

INSPECTION REPORT

GORSEYBRIGG PRIMARY SCHOOL

Dronfield, Derbyshire

LEA area: Derbyshire

Unique reference number: 113516

Headteacher: Mrs Nancy White

Lead inspector: Mr David Carrington

Dates of inspection: 29th September – 1st October 2003

Inspection number: 256231

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and infant
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	182
School address:	Balmoral Crescent Dronfield Woodhouse Dronfield Derbyshire
Postcode:	S18 8ZY
Telephone number:	01246 418508
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Derek Dunn
Date of previous inspection:	N/A

CHARACTERISTICS OF THE SCHOOL

Gorseybrigg Primary School was established just over one year ago and is in the process of settling into considerably extended accommodation. The school is situated about a mile to the west of the centre of Dronfield in northeast Derbyshire. There are 99 boys and 83 girls in school, with another 14 children who attend the nursery on a part time basis. Whilst the proportion of pupils with special educational needs is below average, there is an above average proportion with statements, which are for autism and general development delay. The proportion of pupils from minority ethnic backgrounds is low. All pupils speak English as their main language and most complete their whole primary education at the school. Children have average levels of skill and knowledge when they start school. The school is popular with parents and pupils alike.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15414	Mr David Carrington	Lead inspector	Mathematics, information and communications technology, design and technology, physical education
1329	Mr Kevern Oliver	Lay inspector	
14226	Mrs Alison Willatts	Lay Inspector	
1189	Mrs Sharon Brown	Team inspector	English, art and design, music, Areas of education for children in the Foundation Stage, Special educational needs
21816	Mrs Beryl Thomas	Team inspector	Science, geography, history, religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Gorseybrigg Primary School is an effective school, which provides a good quality education.

The headteacher has ensured that the staff of the separate infant and junior schools have united very successfully in their quest to provide a consistent quality of education and achievement through the school. She has also made certain that the disruptions caused by the extensive building works have been minimised in order that the education provided remains effective. The school is in a strong position to grow into a highly effective place of work for pupils and staff alike. Its future is very bright.

The school gives good value for money.

The school's main strengths and weaknesses are:

- All pupils achieve well and attain average standards, at least, year by year.
- The quality of education, particularly teaching and learning, is good and this ensures pupils do well in their work.
- There is excellent commitment to educational inclusion.
- Leadership and management are very good overall. All staff and the governors work hard to give pupils good opportunities to succeed.
- Current building works are restricting the curriculum, especially in information and communication technology (ICT).
- Subject leaders could be more involved in the monitoring and evaluation of teaching and learning and the curriculum.
- Some assessment procedures require further refinement to hone them into a system that is more focused on pupils' ongoing learning throughout the year.

The school has not been inspected before. It was established in September 2002, and at the start of September 2003 amalgamated on one site in buildings that were still being completed at the time of the inspection.

STANDARDS ACHIEVED

The first SATs¹ were taken in summer 2003 and, therefore, there are no results from previous years to compare with national averages. The preliminary results for 2003 show that Year 2 pupils reached above average standards in reading, writing and mathematics and that Year 6 pupils' results were well above average in English, mathematics and science. The proportion of pupils attaining the higher levels in the SATs was at a good level. The school provides well for higher attaining pupils and tracks the progress of those with gifts and talents carefully to ensure they do well. During the inspection, boys and girls achieved equally well and those with special educational needs showed good achievement. Standards in Year 6 this year are likely to be closer to the national average because of the wide variety of prior attainment in the class. Children in their very first days in the nursery and reception classes have settled well and are happy in their learning. Staff have good expectations of the pupils and, as the scrutiny of pupils' past work shows, good progress is made in all stages in school.

Overall, **achievement is good.**

- Provision for children in nursery and reception is good and this enables the children to settle quickly to their work. This year, they have average levels of knowledge and skill as they start their education.
- Pupils in Years 1 and 2 are achieving well and they are on course to attain above average standards in reading, writing, mathematics and science by the end of the infant years.

¹ Standardised Attainment Tests

- The junior pupils also achieve well. This year, the Year 6 pupils are on target for broadly average standards, which is good progress given their starting point.
- Standards in other subjects are average at the end of the infant and junior years.
- Behaviour, relationships and other personal qualities are good. Attendance is average. Most pupils enjoy their tasks and they are productive workers.
- Pupils' spiritual, moral, social and cultural education is good overall and pupils develop a very good set of principles by which to live.

QUALITY OF EDUCATION

The quality of education is good.

- **Teaching quality is good.** Teachers provide interesting activities that are well focused on the development of knowledge, skills and understanding. Support staff work effectively in the interests of their pupils.
- **Learning is good throughout the school.** Pupils work hard and as they grow older they take on more responsibility for their own learning. They are mature and sensible learners by the time they leave Year 6.
- **Assessment is satisfactory.** The procedures for assessment are good in English. The next step is to ensure that they are as rigorous in other subjects.
- **The curriculum is satisfactory.** It is evident that the current spate of building works is restricting the range of the curriculum. At present there is limited ICT taught because the suite is incomplete. Children in the nursery and reception have reduced opportunities for outdoor play until their play area is fully complete.
- **The partnership with parents and the community is good.** The school welcomes parents into school and provides good quality information about their children's progress. Many people from the local area come into school to share their experiences and work with the pupils.

LEADERSHIP AND MANAGEMENT

Leadership and governance of the school are very good. Management is good.

- The headteacher is an enthusiastic, hard working leader who inspires staff and governors and who gives very good direction to the school's work. The deputy headteacher works in very good partnership with the headteacher.
- Governors take a very good role in shaping the school. They are very well informed about the school's performance and ask the necessary questions to ensure the quality of education and standards are good.
- Subject leaders carry out their work to manage subjects with conviction and hard work. They are ready for extended involvement in monitoring and evaluation and target setting and tracking procedures that will strengthen the management of the school.
- The school has an excellent commitment to educational inclusion in order to ensure all pupils receive good quality education and succeed in their work.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils hold very high opinions of the school.

- Parents are pleased they chose the school for their children and are unanimous that it gives an effective education.
- The pupils are equally pleased with their school. As pupils wrote on their questionnaire: *People know me and welcome me and The best part about school is how nice it is and I think everything is brilliant.* The vast majority of pupils share these opinions.

IMPROVEMENTS NEEDED

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

- Use the new facilities for ICT fully once they are available and work to implement the ICT action plan.
- Extend the role of subject leaders to give them more responsibility for monitoring and evaluation and to develop the systems for assessment and target setting and tracking.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are average overall and achievement is good throughout the school.

You get to do hard work²

If I'm having problems, I put my hand up and my teacher helps me

Main strengths and weaknesses

- Provision for children in nursery and reception is good and this enables the children to settle quickly to their work. This year, they have average levels of knowledge and skill as they start their education.
- Pupils in Years 1 and 2 achieve well and at the end of the infant years they attain above average standards in reading, writing, mathematics and science.
- The junior pupils also achieve well. This current Year 6 pupils are on track to reach average standards in English, mathematics and science.
- Standards in other subjects are broadly average at the end of the infant and junior years.

