

INSPECTION REPORT

MONYASH C OF E PRIMARY SCHOOL

Monyash

LEA area: Derbyshire

Unique reference number: 112843

Headteacher: Mrs. V. Atkinson

Lead inspector: Mr M. J. Johnstone

Dates of inspection: 06.10.03 – 08.10.03

Inspection number: 256944

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	48
School address:	Church street Monyash Nr Bakewell Derbyshire
Postcode:	DE45 1JH
Telephone number:	01629 812413
Fax number:	N/A
Appropriate authority:	Governing body
Name of chair of governors:	Mr M. Harris
Date of previous inspection:	05.05.1998

CHARACTERISTICS OF THE SCHOOL

This Voluntary Controlled Church of England Primary School is situated in the village of Monyash near Bakewell in Derbyshire and housed in a building dating back to 1851. With 48 pupils (20 boys and 28 girls), it is much smaller than other primary schools. Two children are in the Reception class (Foundation Stage) together with Year 1 and 2 pupils. There are two other classes consisting of pupils from Years 3 and 4 and pupils from Years 5 and 6. Pupils come from a wide range of socio-economic groups, including a large number from farming families. Attainment on entry is broadly average, although this fluctuates owing to the very small numbers involved. All of the pupils are of white United Kingdom heritage. The percentage of pupils claiming free school meals (four per cent) is well below average. Nineteen per cent of the pupils have special educational needs, which is similar to the national average. Their main needs relate to moderate learning difficulties, and social, emotional and behavioural needs. One pupil is in public care.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21114	Malcolm Johnstone	Lead inspector	English History Geography Religious education Information and communication technology (ICT) Special educational needs
9446	Helen Griffiths	Lay inspector	
21450	Daniel Kilborn	Team inspector	Mathematics Science Design and technology Art and design Music Physical education Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, well supported and respected by the parents and the community. Standards are well above average in English and similar to the national average in mathematics and science. Teaching is good overall and the school is well led and managed. Compared with schools of a similar size, the school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils of all abilities achieve well in English
- In Years 1 and 2 pupils do particularly well in reading, writing and mathematics.
- Given the very high standards in English, standards and pupils' achievement in mathematics and science in Years 3 to 6 should be better
- There is some very good teaching in the Foundation Stage, Years 1 and 2 and 5 and 6
- Staff value all pupils equally as individuals, whatever their needs, and work hard to ensure they get the best from their time in school
- The headteacher leads and manages the school well despite a heavy teaching commitment
- By Year 6, standards in information and communication technology (ICT) are below average
- In most subjects, there are no whole school assessment systems to track pupils' progress
- Behaviour is excellent and all pupils work productively and try to do their best. The spiritual, moral, social and cultural development of the pupils is very good
- Children get a very good start to their education in the Foundation Stage (Reception). They are very well taught by the teacher and classroom assistant

Since the school was inspected in 1998 the rate of improvement has been good. The leadership of the school is now good and teachers' lesson planning is more structured and consistent. There is now very good provision in the Foundation Stage (FS). There are good assessment systems in English and mathematics. All statutory requirements are now met. Given the small number of staff, there has been reasonable extension of the role of key subject leaders.

STANDARDS ACHIEVED

Year 6 results (end of Key Stage 2)

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2000	2001	2002	2002
English	A	B	A	A
Mathematics	A	A	C	C
Science	B	A*	D	D

*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.*

Attainment on entry to the school is generally average, although the very small numbers mean that this fluctuates each year. Children in the FS are set to exceed the early learning goals set for them in all areas of learning. By the end of Year 2, all pupils whatever their ability achieve well and standards are well above average. By the end of Year 6, standards are well above average in English. Pupils of all abilities achieve well in speaking and listening and reading. There has been very good improvement in pupils' writing and standards and pupils' achievements are good. In mathematics and science, standards are similar to the national average, having improved in science. However, in both subjects, they should still be better. Although improving, standards in information and communication technology are below average in Years 3 to 6. In all other subjects, standards are similar to those expected for pupils' age. Some good work was seen in art and design and history and geography. **Overall, pupils' achievement is satisfactory.**

At all stages, pupils have very positive attitudes to school and behaviour is excellent. There is a very strong sense of togetherness in the school and relationships are very good. Attendance is above the national average. **The spiritual, moral, social and cultural development of the pupils is very good.**

QUALITY OF EDUCATION

The quality of education is good. In the FS and Years 1 and 2 teaching is consistently good and often very good and leads to good achievement and high standards. There is very effective support from the classroom assistant. Teaching in Years 3 to 6 is good overall with the most effective teaching in Years 5 and 6. Teaching is at its best in English where teaching is consistently good. In general, pupils learn well because relationships are very good, teachers make lessons interesting, expect all pupils to work hard and engage pupils in good discussions. More could be done in mathematics and science to match work more effectively to pupils' abilities, particularly for the higher attaining pupils. **Overall, the quality of teaching is good.**

At all stages, curricular provision is good. It is suitably broad and interesting and meets statutory requirements. It provides opportunities for enrichment through good extra-curricular activities. Provision for pupils who have special educational needs (SEN) is good and helps these pupils achieve well. Accommodation is unsatisfactory; there is no hall and classrooms are cramped. There is a very good partnership with parents. The school provides effective care for the pupils.

