citizenship are not yet promoted through school or class councils.

Commentary

79. The school has recognised the importance of pupils' personal and social education by appointing a co-ordinator and developing a policy and scheme of work, which includes attention to healthy living, sex, drugs and race awareness. Personal, social and health education is firmly embedded into the curriculum in subjects such as science and religious education and all pupils learn the responsibilities of living in a community. The implementation of weekly circle time⁷ sessions for each class has improved pupils' ability to listen to what others have to say and given pupils opportunities to appreciate and celebrate the individual differences within school. These sessions contribute significantly to the good attitudes and relationships seen and ensure that the school operates as a harmonious community. Pupils are given good opportunities to take responsibility within school, such as when they take attendance registers to the school office or set out the overhead projector and select hymns for morning assemblies. They are eager to perform these tasks and do so efficiently. The subject supports learning in other curricular areas, particularly English and religious education. However, pupils have yet to be given opportunities to influence their own learning through the introduction of school or class councils.

⁷ Circle time is a session provided for pupils to discuss certain matters as a class, following strict rules about listening to others and taking turns to speak.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	N/A
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).