Commentary

1. Because Gorseybrigg is a school that is just over one year old there are no SATs results that have been benchmarked against national averages or those of schools of a similar type. It is therefore, not possible to discuss trends in attainment against national averages at the age of seven and eleven, other than to say that the results of the 2003 SATs suggest that good standards are well within reach. Last year, the SATs results of seven-year-old pupils look to have been above average in reading, writing and mathematics and the proportion of pupils achieving the higher level 3 seems to have been well above average overall. Year 6 pupils appear to have reached well above average standards overall and the proportion achieving the higher level 5 seems to have been above average in English and well above average in mathematics and science.
2. During the inspection a large amount of time was spent examining pupils' work completed last year. The first and foremost picture to emerge was that throughout the year, pupils were producing work of a standard that matched the results in the SATs outlined above. The good expectations of staff, insistence upon productive working and neat presentation resulted in much work of good or very good calibre. This was most marked in Years 2, 5 and 6. Boys and girls worked equally well last year and pupils with special educational needs were clearly well supported, with carefully targeted individual work programmes that enabled them to achieve well. The higher attaining pupils were provided with work that tested their mettle well. They rose well to the challenges provided and some showed very high levels of attainment indeed. The school has identified a few pupils with particular talents or gifts. These pupils are expected to reach high standards and they are currently on target to do so. Staff know their needs well and monitor their progress carefully to ensure they meet what is expected of them. Pupils in the middle attainment band also did well. In many instances, their working level was not far behind that of the higher attainers.
3. This year, because of different profiles of attainment in each class, the picture is different. However, one key fact stands out, namely, that pupils of all attainment levels and boys and girls achieve equally well. Children in the nursery and reception classes, some of whom had

² The quotations are from the pupils' questionnaire and from comments made during discussions with inspectors.

been in school for less than one week at the time of the inspection, have settled well and are enjoying the many opportunities provided for them to explore the six areas of learning. This year, the new children have broadly average starting levels of skill and knowledge, which is rather lower than the children at the start of school this time last year. Induction into school is a carefully planned process that is put into action very effectively. Thus, the youngest children in school can be anticipated to do well in their learning and to achieve well by the end of their first year.

4. Infant pupils are taught in two parallel mixed age classes. They are of very diverse backgrounds and include a few pupils with particular behavioural and emotional needs. Nevertheless, most pupils are making a good start to the year and their achievement is good. The Year 2 pupils look to be on target to attain above average standards in English language and literacy skills, mathematics and science by the end of the school year.
5. In junior classes there is again a diversity of background and prior attainment levels. Overall, the Year 6 pupils are working well, achieving successfully and are on target for broadly average standards by July next. This is good progress given their starting points. The Year 5 pupils have made a spirited start to their school year and are already showing many signs of above average attainment in English, mathematics and science.
6. Because of the incomplete building works it was not possible to observe work in ICT. Standards cannot, therefore, be judged in this subject. The evidence for other subjects points to average standards overall at the age of seven and eleven. More details are given of subjects such as religious education, geography and history later in this report.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and pupils' personal qualities are all good. The level of attendance is average.

The best part about school is how nice it is and I think evrithing is brillent

The classrooms, my friends, the bugs dangling down from the ceiling

It's better being one school, there's more space and you meet younger pupils and get to know them

Main strengths and weaknesses

- Pupils' attitudes to school are good and their self-esteem is high. They enjoy learning, taking responsibility for their own work and contributing to school life.
- Behaviour in and around the school is good with very little bullying or harassment of any kind.
- Pupils' spiritual, moral, social and cultural development is good overall.

Commentary

7. Pupils enjoy being at Gorseybrigg Primary School. They say that their teachers treat them fairly and that they have many friends in school. Behaviour is good and there is very little bullying. The school hums with activity as everyone gets on with his or her work and play. Pupils like being trusted to do things on their own. In lessons they work hard. Their spiritual, moral and cultural development is good. Attendance is average and punctuality is satisfactory.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.4
National data	5.2

Unauthorised absence	
School data	0.2
National data	0.5

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

- The pupils are proud of their new school. They arrive on time and eagerly prepare for whatever the day has in store for them. They confidently chat to their teachers and each other. Visitors are greeted with cheery smiles and offers of help. Pupils like to talk about their work, their homes and hobbies. A Year 5 pupil, for example, bubbled with enthusiasm as she told one of the inspectors about her keyboard lessons.
- Behaviour is good overall with lessons rarely interrupted by bad behaviour. Teachers and pupils get on with the tasks of teaching and learning. Playtimes are a happy mixture of running, jumping, skipping, chasing and ball games. Pupils look after each other and anyone who is hurt or upset is whisked off to see one of the lunchtime supervisors. There is virtually no bullying and according to pupils and parents, when it does happen, it is quickly sorted out. There have been no exclusions of any form since the school opened in September 2002.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
182	0	0

- Pupils work hard, in a Year 6 art class, for example, everyone was engrossed in designing and making models of Greek vases. They were fascinated by their teacher's explanations and eagerly followed instructions. In a Year 2 numeracy session pupils rose to the challenge of solving a range of adding-up problems. Everybody congratulated everybody when they realised that their answers were correct!
- Pupils have a good understanding of social and moral issues and are encouraged to reflect on their feelings. They know and understand the school rules, distinguishing between right and wrong. A pupil in Year 1 summed up the parable of the Good Samaritan with the comment *look after each other*. Books, toys, games, learning resources and good lessons help pupils to discover other cultures. In Year 6, for example, pupils, whilst learning about Islam, took time to reflect on how Muslims think and feel about important events and day-to-day life.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Pupils are taught well, their learning is effective and the curriculum is satisfactory. The health, safety and welfare of pupils are promoted well and the school has built a good partnership with parents and the community.

Teaching and learning

The quality of teaching and learning is good. Assessment is satisfactory.

The teachers are friendly and helpful

(I'd like to) Make some lessons more interesting

Marking is useful. It tells you how to be a bit better, where you've gone wrong and what to do next time

Main strengths and weaknesses

- Teaching quality is good.
- Learning activities are well focused on the development of knowledge, skills and understanding and motivate the pupils well.
- Support staff work effectively to help their pupils achieve well.
- Learning is good throughout the school.
- Pupils work hard and are mature and sensible learners by the end of school.
- Assessment is satisfactory overall, though there are still things to do to make the target setting process equally rigorous in all subjects and stages of school.