LEADERSHIP AND MANAGEMENT

The leadership of the school is good. The headteacher has a heavy teaching commitment and leads by example. Her calm measured approach to the job rubs off on all staff who work well as a team. The headteacher has a clear vision of what needs to be done and high aspirations. These qualities have led to improvement in standards and the quality of education provided. **The school is managed well** and the relatively new set of governors are developing their role well

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents hold the school in high regard. Pupils say they like the school and their teachers and enjoy their lessons.

IMPROVEMENTS NEEDED

The governors, headteacher and staff should now

- Improve standards and pupils' achievements in mathematics and science in Years 3 to 6
- Raise standards in ICT for pupils in Years 3 to 6
- Devise systems to track pupils' progress in all subjects

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

***Due to the small numbers of pupils in the various year groups, comparisons with national statistics can be misleading.**

Children in the FS and Years 1 and 2 class achieve well and by the end of the key stage, standards are well above the national average. By Year 6, standards are well above average in English and similar to the national average in mathematics and science. In most other subjects, standards are similar to those expected for pupils' age.

Main strengths and weaknesses

- Children in the FS achieve well in all the areas of learning
- In English, standards are well above average
- Pupils who have special educational needs (SEN) achieve well
- Standards in information and communication technology (ICT) are below average in Years 3 to 6
- Given the very high standards in English, standards in mathematics and science in Years 3 to 6 should be higher

Commentary

Standards at the end of the Foundation Stage

Standards in relation to the early learning goals by the end of reception in:	
Personal, social and emotional development	Good
Communication, language and literacy	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Good
Creative development	Good

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

1. In general, children enter the FS with standards similar to those normally expected for their age. Very small numbers, however, mean that this can fluctuate between above and below average. Due to the very good teaching by the teacher and classroom assistant, children reach the early learning goals in all areas of learning before they reach Year 1. The children currently in the FS entered school with above average attainment and are likely to exceed these goals.

2. By the end of Year 2, standards are well above the national average in reading, writing, mathematics and science and pupils of all abilities, including those who have SEN, achieve well. This reflects the results attained in the 2002 National Curriculum tests and assessments when standards were well above the national average and those in similar schools. These very high standards have been maintained over the past three years and reflect the consistently good teaching in Years 1 and 2.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	29.0 (27.9)	27.0 (27.0)
Mathematics	27.5 (29.6)	26.7 (26.6)
Science	28.0 (31.3)	28.3 (28.3)

There were 12 pupils in the year group. Figures in brackets are for the previous year

No table appears for standards in national tests at the end of Year 2 in 2002 because 10 or fewer pupils took the tests.

3. Standards are well above average in English and similar to the national average in mathematics and science. In the 2002 tests, more pupils reached the higher levels in English than in mathematics and science. There is no significant difference in the standards attained by boys and girls. Standards in English have improved significantly since the previous inspection. In mathematics and science, standards are not as high as they were in 2000 and 2001 and should be higher. In part, this is due to differences in the abilities of the small groups taking the tests but inspection evidence indicates that more could be done to improve pupils' achievements by ensuring a better match of work to pupils' abilities, particularly for the higher attaining pupils. More opportunities could also be provided for pupils to use and apply their skills to independent investigative work. There are no individual mathematics targets for pupils in order to challenge them more and help them gain an awareness of how well they are doing.

4. In English pupils' achieve well in speaking and listening, reading and writing. They speak confidently, express their ideas clearly and listen attentively to what others have to say. Pupils have good skills to help them read unfamiliar words successfully. Pupils in Years 3 to 6 and the higher attaining pupils in Years 1 and 2, read both fiction and non-fiction books accurately and with good understanding. The school's emphasis on writing has paid dividends and pupils achieve well in the development of punctuation, grammar and handwriting and write well in a very good range of styles. Pupils develop a good breadth of knowledge in mathematics and science. Pupils' literacy and numeracy skills offer good support to their work in other subjects.

5. Pupils who have SEN are supported well in English and mathematics and make good progress towards the targets set for them in their individual education plans. These are reviewed regularly and amended accordingly. This ensures that they achieve well, particularly in English. Appropriate amounts of time are allocated to individuals and small groups to ensure that programmes in their individual education plans are administered.