Commentary

12. The quality of teaching was good overall in the 40 lessons observed during the inspection. In addition, the quality of teaching as demonstrated in pupils' past work was also good. There is no difference in the quality of teaching throughout the year and between the three stages in school. There is some variation from class to class, though this is not substantial and there is no unsatisfactory teaching. Three lessons were observed in Years 5 and 6 that inspectors judged to be very good. The scrutiny of work indicated that there are many other occasions when pupils enjoy teaching of this quality. It is also present in other years, as past work shows.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	23	14	0	0	0

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

13. The chief strengths of teaching are the effectiveness of planning, which results in tasks that are well matched to pupils' needs. Staff have good expectations of the pupils, they encourage and motivate the pupils well and make the work interesting. The use of time in some lessons needs improving, as a few start late or over-run. The use of comments in marking is not always targeted to identify what the pupils need to do next to improve. However, support staff are successful in their work and they keep their pupils focused on the skills and knowledge to be learned with considerable skill.
14. The pupils respond well to the staff. In discussion with inspectors, many pupils identified their teachers as their favourite characteristic of the school. In general, pupils work hard, they produce good amounts of neatly presented work and they adopt an increasingly mature and sensible approach to their work as they grow older. Pupils build understanding, skills and knowledge well as they progress through the school.
15. Assessment procedures work soundly overall. In reception and nursery classes assessment is well honed to identify crucial steps in learning and to track that the children are on course to

meet the expectations held of them. Assessment in English has also been sharpened into a system that checks achievement and sets targets for future learning. These targets are tracked carefully to ensure pupils achieve well and that learning moves on fast enough. In other subjects, assessment has less power. There is a sound system emerging in mathematics and science, but as yet, this does not have the same rigour as the system in English. In other subjects, assessment is sometimes quite basic. However, senior managers have identified enhanced assessment as a priority for the future well being of the school and have worked well to develop the assessment systems. However, they agree that subject leaders' roles in bringing further improvement to assessment are a key issue for the school.

The curriculum

The curriculum is satisfactory although it is restricted at present by the extensive building works in school.

(I'd like) No homework. Do not have Numeracy and Literacy every single day

(I'd like) Not to be in the same class as yr 1

I like the carpet because when I get off of my chair it will not squeak

Main strengths and weaknesses

- The curriculum meets the statutory requirements, including provision for religious education and collective worship.
- Provision for pupils with special educational needs is good.
- The school is very successful in providing equality of access and opportunity for all its pupils.
- There remains the need to ensure that ICT is taught fully as soon as the building is completed and networks established.

Commentary

16. The school has fully embraced the principles of educational inclusion and makes very good provision to ensure that all pupils have full access, where possible, to all subjects and activities. Provision for pupils with special educational needs is good and teachers and support staff are acutely aware of pupils' individual needs and plan carefully to make sure there are opportunities for all to achieve success. Teachers also identify higher attainers and use a range of strategies to ensure they make maximum progress.
17. Health education, including sex education and guidance about the dangers of misusing drugs is planned and taught very well as part of the science, personal, social, health and religious education provision.
18. At the time of the inspection the school was only providing satisfactory support for learning outside the school day. In three weeks time this will be a very different picture. The after-school clubs and activities that were well supported by pupils last year will be up and running again. These include football, netball, table tennis, drama, recorders, and writing a school newsletter. The many visitors to the school enrich and add breadth to the whole curriculum. Day and residential visits are an important part of school life and the best use is made of local places of religious, scientific, geographical and historical interest when these match the pupils' areas of study. Collectively, all of these activities help to broaden pupils' experiences, strengthen their self-confidence, encourage leadership and increase their maturity.
19. The school has sufficient teaching and support staff to ensure that pupils learn well. The curriculum is properly delivered and all the pupils are well looked after. Staff have attended training sessions on curriculum planning to ensure continuity across the amalgamated schools. This system has worked well because training is closely linked to the school's

priorities, and everyone's skills and knowledge are improved. Systems for assessing teachers' performance are in place, and these are well focused on improvement.

20. The indoor accommodation that is completed is good and is being used well. The school grounds are spacious, with areas that will provide for attractive quiet areas and raised gardens when completed, as well as playing fields surrounded by trees. Pupils' work is displayed attractively, making the school a pleasant place to work and play.
21. Learning resources are satisfactory overall at this stage but the school has purchased enough new resources so that pupils' learning is effectively supported across the curriculum throughout the entire school. The libraries are adequately stocked with a range of suitable books and there are plans to buy more resources and provide a good ratio of computers to pupils. This means that the pupils' learning will move forward successfully.

Care, guidance and support

Pupils' care, welfare, health and safety are promoted well and there is good support, advice and guidance for pupils.

*(I like) Playtimes because I would like to have the year ones twos and reception playing with us
I'd like to wear my Spiderman suit
The adults in school helped me and (my problem) was sorted. I feel safe in school.*

Main strengths and weaknesses

- Pupils work in a healthy and safe environment.
- Relationships with adults in school are good.
- The quality of advice, support and guidance is good.
- Children in the Foundation Stage settle well to school.

Commentary

22. The school provides a safe, secure and friendly environment in which pupils and staff enjoy working. Pupils are positive in their enthusiasm for their school. This is evident from the response to the pupils' questionnaire and also from talking to them. Relationships between staff and pupils are good. Pupils find the staff approachable and most pupils feel secure about discussing problems with them. The school is currently honing its system of collecting pupils' views and the process of following these up. Induction for nursery and reception children is thorough and thoughtful. Staff make visits to the pupils at home or at their pre-school centre, write letters to parents and children and invite families to school events and practice days before the pupils start school. Provision for the transfer of Year 6 pupils to secondary school is also thorough and well thought out. Parents are very impressed by the care and attention given to the pupils at these stages of their education.
23. The school's policies for attendance, behaviour and anti-bullying rewards and sanctions are followed consistently by staff. Pupils respect the school routines, expectations of good behaviour and care for each other, staff and visitors as part of school life. Pupils who have special needs are well supported and are included in all school activities. Pupils say that they have confidence that if they turn to an adult for help, they will receive it. Relationships are good between pupils and with the adults in school. The pupils like their teachers very much and they respond well to other adults.
24. Procedures for child protection are in place. A member of staff is responsible for this and has had suitable training. All staff are aware of the procedures and are reminded of these annually.

25. All reasonable steps are taken to ensure the school is a safe environment in which to work. At present, as a lot of building work is in progress this is not a simple task. However staff and contractors are being scrupulous in their attention to the safety and well being of the pupils. The building is clean, reasonably tidy with safe storage facilities. The staff supervising the lunchtime arrangements are very efficient in providing a swift, safe and hygienic service in the school hall, as well as encouraging and helping pupils when they need assistance. Appropriate provision for fire safety and first aid is in place with suitable equipment available. Two staff members have training in first aid.

Partnership with parents, other schools and the community

There is a very good partnership with parents and the community. Links with other schools are satisfactory.

*I would like to get homework every day
My mum reads with me and helps me with my homework*

Main strengths and weaknesses

- There are good links with parents.
- The quality of information for parents is good.
- The school has developed its links with the community effectively.
- The partnership with other schools is good.

Commentary

26. The relationship between the parents and the school is good. The majority of parents who responded to the questionnaire are happy with the way the school cares for their children and the teaching and encouragement their children receive. Parents are welcomed into the school, before and after the school sessions, to talk to their child's class teacher, or the Headteacher. Parents frequently use informal meetings with staff to resolve problems or to discuss the progress their child is making. In addition, parents who cannot attend evening sessions can discuss their child's progress or any other problems at such times. Many parents help in the school in classes and with the educational outings and field trips the school offers.
27. Parents receive annual written reports, which inform them about their child's academic and personal progress. In addition parent/teacher evenings are held, together with *meet the teacher* sessions when parents can find out more about how and what their children are learning. These evenings are well supported by parents. Parents receive an informative school brochure and regular letters about school activities. They are kept in touch about the current building work and are generally understanding about the difficulties the school has at present with regard to the temporary lack of outdoor facilities. In general parents support the school in all aspects of school life, and the school very much benefits from the time given and experience gained from the parents.
28. The school is used in the evenings by many community organisations such as the Rainbow Brownies, aerobics group and a local religious group. The school has good relationships with the local church; the vicar takes assemblies at school on a regular basis and the school holds celebrations for Harvest and Christmas. Also, pupils at the school entertain and generally keep in touch with the local retired people in the area to the benefit of both. *Grandpops* is a familiar visitor to school. For some pupils he is like a real granddad and the school celebrates important events in his life, such as his 80th birthday.
29. The school has developed helpful links with the local secondary and primary schools. This has enabled staff expertise to be updated through joint training initiatives and meetings and the provision of extra experiences, such as sporting fixtures, which benefits the pupils well.

LEADERSHIP AND MANAGEMENT

Leadership and management at Gorseybrigg Primary are very good. The governors are very effective.

*People know me and welcome me
It (the school) is good*

Main strengths and weaknesses

- The governing body is functioning very well. Governors are playing a crucial and effective role in planning and shaping the direction of the new school.
- Leadership by the headteacher and deputy headteacher is very good.
- Good management is the norm at Gorseybrigg.
- Not all subject leaders have full involvement in checking the performance of their subjects.

Commentary

30. The headteacher is a very good leader who is successfully taking the school forward. Management is good. Even though the school has only been in existence for a short time all basic systems are in place and operating well. The merger of the two former schools and the amalgamation on one site have been handled very effectively.
31. The headteacher leads from the front. She has a clear vision of the type of school that Gorseybrigg will be and what, in terms of standards, accommodation and ethos it will be like in a couple of years time. She has confidence that the school will succeed. The headteacher has developed a very good partnership with the very effective deputy headteacher. They are united in the drive for improved provision and standards and are motivating the staff very well in this quest. They recognise that there are still things to be done to make Gorseybrigg a most effective school, but they give very good leadership in the school's bid for excellence.
32. The headteacher has involved all the staff in a total review and adaptation of curriculum development and school improvement planning. Through her enthusiasm, experience, example and knowledge and understanding of her staff's strengths and weaknesses, she has created an atmosphere in which staff now feel part of one school. Key, newly appointed staff such as the subject leaders feel really empowered and are beginning to provide good leadership in their specialist areas. However, not all subject leaders are involved in monitoring and evaluation and target setting and tracking procedures that give full insight into the strengths and areas for development in the school. They are all enthusiastic to be involved in such opportunities to check the performance of their subjects. Nonetheless, this is one of the two key issues of this inspection.
33. Governors understand their responsibilities and know what they need to do in order to ensure that Gorseybrigg is a success. High standards, pupils' achievements, secure funding and a happy, safe environment are at the forefront of their thinking and planning. They are well organised and are very much the school's critical but supportive friends. They have very good working relationships with the headteacher and the rest of the staff. They call in to see how things are going and to meet staff and parents. They also make formal visits. Recently, for example, they looked at science along with staff because of some concerns about standards. However, the current results show that the improvements made following this monitoring are having good impact and that science is now a strength of the school. Between them the governors have considerable experience of management, organisation, finance and statistics. This has been invaluable, as they have worked with the headteacher to get the school up and running and deal with the longer term. All policies and procedures and a good interim school improvement plan are in place.

34. The school is well managed. Good financial and administrative systems are in place and the school is settling into smooth running routines. All staff have their personal development plans and objectives and a clear understanding of their roles. Pupils' needs underpin all management decisions. For example, some subject leader roles are shared between two staff. This is a novel and so far successful solution to the problem of ensuring expert coverage at both infant and junior levels. The school works very closely with the Local Education Authority to ensure that all staff get the advice and support that they need to develop their expertise and maintain their effectiveness.
35. The management of finance is good. The governors ensure that the budget³ is constructed carefully and they monitor spending effectively. The school was given an additional sum to tide it over the merger, transfer to the new buildings and settling in period. This money is being spent wisely and the amount currently in reserve is earmarked for future spending to ensure the school is equipped well and visually attractive.
36. At present, the school gives good value for money. As it settles and establishes the rigorous management procedures that key managers intend to build, there is good potential for the value for money to be improved even more.

³ As the school opened in September 2002, it only operated for seven months of the previous financial year. It is, therefore, not possible to give financial information for that financial year.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is good.

I like Choosing Time

Main strengths and weaknesses

- The good provision enables children to achieve well from their different starting points.
- Teaching is good and results in good learning taking place with most children on track to reach the goals set for them.
- A good induction programme enables children to settle quickly and happily into school.
- Good leadership and management ensure children get off to a good start to their education.

Commentary

37. Children in the nursery and reception class are taught together within the Foundation Stage in a newly developed shared area. At the time of the inspection the nursery children had been in school for a few days. They are settling well into the routines and are happy to come to school.
38. Achievement is good. A well-planned range of activities and experiences meets the needs of the differing capabilities of the children well. Good teaching results from good teamwork and very good parental support. Good relationships result in the youngest children transferring happily and securely. Effective leadership and management ensure children get off to a good start to their education. As a result children learn well and approach school with confidence and enthusiasm.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good.

I'd really like no school so I could play at home all day

Main strengths and weaknesses

- Pupils achieve well in this area of learning.
- The adults are good role models.
- Most children attain the expected level by the end of reception.

Commentary

39. Children achieve well because teachers place great importance on developing their personal, social and emotional skills. Independence is well promoted by the adults and self-esteem is fostered well. A consistent approach to establishing routines ensures children quickly understand and follow their peers. Reception children are quick to select activities and tidy away resources when required, while nursery children are beginning to understand their role in this. There is a good balance of adult-initiated and child-selected activities that enables children to make decisions and choose for themselves. There are clear expectations for good behaviour to which most children respond well. Some of the youngest children are still learning to respect resources such as knowing not to ride cars over the floor puzzles when playing outside.

40. The adults provide good role models. The good relationships promote trust and confidence. Children are happy to come to school and enjoy the activities provided. Older children are quick to respond to instructions to gather on the carpet or tidy up. Most children listen carefully to instructions. Older children engage well with each other. For example, in the hospital, they share and take turns to act as nurse, doctor, patient or receptionist.
41. Most children achieve the level expected at the end of the reception year and a good proportion exceeds this.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

That starts with C

(First attempt at book with text, child reads aloud) dad and mum

Main strengths and weaknesses

- Achievement is good.
- There are good procedures to encourage children to start reading and writing.
- Standards are as expected by the end of reception year, though children have above average speaking and listening skills.