6. Standards in religious education meet the requirements of the local agreed syllabus and pupils of all abilities achieve satisfactorily. Standards in ICT are similar to the national expectation in Years 1 and 2 but are below this in Years 3 to 6. Standards are rising but the foundation now being built in Years 1 and 2 has not yet begun to effect standards at the end of Year 6. Some staff still lack confidence and expertise in the subject and this places some limitations on the speed of progress in the development of the subject. There are some good examples of computers being used to support learning in other subjects.

7. In all other subjects overall standards are similar to those expected for pupils' age with some good work seen in art and design, history and geography.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are very good and their behaviour is excellent. Their attendance is good and punctuality is very good. Pupils' moral, social, spiritual and cultural development is very good.

Main strengths and weaknesses

- Pupils show very good interest in learning, concentrate very well and are enthusiastic.
- Their behaviour is excellent in lessons and around the school.
- Relationships between pupils and adults and among pupils are very good.
- Pupils are very willing to take responsibility. They are confident, highly articulate and supportive of one another.
- Pupils have a strong sense of community and respect for others' feelings and beliefs.
- The attendance rate is above the national average.

Commentary

8. At all stages, pupils enjoy school and all it has to offer. Children in the FS settle quickly into school routines and interact very well with the older pupils in the class. Pupils have very good attitudes to learning and want to do well. Pupils are highly articulate and keen to enter into discussion and listen to the views of others. They co-operate very well in lessons and are only too willing to help each other when difficulties arise with their work. All pupils respond very well to teachers' high expectations of them and are confident, friendly and polite.

9. Behaviour is excellent throughout the school in lessons and assemblies and very good at playtimes. This reflects the views of the parents who responded to the inspection questionnaire. Lunchtimes are highly civilised and sociable occasions. The older and younger pupils, for example, walk hand in hand to the village hall, where they sit together and the older pupils serve and help younger ones with their meal. Although there are no written school rules, pupils are all aware of how they should behave and fully understand the difference between right and wrong. No bullying or harassment was observed during the inspection and pupils knew what they should do if it were to occur.

10. Pupils are enterprising and respond very well to the many very good opportunities for taking responsibility. Relationships between pupils and adults and between the pupils themselves are excellent. There is a very strong family atmosphere that is intrinsic to all that happens in the school.

11. Attendance and punctuality are good and staff monitor attendance effectively. There is no unauthorised absence. There have been no exclusions in the last four years.

Attendance in the latest complete reporting year (96.5%)

Authorised absence		Unauthorised absence	
School data	3.5	School data	0.0
National data	5.4	National data	0.5

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

12. The family ethos of the school and the social and moral development of all the pupils are very good. Relationships between pupils and with their teachers and all adults who work in school are excellent. Pupils behave with great consideration for others and have a well-developed sense of how their behaviour might affect others. Through issues raised in topics in history, geography, religious education and collective worship, pupils have opportunities to learn about moral and social issues at a local and national level. Staff are very good role models presenting a calm and thoughtful approach to life in the school and discussing issues with pupils as they arise during the school day.

13. Provision for pupils' spiritual and cultural development is good. Pupils have good opportunities to reflect on the beliefs of others through subjects like religious education and during collective worship. In collective worship, for example, there are opportunities for reflection as music greets pupils' arrival and quiet times when pupils can reflect on closing prayers. Pupils draw inspiration for their writing from their study of famous people like Nelson Mandela and in art they have the opportunity to learn from the works of great artists. Pupils have the opportunity to study their own community through the

visits and activities planned for them. In history, they learn about our cultural heritage and how it has developed and in geography they develop understanding of issues in the wider world. Pupils learn of other religions and cultural traditions in religious education lessons and this prepares them for life in a culturally diverse society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good overall. There is a good curriculum that provides a broad range of worthwhile and enjoyable experiences. Provision for pupils who have SEN is effective and meets their needs successfully.

Teaching and learning

The quality of teaching and learning is good overall. During the inspection it was seen at its best in the FS, Years 1 and 2 and Years 5 and 6. English is taught well across all year groups. The quality of teaching has improved since the previous inspection.

Main strengths and weaknesses

- Teaching is good and often very good in the mixed FS and Years 1 and 2 class and meets the needs of all pupils well
- In Years 3 to 6, there is greater consistency in the teaching and learning in Years 5 and 6 than Years 3 and 4
- At all stages, relationships are excellent and motivate pupils to want to learn and do well
- There is a high level of consistency in the teaching of English
- There is good support and teaching for pupils who have SEN
- Teachers do not always ensure a good match of work to pupils' abilities in mathematics and science
- There are not enough opportunities for the pupils to apply their knowledge and skills in investigative work in these two subjects

Commentary

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	14	1	1	0	0

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

Judgements about the quality of teaching are not only based on the lessons observed but also on a scrutiny of pupils' work and teachers' planning.