Commentary

42. Achievement is good because there are well-planned opportunities for children to develop these skills. Speaking skills are well developed through a variety of role-play activities such as the hospital or home corner, and through regular opportunities for children to engage in conversations with an adult, or each other. For example, children discussed and named different parts of the body individually with the teacher. Good questioning by the adults extended these speaking skills well. The children enjoy a wide range of stories and develop a love of books. Parents support their children very well both at home and in school with several parents volunteering their help during the day. There is good discussion about characters and illustrations.
43. Children take books home regularly. Higher attainers recognise a good number of words in the early reading scheme books and make good use of picture clues to make sense of their reading. Good opportunities are provided for early writing skills to develop through purposeful, structured play activities as well as more formal practise of letter formation. In the hospital play, the children took telephone messages, made notes, wrote prescriptions and made get well cards for patients. The children plan a birthday party by making shopping lists, writing party food lists and making birthday cards and party invitations. The teacher makes good links between the different areas of learning.
44. Standards are average in reading and writing and above average in speaking by the end of the reception years. Effective on-going assessment usefully informs planning and sets targets to aid individual development. Most children are likely to achieve the expected level and some will exceed this, by the time they start in Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

*I can measure this (toy)
That's the shortest one*

Main strengths and weaknesses

- Children achieve well.
- Most children attain the expected level of mathematical development by the end of reception.

Commentary

45. Children achieve well because they are given many opportunities to develop these skills through well-structured activities across all aspects of this area of learning. Following the story *Owl Babies* children sorted the owls into biggest and smallest. They paint symmetrical butterflies. Rhymes and songs reinforce counting and numbers well. Outside, children explore the properties of sound and water. In a lesson observed they sorted shells, acorns and pinecones, which had been hidden in the sand tray. One nursery child showed her sorted items explaining that *There are pinecones and these (conkers) have spiky cases*. Her sorting was accurate and she was pleased with her achievement. Good use was made of the playground area to draw round each other and measure the tallest and shortest, using hands and feet. Children then measured the toys using different materials for measuring. By the end of the reception year higher attainers add together two numbers and record their number sentence. They count confidently to 10 and beyond and understand *one more than*.
46. Most children recognise and name common two-dimensional shapes. Food teaching extends their mathematical vocabulary well. Most children achieve the expected level by the end of the reception year, and higher attainers exceed this level.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is good.

*I know the sun is a ball of fire
See your reflection in the mirror*

Main strengths and weaknesses

- Teaching is good and this ensures children achieve well.
- Skills and knowledge are average by the end of reception.

Commentary

47. Children achieve well as a result of good teaching and well-planned experiences. Effective questioning builds well on children's existing knowledge. For example, they know that food and water is necessary to stay alive and grow. They can name the main body parts and can identify living things. Good use is made of visits and visitors to enhance learning. For example, a visit to the farm extends children's knowledge and understanding of animal homes and babies. They explore photographs of themselves as babies and discuss how they have changed. When using the computers in their classroom, most reception children control the mouse with the expected accuracy and can follow a program such as *Dress the dog*, clicking correctly on the items of clothing. Good use is made of the local environment to explore the natural world. Through stories and books they learn about different cultures and beliefs such

as family life in an African village. They explore feelings, creating happy and sad faces as paper plates and join in celebrations and festivals such as Harvest, Christmas and Diwali. The children are well on course to reach the expected goals in this aspect of learning.

PHYSICAL DEVELOPMENT

Provision in physical development is satisfactory.

(In playground) I'm running faster than you. You can't catch up

Main strengths and weaknesses

- The planned work is well matched to children's needs.
- The lack of outdoor apparatus restricts the development of physical skills.

Commentary

48. Children have access to a range of wheeled toys. However there is no provision for large outdoor apparatus for climbing. The school intends to remedy this situation once the current building works are complete. Children have regular access to the hall for dance and gymnastics but no lessons were observed so it is not possible to judge teaching and learning or standards in this aspect of physical development. There are many well-planned opportunities for the development of fine control of tools and materials. For example, the children designed their own wrapping paper, painting the background and stamping a repeat pattern. They use scissors, pencils, crayons and brushes and mould using clay and dough, with the expected level of skill.

CREATIVE DEVELOPMENT

Provision in creative development is good

*I want to paint; I am going to put on an apron
(Mixing blue and green paint) I've got green*

Main strengths and weaknesses

- Achievement is good.
- A good range of experiences is provided.
- The level of skill and knowledge is on course to meet the expected level by the end of the reception year.

Commentary

49. Children achieve well through a variety of interesting tasks. There are good opportunities for children to select activities such as construction materials and puzzles. The range of media experiences is good and contributes to the good achievement. Paint, collage, crayons, glue and malleable materials are in evidence. Children make papier-mache balloons, *split pigs* and observational drawings of flowers. They use collage and paint to create a farm scene and make skeletons using straws.

50. Children experiment with mixing colours to create new colours when hand painting. They enjoy role-play in the hospital. Children have an increasing repertoire of songs and rhymes, which they enjoy. They are on track to achieve the expected level at the end of the reception year as a result of good teaching.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is good and enables pupils to achieve well.

*I used to enjoy drama (last year); I hope we have more of it this year
(I'd like to) Change the trays into alphabetical order*

Main strengths and weaknesses

- Standards in English are above average by the end of Year 2, although writing is not as strong as other aspects of English.
- Good opportunities are provided for pupils to engage in speaking and listening, which is leading to good skills in this aspect of English and is impacting positively on achievement.
- Pupils with special educational needs achieve well because they are well supported in their learning.
- Good use of assessment information to set targets is contributing to the good achievement in English and promoting pupils' knowledge of their own learning.
- Pupils achieve well because teaching is good and they make good progress as a result.
- Well-planned opportunities promote writing in other subjects.
- Insufficient use is made of ICT in English due to the incomplete computer suite.
- There are not yet enough non-fiction books in the new library to support pupils' independent research skills. The use of the library for independent research is underdeveloped.
- Marking is inconsistent and does not always help pupils to improve their work.

Commentary

51. Standards in English are above average by the end of Year 2. They are average at the end of Year 6 because the proportion of pupils with special educational needs in the current year group is higher than last year and there is a wide spread of attainment. In the 2003 SATs, standards were above average in comparison with the 2002 national average. Girls tend to do better than boys in writing in the SATs. A range of strategies such as further literacy support as well as additional non-teacher support is being provided in an attempt to boost the standards of the current Year 6. Inspectors saw lessons that appealed equally to girls and boys who were learning at a similarly good rate and achieving well.
52. Achievement is good. Pupils in most year groups achieve well because planning is carefully matched to differing capabilities and needs. Pupils are well challenged because most teachers have high expectations. Good use is made of assessment information results to set meaningful targets, which moves the learning on well. The achievement of pupils with special educational needs is good because of well-organised support in literacy lessons and effective additional strategies that help to reinforce basic skills in English.
53. Pupils' speaking and listening skills are above average in all years. Well-planned opportunities enable pupils to engage in extended conversations. Effective questioning promotes pupils' thinking skills and develops confidence in speaking aloud to an audience. Pupils respond clearly and ask relevant questions to extend their understanding. The school's strategy is having a positive impact on developing pupils' speaking skills and their personal and social skills. In a Year 6 lesson, good use of hot-seating⁴ technique resulted in good role-play based on the text *The Long Walk*, as pupils took on the character of the grandfather with sensitivity and maturity. Purposeful questions posed by other pupils established the feelings and emotions of the old grandfather character.

⁴ This involves a pupil taking a centre chair and responding to questions asked by all others in class.

54. Standards in reading are above average at the end of Year 2. Higher attainers at the end of Year 2 read with fluency, accuracy and expression. They are confident in discussing their books and appreciate the humour in some texts. Lower attainers also read accurately, if more hesitantly, making good use of picture clues and basic phonic skills. Their reading lacks the fluency and expression of more able readers. Although pupils read regularly at home, home-school diaries do not enable parents to comment on their child's progress.
55. In the juniors, standards are average at the end of Year 6. Average and higher attainers read fluently and with good comprehension but a significant proportion of pupils have special educational needs and find reading more difficult. At present the use of the new library for independent study and research is underdeveloped. There are not yet enough non-fiction books to support the development of research skills. However, the school has placed further orders for such books in order to enhance its stock.
56. Standards in writing are average throughout the school. Higher attainers write for a wide range of purposes, choosing vocabulary well. An account of Christmas morning by one pupil began *I ran down the stairs then I burst through the door!* They make good use of alliteration to describe fireworks, and the animals on a farm visit, for example *feathery swans swimming on the lake*. They use basic punctuation accurately. In the juniors pupils continue to write for a wide range of purposes. From last year's work seen, higher attainers extend writing well and present work neatly in a fluent cursive style, taking pride in their work. They make use of humour, for example, in an interview with Saddam Hussein one boy wrote *Yes, I do think I will be blown up, probably in my cave with Binladen. Wait a minute. I shouldn't have told you that!* Average pupils do not write to the same extent but most present work carefully, using paragraphs. Lower attainers' writing is not as well structured and spelling is weaker. Writing is not always completed. The use of connectives is limited. The best marking is effective in helping pupils to improve their work, but marking is inconsistent across the school and does not always identify targets for improvement.
57. The quality of teaching in English is good. Most teachers have high expectations and plan carefully, matching work to the range of pupils' capabilities within the class. They ensure pupils with learning difficulties are well supported and endeavour to challenge higher attaining pupils. Relationships are good and this is reflected in pupils' positive attitudes to learning. Provision for homework is good and is used effectively to reinforce and extend learning.
58. Assessment information is used effectively to set meaningful targets. This is contributing to the good achievement made, as is the increasing involvement of pupils in self-evaluation. A good start has been made in this new school to establish good standards in English. Staff and pupils have coped well with many building disruptions and difficulties and pupils are well placed to continue to achieve well. Appropriate targets have been set for the coming year.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

59. Language and literacy across the curriculum is good. Pupils' spoken English is good and is extended in all subjects through careful questioning by most teachers, who endeavour to engage everyone in discussions. Well-planned opportunities enable pupils to write at length in other subjects drawing well on their literacy skills. For example, in science, pupils write in a variety of forms recording experiments, tabling results, labelling diagrams and producing mini-projects.

MATHEMATICS

Provision in mathematics is good and enables all pupils to achieve well. This year, standards are average in Year 6.

(I can count to) a zillion

I like maths

Put the bigger number in your head and count on the smallest

Main strengths and weaknesses

- Preliminary interpretation of the SATs results suggests above average standards in Year 2 and well above average standards in Year 6.
- A good proportion of pupils reached the higher levels in the 2003 SATs.
- This year, standards are above average in Year 2 and average in Year 6.
- Achievement is good; higher attainers do well and, overall, there are no differences in the achievement of boys and girls.
- The quality of teaching and learning in mathematics is good.
- Mathematics is well led and managed.
- There is not yet enough use of ICT to support mathematics learning.
- There are good links to most other subjects.

Commentary

60. Last school year was the first year in which pupils at this new school took the mathematics SATs. As yet, there is no national data for comparison but the Year 2 pupils look to have reached above average standards. Year 6 pupils seem to have reached well above average standards overall. In these SATs, higher attaining pupils did well and the proportion attaining the higher level 3 and 5 was good.
61. This year, the Year 6 class has a different balance of attainment. There are more pupils with learning difficulties and there are fewer who are higher attaining. Nevertheless, achievement is good in Year 6 and standards have every prospect of matching the national average by the end of the year. The scrutiny of the work completed by these pupils whilst in Year 5 shows them to have made good strides with their learning. They clearly had greater knowledge, skill and understanding by the end of the year, compared with the start. In general, the best achievement in mathematics is in Year 5 and 6 because of high expectations, focused teaching and purposeful and productive learning. All pupils, regardless of background, enjoy their work in these years and they are committed learners.
62. Pupils in other classes also achieve well overall. With the exception of a very small proportion of Year 2 boys who have emotional and behavioural difficulties, boys and girls do not differ in their efforts. Their achievement is equally good. The Year 2 boys referred to find listening and concentration a challenge in some lessons where the pace is not as brisk as at other times. Once engaged in practical or written work, their work is much more consistent and progress is improved.
63. Mathematics is well taught. Expectations are generally good and a well-balanced programme of work is structured for pupils of differing attainment. Pupils respond well to the good opportunities provided for learning, they work hard and complete good amounts of work. The curriculum appropriately includes all aspects and the school's approach to numeracy and basic mathematics is good. The use of ICT to enhance mathematics skills and knowledge is hampered at present, especially in junior classes, by the unfinished state of the computer suite.
64. Mathematics is well led and managed overall. There is good focus on improvement and some promising work has been carried out to enhance the procedures for assessment. There is rather more direct monitoring and evaluation of mathematics lessons than for most other subjects, though school managers recognise the need to improve the consistency and rigour of the systems for checking that mathematics is a successful subject.

Mathematics across the curriculum

65. There are good opportunities for pupils to consolidate, extend and polish their mathematics skills and knowledge in other subjects. This was particularly pronounced in the scrutiny of science books, where pupils use a good range of graphs and charts to represent the data they have collected and interpreted. ICT is not well used to support mathematics, largely due to the unfinished computer suite, though the action plan for that subject addresses the matter soundly.

SCIENCE

Provision in science is good

*Smoking is dangerous for your health because it gives you cancer and heart disease
(When learning about teeth) My granddad can smile and his teeth pop out
I know why you get holes in your teeth. It's because of plaque.*

Main strengths and weaknesses

- Standards in Science were well above average in the 2003 SATs. Achievement was better than the targeted level the end of Year 6.
- Currently, standards across the school are above average.
- Teachers and support staff have high expectations, which show in the very good presentation of the pupils work.
- All pupils enjoy their well-taught science lessons.
- Science is well managed throughout the school.
- Due to the building works, the use of ICT in science is an area for development.