14. The very small numbers of children in the FS are very well taught and achieve well. The highly effective classroom assistant and teacher have a very good knowledge of how young children learn. In the activities they provide, every opportunity is taken to develop speaking and listening and early reading, writing and mathematics skills. Routines are quickly established and ensure that children settle effectively in school and develop a love and desire to learn. Assessment is good and the information gained is used well to plan the next stage of learning.

15. At all stages, planning is good and is securely linked to schemes of work that are based largely on national guidelines. Planning to the recommendations in the National Literacy and Numeracy Strategies has given a high degree of consistency to the way in which English and mathematics are taught. Opportunities for pupils to develop speaking and listening skills are provided across the curriculum and reading and writing are taught well. In the lessons seen during the inspection, the

teaching of mathematics and science was mostly good, although there were some weaknesses in the provision of work that did not effectively meet the needs of all the pupils, particularly the higher attaining pupils. This was evident in an unsatisfactory mathematics lesson for pupils in Years 3 and 4 and in some of the pupils' work across all year groups in Years 3 to 6. In both subjects, there are not enough opportunities provided for pupils to use their skills in independent investigative work. These weaknesses inhibit pupils' overall achievements to a satisfactory level rather than the good level observed in English.

16. Teachers have a good knowledge of most subjects and this allows them to introduce, consolidate and extend pupils' technical vocabulary effectively. The expertise of other teachers is used well in subjects such as art and design, music and ICT. The headteacher takes other classes for ICT and this is helping raise standards. All teachers have attended in-service training in the subject and are becoming more confident in using computers to develop learning in other subjects. In all subjects, teachers ask good questions that initiate effective discussion and make pupils think more deeply about their responses. All teachers have high expectations of the pupils as exemplified in a literacy lesson for pupils in Years 5 and 6 that began with the teacher saying; 'Today you are going to write the best story you have ever written.' Resources are used well at all stages to consolidate understanding and teachers make the best of the cramped accommodation and lack of a school hall.

17. Pupils who have SEN are well taught. Teachers and classroom assistants support their learning well and help them develop confidence and self-esteem. Teachers formulate individual education plans for their own pupils so have a clear understanding of individual needs. Targets are realistic and amended regularly to build on pupils' successes and take their learning to the next stage.

18. Teachers provide excellent support for pupils in public care and help them to integrate quickly and effectively into school routines. This ensures that they make good progress across all subjects.

19. The excellent relationships that underpin all that happen in school are key factors in the good learning that inspectors observed in classrooms. Pupils work equally well as part of a large group, in small groups and independently. They show good levels of engagement in lessons and work productively. In a lesson for pupils in Years 5 and 6, for example, pupils worked diligently on a piece of writing for about 30 minutes without a murmur.

20. Assessment is satisfactory overall. Work is marked regularly and contains comments that praise pupils' efforts. Where it is best, as in Years 5 and 6, comments also help pupils to see how their work might be improved. In lessons generally teachers let pupils know how well they are doing and praise them when they respond well in question and answer sessions. Homework is used well to consolidate learning. Good use is made of information gained from tracking pupils' progress in compulsory national and optional testing. For example, this identified the need to improve pupils' writing and has led to clear improvement. Pupils have their own literacy targets and this gives them a good understanding of how well they are doing and what else they need to do to improve. This is not established so well in numeracy. Whilst teachers plan to a common format in other subjects, there are no formal procedures to record pupils' progress and this makes it difficult to guarantee that key skills are developed progressively from year to year.

The curriculum

The curriculum is good and is supported by a good range of extra-curricular activities, visitors and visits. Accommodation in classrooms is satisfactory overall but aspects of the physical education curriculum for gymnastics are limited by the lack of a hall.

Main strengths and weaknesses

- All pupils benefit from a broad, relevant and well-planned curriculum.
- Provision for personal, social and health education is good.

- Provision for pupils with SEN is good.
- Pupils benefit from a good range of extra curricular activities.
- Pupils are well prepared for the next stage of their education.
- Some teaching time is lost travelling to the village hall for physical education
- There are some weaknesses in resources for gymnastics and ICT

21. The overall quality of the curriculum has improved since the previous inspection when it was judged to be satisfactory. The curriculum throughout the school is good, well planned and now meets statutory requirements in geography and the FS. All pupils have full and equal access to the curriculum.