Commentary

66. Science had been identified in the previous two schools as an area for development. A very effective action plan was put into place and followed rigorously. The governors, head teacher and the coordinators worked well together to ensure that there was very good coverage of each aspect of the science curriculum. As a result science is now a strength of the school. In Year 6 a successful intensive approach to revision of topics was used that involved pupils in practical work, whilst preparing them for national tests taken at the end of the year
67. Teachers' knowledge of the science curriculum is good, leading to the use of meaningful contexts for learning about scientific ideas. For instance, learning about testing and reporting is fun in Year 1 as pupils find out if Humpty Dumpty will break or whether the letters the *Jolly Postman* dropped down Jack and Jill's well will stay dry.
68. Each area of study is built on systematically as pupils move through the school. Most pupils are developing a secure understanding of living things, materials, electricity, light and sound. As a result, by Year 6 pupils' skills, knowledge and understanding are well developed. The analysis of work shows that regular features of science tasks include practical and investigative activities, productive completion of the work and the drawing of conclusions based on pupils' observations. Emphasis is placed on pupils developing an effective use of scientific vocabulary and scientific terminology, for instance younger pupils learn relevant words, which later develop into a glossary, and then into a dictionary.
69. Pupils' mathematical skills have an impact on their progress in science. Year 2 pupils learn to use Venn diagrams as they try to sort pupils with blonde hair and green eyes, and for comparing a dog and a fish. Tally charts are used to record whether children's forearms grow, as they get older. Bar charts are used well; for instance, in Year 3 they show which material is

the best at slowing down the melting ice cube, and in Year 6 to find out whether it took less force for the handle to break. There is good evidence of children plotting graphs for example; pupils carry out investigations into the relationship between their classmates' height and size of feet, to see the relationship between mass and extension of a band. In another topic pupils investigated how well toy cars moved over different surfaces and the effect of friction, their results were recorded in a graph and in Year 6 pupils using instruments to measure force were encouraged to be accurate and look at the shape of the line graph that was produced when they plotted their results.

70. Systems for the assessment of pupils' progress and attainment are developing well. They do not yet have the rigour of those in English, but are being formed into a good system that will enable the close, and thorough, tracking of progress. Regular marking of pupils' work is carried out and some of this helps pupils to understand how they can improve. The quality of resources is improving, though the incomplete computer suite means that ICT is, at present, an under-used resource to enhance learning in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Most aspects of provision in information and communication technology (ICT) cannot be judged as the school's ICT suite was not ready at the time of the inspection.

(2 pupils peering round the door of the prospective ICT suite) Ooo, I can't wait to go in there

Main strengths and weaknesses

- There is a promising action plan in place for the development of the subject.
- Links with other subjects are satisfactory.

Commentary

71. The ICT suite was incomplete and the new computers had not been delivered by the start of the inspection. Additionally, the Internet connection was not fixed. Therefore, the school was not able to timetable ICT for the period of inspection. There was a little evidence in the form of pupils' previous work and some work completed in classrooms.
72. The headteacher and subject leaders agree that ICT is a central priority for improvement. According to the school's own analysis, the pupils now in the junior classes are up to two years behind pupils in other schools in their development of skills and knowledge. The level of resources inherited from the previous schools was unequal and last year, the opportunity was taken to improve resources generally, but particularly in the junior classes. The two subject leaders worked effectively to develop the subject action plan, which holds good promise for the future. However, it is clear that ICT is a key issue for the school so that the pupils can catch up lost ground as quickly as possible.

Information and communication technology across the curriculum

73. Inspectors saw satisfactory opportunities for pupils to extend their knowledge and understanding of other subjects through their use of the class-based computers. However, in some subjects such as mathematics, science and geography there remains the need to ensure that such use of ICT is an integral part of learning at appropriate times.

HUMANITIES

Religious education

Provision for religious education is good.

*Life grew from a little bit of water
(The world began when) Two planets crashed together*

Main strengths and weaknesses.

- Standards at the end of Year 2 and 6 are above average.
- Teachers plan well from the locally agreed syllabus.
- Pupils are given the opportunity to learn from religion as well as about it.
- Good teaching builds on knowledge and understanding well.
- The visits to the three churches in the area enhance the learning of Christianity.
- Pupils do not visit other places of worship.

Commentary

74. As a result of good lessons based on *Belief and Behaviour*, the younger pupils know that Jesus told stories and that the stories Jesus told were a way of teaching people about God, how to behave and how to treat each other. The stories of *The Prodigal Son*, *The Lost Sheep* and *The Good Samaritan* develop the pupils' understanding of forgiveness and reconciliation well.
75. By Year 6 pupils are able to describe and explain what is involved in belonging to a faith community through focus on beliefs and practices of Islam. Pupils are able to compare their own beliefs with those of others. Teachers use the experiences of pupils who belong to the Jewish faith really well. The recently required artefacts offer hands on experience of the religions and help teachers to demonstrate that religion is about the immediate and not simply about the past.
76. Good teaching and learning in the school helps pupils to build up their knowledge and understanding well. The pupils in Year 3 were able to provide a wide range of ideas to explain *How the world began*, including those quoted above and others such as *God got a zillion magic balls and chucked them over the earth and they grew into animals* and *God just made it*. The teacher used these ideas to develop pupils' knowledge of the Biblical story of *The Creation* and scientific explanations of the emergence of life. At the end of the lesson the pupils were able to explain how life began in a more coherent fashion than they did at the start of the session.

Geography and history

Provision for geography and history is good.

*It is really good because we go on trips and have to dress up
Year 6 is really good because we go on trips to Cannon Hall and have to dress up as Victorians*

Main strengths and weaknesses.

- The pupils have an appropriate geographical and historical awareness.
- The use of visits and the visitors enrich the curriculum and bring both subjects to life.
- The pupils have a good understanding of their locality.
- Pupils enjoy history.

- There is a need to ensure that ICT is used effectively to support both subjects as soon as it is possible.

Commentary

77. History and geography are taught well as a two-year rolling programme. There was good coverage of places, people and events in the books from last year's Year 1 and 2, for instance, following the adventures of Barnaby Bear, Florence Nightingale, Alexander Graham Bell, Elizabeth 1, the Spanish Armada and Louis Braille. Children considered why Braille was important, *Because every blind person can read just by feeling little bumps*. This term pupils were enjoying learning about the fire of London and were pleased to talk about how they had pretended to travel back in time and role-play the happenings, passing buckets from one to another to try to put the fire out.
78. The older pupils folders on Victorian Britain showed how well the pupils had covered every aspect of life, noting similarities and differences and change not only in this country but also abroad with the study of the Crimean War 1854 – 1856 and the journey of David Livingstone, the missionary in central Africa. Good links were made between the conditions and dangers in the factories with what was being made, *Let us match out the poor conditions in factories before it's too late*. The Ancient Greek topic has begun very well indeed with the pupils contrasting the modern and historical Olympic games, making good links with mathematics, the pentagon and pentathlon and developing good observation skills to create Greek masks and Greek pots.
79. Older pupils visit the Nottingham Courts to experience key aspects of Victorian life, the living conditions, justice and education. The residential visit to the Lake District develops fieldwork skills and the opportunity for pupils to visit Hadrian's Wall and learn about the Roman army. Life in Dronfield compared to life in Castleton highlighted some similarities but many of the different features of these places and pupils enjoyed listening to the tales about Peak Cavern.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Art and design is enjoyed by pupils and some good teaching takes place, though there are aspects of the subject that are in need of improvement.