22. Planning is good and is linked effectively to national guidance. In the mixed reception and Years 1 and 2 class, planning of the curriculum takes very good account of the needs of all pupils. The support assistant very ably supports the knowledgeable teacher and together they continually reinforce key skills in language, literacy and mathematics. In all areas of the curriculum children in the FS make good progress, achieve well and confidently approach the challenge provided in their work. The strong foundations developed in literacy and numeracy skills are built on well in Years 3 to 6.

23. The school provides effective personal, social and health education, including sex and relationships education and attention to drugs misuse.

24. There is very good equality of access exemplified in the good provision for pupils who SEN and pupils in public care. The school provides a thoughtfully considered and flexible range of support to meet the needs of various groups and individuals. There are good quality individual education plans with clearly defined targets. Arrangements for withdrawal sessions with individual support are sensibly organised so that access to the full curriculum is not compromised. The greatest identified need is for literacy and support in English lessons is particularly effective and helps pupils achieve well.

25. Children in the FS and those in Years 2 and 6 are very well prepared for the next stage of their education. Pupils in Years 3 to 6 have good opportunities to become familiar with the local secondary schools and engage in a good number of sporting and cultural activities with other feeder schools prior to transfer.

26. In the previous inspection, the lack of large outside play equipment was identified as a weakness for children in the FS. This has improved and there are now wheeled vehicles, a climbing frame and physical/creative apparatus located in a resurfaced designated area adjacent to the classroom.

27. Overall, the accommodation is unsatisfactory. The issues identified in the previous inspection regarding the lack of a hall and small teaching areas still hold true. Time is lost travelling between the village hall and the school for physical education and the gymnastics element in physical education is restricted by a lack of resources in the village hall. The playground surfaces are now better and together with the small adjacent field provide satisfactory areas for play and games. Good use is made of the local authority loan scheme for books and resources although there are deficiencies in resources to support the control and modelling element of ICT.

Care, guidance and support

28. The provision for pupils' care, welfare, health and safety is good and has improved since the previous inspection. The provision of support, advice and guidance based on the monitoring of pupils' achievement is satisfactory. The involvement of pupils through seeking and acting on their views is good.

Main strengths and weaknesses

- The induction arrangements for pupils in Reception are very good
- There are good procedures for health and safety, child protection and first aid
- Adults know pupils well and provide very good levels of care
- In most subjects, there are no formal systems to monitor pupils' academic standards and progress
- Arrangements for monitoring pupils' personal development are informal but effective
- The involvement of pupils in the school's work and development is good.

Commentary

29. There are very good induction arrangements for children when they start at the school, which are enhanced by the very good relationships with the local nursery school. These procedures include home visits if necessary and opportunities for parents to visit the school with their children on several occasions. These visits enable teachers to gather information about the children, based on the Early Learning Goals, for the early assessment and grouping of children. As a result, children get off to a flying start, settle in very quickly and make very good progress.

30. Throughout the school, pupils with SEN are supported well and make good progress. There is good access to specialist support when this is required. Good assessment systems enable realistic targets to be set in pupils' individual education plans and effective monitoring ensures that targets are reviewed and amended accordingly.

31. The school has good health and safety procedures. Risk assessments are carried out regularly and the school has good links with the LEA Health and Safety Department. The headteacher is the trained and designated person for child protection and for pupils in public care. All staff are very aware of child protection issues and there is very good support from the Educational Social Worker. Arrangements for the administration of first aid and for monitoring pupils' medical conditions are good and all staff have been trained in first aid. Security is very good.

32. There is a strong bond of trust between pupils and all adults who work in the school. Nearly all pupils who responded to the inspection questionnaire felt there was at least one adult that they could turn to for advice. Adults know the pupils well and provide them with very good role models of courtesy and fairness. Pupils' personal development is carefully fostered and monitored on an informal level. Academic monitoring is used well to inform pupils' reports. Teachers do not use any formal written tracking system to check on pupils' progress from year to year and this makes it difficult for them to build with any real assurance on what they already know.

33. Pupils' views are sought consistently through circle time, personal, health and social education lessons (PSHE) and assemblies. Because of the small size of the school, there is no School Council, but pupils in their questionnaire felt confident that their opinions would be heard and acted upon.

Partnership with parents, other schools and the community

The school's links with parents are very good and have improved markedly since the previous inspection. Links with the community are very good. Links with other schools are good.

Main strengths and weaknesses

- Parents have very positive views of the school.
- The school provides parents with good information.
- Good links with the local nursery school and good links with other local schools provide many benefits for pupils.

- The school is at the heart of its local community.

Commentary

34. In a very high return to the questionnaire, parents and carers expressed very positive views on all aspects of the work of the school. Information provided for the parents is good. Details about the various topics pupils will be covering are sent to parents in advance and regular newsletters keep parents well informed of events. Parents of pupils with SEN are kept up-to-date with the progress of their children. The school prospectus and governors' annual report are clearly written and informative. Reading logs are used well as a means of dialogue between school and home. Written annual reports are very good: they provide diagnostic and thorough information on children's progress, set targets and offer parents and pupils the opportunity to comment.

35. There are good links with local secondary schools and good arrangements for the transfer of pupils to the next stage of education. Strong links have been built up with other feeder schools to ensure a common approach. There are very good links with a cluster of local small schools, which share a residential trip and combined sports days, music festivals, swimming galas and sports tournaments

36. Parents support the school very well, through their regular help in school in a wide range of activities and on trips and visits. The School Association provides the school with very good funds to help buy equipment to enhance pupils' education and members are very supportive at open evenings and other events.

37. The school is at the hub of village life. Pupils take part in the May Fair and the well-dressing festival. There are very good links with the local church and the pupils perform nativity plays for the whole village. The local pub and café held a music festival, the proceeds of which were given to the school and the school benefits from the White Peak walk and from the Palfreyman and Ralph Ryder charities.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. Governance is satisfactory and developing well. **The headteacher leads the school well** despite a heavy teaching commitment. The school is **managed well** and there is a good understanding of best value principles.

Main strengths and weaknesses

- The headteacher leads by example in her classroom teaching
- All staff work together as an effective team
- The governors are developing their strategic role well
- The school monitors performance data and takes effective action
- The monitoring of pupils' work and the quality of teaching is not focused enough

Commentary

38. There has been good improvement in the leadership, management and governance of the school since the previous inspection. The headteacher is a good role model who leads by example in her classroom teaching and more widely in her excellent relationships with pupils and all who work in the school. She has a clear desire and commitment to further improvement and has been successful in raising standards since the previous inspection. She has won the strong support and confidence of the village and her calm and measured approach to leadership motivates and influences both staff and pupils. She has been highly successful in creating a strong family ethos in the school. Pupils are

treated equally as individuals, whatever their needs, and the school works hard to ensure they get the best from their time in school

39. The governors are developing their role in strategic management well despite a number of recent changes on the governing body and two vacancies. They are very supportive of the headteacher and have a sound understanding of the strengths and weaknesses of the school. They receive good information about pupils' performance and budgetary detail and are beginning to monitor and evaluate the work of the school. Each governor, for example, monitored the development of a key issue from the previous inspection and two governors have spent time in school monitoring ethos and behaviour. The governors fulfil their statutory duties and know and understand the principles of best value. These are clearly recorded in a separate policy document on the subject. Policies cover the school's stance on all required areas such as racial equality and equal opportunities.

40. This is a very small school and the headteacher and staff have many areas of responsibility to manage. They achieve this through working together as a team. Their work is guided by a good school improvement plan that focuses on the drive for further improvement in standards. This has been successful, for example, in improvements in pupils' creative writing, which was identified through tracking of their performance in national tests. In general, pupils' performance in English, mathematics and science is tracked well through analysis of data from national and school-based tests. When time allows, the headteacher follows a programme of monitoring of lessons and subject leaders scrutinise pupils' work. This is useful in giving the school a general picture of how well it is doing but is not rigorous enough to identify particular strengths and weaknesses, for example, in how well work is matched to the needs of pupils of different abilities.

41. The management of SEN is good. The school follows the recommended Code of Practice and has strong links with all the appropriate external agencies. Pupils' progress is carefully monitored and assessed and good additional support is allocated to individuals on the basis of need. The targets in pupils' individual education plans are reviewed regularly and amended to reflect progress or additional difficulties encountered.

42. Performance management is fully implemented and is increasingly supporting staff development in relevant areas such as ICT and SEN. Day-to-day administration is very good and takes many of the more routine management tasks away from the headteacher and staff. Financial planning is good with prudent management of the school budget. There are clear links between the school improvement plan and the budget.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	208,384
Total expenditure	200,640
Expenditure per pupil	3184

Balances (£)	
Balance from previous year	14,625
Balance carried forward to the next	7,744

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

43. Children receive a very good start to their education in the FS. Teaching is consistently good and often very good and they receive a good well-planned curriculum. There is a good balance between self-selected and adult directed activities with a strong emphasis on the development of literacy skills. The leadership and management of the FS are very good. Assessment is thorough and used well to plan the next stages of learning. Time is allocated well between the needs of the FS children and the pupils in Years 1 and 2.

44. Children enter the mixed Reception and Years 1 and 2 class either in September or January depending on their birth date. Currently there are two children of reception age. There are very good induction procedures and parents are very positive about the start children receive to their education. There are good links to the local nursery which most children attend before they start school. Attainment on entry is broadly average although the full range is represented. Attainment on entry fluctuates between below and above average because of the very small numbers involved. Progress in all areas of learning is good and children are likely to achieve all the early learning goals. They are likely to exceed these in their personal, social and emotional development.