(I like and do best in) Doing colouring and art related work

Main strengths and weaknesses

- In the lessons seen, achievement was good but there is evidence of less secure skills development in some years.
- Some good artwork is on display around the school.
- There are some good links between art and design and other subjects.

80. It is not possible to judge the quality of provision in art and design as few lessons were observed. However, from display it is evident that pupils experience a range of media, including paint collage, clay and observational drawing materials. Evidence of work in the style of other artists was seen in Year 1/2 where large abstract paintings in the style of Kandinsky have been produced by groups of children. Good use of fabric to create woven pictures representing *Down on the farm* was seen in Year 1/2.
81. In the junior classes, older pupils focus on pattern using paint, felt pens, crayons and pastels. In Year 6 pupils explore the properties of pastels mixing and blending colours. They go on to create a picture using colour-blending techniques. Good links are made to mathematics with

patterns based on shapes. Islamic patterns created in Year 6 link well to religious education whilst models of the *Iron Man* and Greek theatre masks make good links with library and history. Examples of quilling by older pupils are carefully designed. In Year 5 pupils develop their knowledge and understanding of the importance of archaeology as they develop research skills and paintings and modelling techniques to create a clay vase.

82. Skills in observational drawing are wide ranging but a significant number of pupils do not have well-developed drawing skills. Improvement is due in art and design because it is apparent that such skills have not been developed systematically over time and not all teachers are confident in the subject. However, in the two lessons seen in Years 5 and 6, pupils achieved well because teaching was good.
83. Pupils' attitudes to learning are good. They work with interest and enthusiasm. Very good resources contribute effectively to pupils' learning, as does the quality of display in many areas of the school.

Music

Singing is upbeat, enthusiastic and confident.

*(In recorder session) I can boogie
That's a squeaky, high pitched (sound)*

Main strengths and weaknesses

- Singing is infectiously enthusiastic.
- Resources are good in infant classes but unsatisfactory in junior classes.
- The curriculum is well enhanced by visits and visitors.

84. Insufficient work was seen to form overall judgements about provision in the subject. Singing was heard in daily assemblies. Two lessons in Year 2 and 4 were observed. A brief observation was made of a visiting music specialist for keyboards and samples of composition were seen.
85. Pupils sing with enthusiasm. Singing in assemblies is lively and tuneful. Pupils in Year 2 learn simple recorder skills. They are at a very early stage, learning finger positions for the note 'B'. Good teaching in this lesson ensured correct finger position and accurate timing by most pupils.
86. In the Year 4 lesson pupils sang well together and listened attentively, noting changes in pitch. They used their voices well to represent an older creature, singing slowly and shakily and then recognised the higher pitched and faster tune for the young animals in the song. A small number of pupils have instrumental tuition, including guitars, keyboard, clarinet, flute and saxophone.
87. Early composition skills using symbols developed in Year 2 are developed further in the juniors. Pupils in Year 5 create regular and irregular rhythm patterns using graphic notation. They do this well. Pupils' attitudes to music are positive.
88. Visits and visitors contribute well to the music curriculum, for example providing concerts for the elderly and a visiting woodwind band. Resources are good in the infants but are unsatisfactory at present in the juniors, although there is money allocated to develop tuned percussion.

Physical education

Provision in physical education is satisfactory. It is restricted at present by the extensive building works.

The hall is really good; it's much better than going to the old school for PE

Main strengths and weaknesses

- The curriculum is well planned and gives good opportunities for pupils to learn new skills.
- The accommodation is in a state of flux and this affects progress.
- Teaching is satisfactory overall.

Commentary

89. The physical education curriculum has been planned well to allow pupils to experience all strands of the subject and build skills appropriately. Swimming, for example, is a cohesive part of the curriculum and school records show that by the age of eleven a well above average proportion of pupils attains the expected 25 metres proficiency.
90. At present, the ongoing extensive building programme is cutting into physical education provision. Older junior pupils take many of their indoor lessons in the hall of the now mothballed junior school. This is a depressing area according to the pupils but they relish the prospect of using the extended hall in the new buildings. Infant pupils use this hall already, though during their lessons there is invariably a builder or other trades person working to complete the fabric, rewire or affix wooden panels. This makes lessons far from conducive for learning but the staff do a sterling job of maintaining interest, effort and enjoyment of the pupils.
91. In the lessons observed, teaching was satisfactory overall in that it enabled pupils to develop and refine their skills. There are, however, indicators that teaching is often good. In a Year 3 lesson, pupils were given some good opportunities to self-evaluate their work and to suggest ways to improve. In a Year 6 lesson the work was brisk, lively and energetic and all pupils were challenged well to show originality and initiative as they developed their balances on large apparatus.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is good. Citizenship is fostered effectively.

If it wasn't for the teachers, we wouldn't be able to read

Main strengths and weaknesses

- Circle time makes a good contribution to pupils' personal, social and health education.
- Citizenship is promoted well.

Commentary

92. All classes have good opportunities for the formal development of personal, social and health education. In particular, the circle time sessions enhance provision successfully. In Year 1/2, for example, the focus in circle time was on adults who help in school. The teacher skilfully involved pupils who had said little. One quiet child then said that *the school would not be a school if the staff were not present. It would be boring because you could do what you liked.*

93. In general, the staff have good knowledge of their pupils and they lead and guide them well. There is ample reflection time in lessons for pupils to think about the impact of their words and actions on others. There is also a good focus on working together collaboratively to solve problems, investigate or research issues. Thus, the pupils' personal social and health education continues in all lessons. This is particularly evident in science, where Year 5 pupils were studying the effects of smoking on the respiratory system. The universal conclusion was that smoking was very unwise, unhealthy and unsafe.
94. The school is working well to develop a programme of citizenship education. The Year 5 and 6 visit to the *Galleries of Justice* in Nottingham on the final day of the inspection was well focused on the need to be a responsible citizen. There was also a strong history theme to this visit, another example of the integrated curriculum approach that serves the pupils well. The school is tangibly part of its community and pupils are encouraged most successfully to care for, support and be sensitive to the needs of the elderly and ill amidst them. Good work is done to support local and national charities in order to widen pupils' appreciation of their role as future citizens.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	N/a
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	3
The quality of teaching	3
How well pupils learn	3
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	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
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	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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