Personal, social and emotional development

Provision is **very good**.

Main strengths and weaknesses

- Teaching is consistently very good and therefore children achieve well.
- Classroom routines are very well established.
- Older pupils in the class are very supportive to new pupils and are very good role models.
- Personal, social and emotional development is integral to all class activities.

45. Children enter school with a good range of skills in personal and social development as a result of their nursery experiences. These skills develop well within the class and progress is rapid as a result of well-planned activities, very good teaching, excellent relationships, and very high expectations of behaviour. Children quickly learn classroom routines. They listen carefully to instructions and participate enthusiastically in all class activities. Older pupils in the class are very good role models for the reception children who benefit from being in a mixed age environment. Children are likely to exceed the early learning goals in this area of their learning.

Communication, language and literacy

Provision is **good**.

Main strengths and weaknesses

- Teaching and learning are consistently good.
- Children achieve very well, particularly in listening and speaking.

46. Attainment is broadly in line when children start in the FS, although their speaking and listening skills are generally above average. Children achieve well and activities planned within the class enables them to make good progress. The excellent relationships with teaching staff enable children to quickly become involved in the larger class; they listen well, follow instructions carefully and are confident when speaking to adults and other children. They are given good opportunities to develop an appreciation of books which they take home daily. They already know a good number of initial letter sounds and when engaging in a well planned 'mystery box' activity with the classroom support

assistant they describe objects with increasing clarity using language such as 'you can fold it', 'its hard and twirly' and 'soft, round and smooth'. Children's language skills are developed well as a result of activities based on their needs and regular well-focused questions that challenge children to use their language and extend their skills in a variety of classroom situations. They are likely to achieve the early learning goals by the time they start Year 1.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is very good.
- Basic number skills are reinforced well.
- A good variety of practical activities are provided to help children learn.

47. Children enter the FS with average mathematical skills and they achieve well as a result of very good teaching with activities well based on their stage of development. Children quickly learn a range of counting songs and rhymes that support their learning very well. They count a number of items accurately using cubes, blocks and beads and recognise numbers up to 10. They count on in 10s up to a hundred and know some numbers that add up to 10. The class teacher assesses the children carefully and on occasions one child joins a group of older pupils for a measuring activity. Children develop a good awareness of the concept and language of length. Mathematics is made exciting for children by a good range of practical activities such as serving in the class café and sorting items by size. Children are likely to achieve the early learning goals in this area.

Knowledge and understanding of the world

Provision is **good**.

Main strengths and weaknesses

- The quality of teaching is good.
- Good use is made of the resources available.
- Classroom displays contribute well to this area of learning.

48. Children enter the FS with attainment generally expected for their age. The teacher provides a good range of experiences that enable children to make good progress in their knowledge about the world. Lessons are well planned and linked well to the language and mathematical areas of learning; for example, when helping in the class café, children are expected to count simple coins, talk to 'customers' and express preferences for available food. They identify land and sea on a map of Britain and recognise different colours, doors and window shapes when considering the designing and making of a beach hut for 'teddy'. The classroom assistant who continually focuses children's interest and extends their knowledge well with a succession of well-directed and encouraging questions gives very good support to this area of learning. Children are on course to reach the early learning goals by the time they enter Year 1.

Physical and creative development.

Overall provision is **good**.

Main strengths and weaknesses

- Teaching is good and leads to good achievement.
- The teacher provides a good range of experiences.
- The new outdoor designated play area has improved provision well.

- Travelling to the village hall loses some teaching time.
- Good opportunities are provided for role-play.
- Music is used well to enhance children's understanding in mathematics and literacy.

49. Children enter the FS with the physical and creative skills expected for their age. The teacher has a good understanding of how children learn and the quality of teaching and learning is very good. The teacher and classroom assistant help children develop their control of small manipulative skills well. Children soon learn to control a pencil or paintbrush carefully and cut, stick and paste effectively. All adults working in the FS have high expectations of children's independence. Children dress and undress themselves with little adult support when they are changing for physical education sessions in the village hall. In the hall, they develop well their awareness of where they are in relation to other children and follow instructions effectively to make a range of interesting shapes at different levels. They demonstrate good balance and control of movements. There is a good range of experiences to develop children's creative and imaginative skills. Role-play areas provide good opportunities for imaginative play and have a good impact on literacy and mathematics skills. The teacher is a skilled musician and uses music, songs and rhymes very effectively to enhance creative and mathematical understanding. Children are likely to achieve the early learning goals in these areas of learning.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is very good

Main strengths and weaknesses

- Standards are well above average in both key stages
- Pupils of all abilities achieve well
- Teaching is consistently good
- Pupils use their literacy skills well in support of other subjects
- More use could be made of computers to support pupils' learning

Commentary

50. In Years 1 and 2, standards in speaking and listening, reading and writing have been consistently well above average over the past three years and have improved markedly since the previous inspection. This has largely been the case in Years 3 to 6. The school identified writing as a relatively weaker element in the otherwise well above average standards. Inspection evidence indicates that standards in writing are above the national average by the end of Year 6. The maintenance of these very high standards represents good achievement for the pupils since the attainment on entry fluctuates from above to below average. The schools' careful tracking of individual performance over time confirms that pupils of all abilities achieve well.

51. In Years 1 and 2, the teacher provides many interesting activities for pupils across all subjects. The teacher and classroom assistant take every opportunity to intervene and engage the pupils in discussion. This quickly develops speaking and listening skills and by the end of Year 2, pupils of all abilities speak and listen confidently in different contexts. These skills are developed well by teachers in Years 3 to 6 so that by the end of Year 6, pupils in discussion pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views.

52. By the end of Year 6, average and higher attaining pupils read with good fluency and accuracy from both fiction and non-fiction texts and develop a good knowledge of a contents and index. They read independently using appropriate strategies such as breaking up words into separate sounds to establish meaning. Higher attaining pupils use their knowledge of the alphabet to locate books and find information. Lower attaining pupils and those who have SEN use their knowledge of letters and

letter sounds well to establish meaning when reading aloud. Reading is taught well throughout the school. By the end of Year 6, most pupils show understanding of a range of texts and express preferences for authors and styles. One pupil, for example, talked knowledgeably about an autobiography she had read recently. Average and higher attaining pupils use impressive expression when reading aloud paying attention to the effects of speech marks, question marks and exclamation marks.

53. The school's focus on the development of writing has paid dividends and standards are above average by the end of Year 6. In Years 1 and 2 the writing of the higher attaining pupils is organised, imaginative and clear and punctuation to mark sentences is consistent and accurate. One pupil, for example wrote a lengthy and interesting version of 'Jack and the Beanstalk' correctly punctuated and containing speech marks. The writing of all pupils communicates meaning in both narrative and non-narrative forms and letters are accurately formed and consistent in size. Pupils' skills are built on well in Years 3 to 6 and the writing of the average and higher attaining pupils uses imaginative vocabulary to capture the reader's attention. One pupil, for example, wrote ' Suddenly, a heron dipped his head under the water and came up with a wriggling fish while downstream an otter chased a desperately struggling fish'. Pupils cover writing in a wide range of styles with good examples of diary extracts, play scripts, poetry and instructional writing. A range of punctuation, including commas, apostrophes and speech marks is usually used accurately. Handwriting is good by the end of Year 6, although some pupils in Years 3 and 4 are still not writing in a consistent joined script.

54. Teaching is consistently good and occasionally very good in Years 1 and 2 and Years 5 and 6. Teachers are good role models for pupils, all speak well and value the contributions made by all pupils in discussions. They have a good knowledge and plan their lessons well. They teach the correct vocabulary and inspire pupils to want to read and write. Behaviour management is very good and pupils are told clearly what they need to do. Assessment of individual progress and attainment is good but opportunities are sometimes missed for incorporating information from recent marking into the lesson planning. Marking is good and there is good oral feedback to pupils during lessons. This helps them see how well they have done and how their work might have been better. The subject is well led and managed and this has led to continuing developments and improving standards in the subject. More could be made of computers to support learning in the subject, particularly for the lower attaining pupils and those with SEN

Language and literacy across the curriculum

55. Overall, pupils use their literacy skills well to support work in other subjects. Their skills in speaking and listening are used extensively across the curriculum in support of discussion in class sessions, collective worship and group work in subjects such as mathematics and science. Pupils' competence in reading and their ability to retrieve and collate information from a range of sources is used well in science, history and geography topics. Their good writing skills are put to good effect in most subjects, although more use could be made of their skills to write extended accounts in subjects such as religious education.

Mathematics

Provision is **satisfactory**.

Main strengths and weaknesses

- Standards are well above average in all areas of mathematics in Year 2
- Standards at the end of Year 6 are improving but should be higher
- Teaching and pupils' achievements are good in Years 1 and 2
- Resources for mathematics need updating.

Commentary

56. Standards are well above average in Year 2 and although improving remain in line with the national average in Year 6. The very high standards in Years 1 and 2 have been maintained for the past four years and represent good achievement. Achievement is good because teaching is consistently good and often very good. Pupils' progress is not as good as it should be in Years 3 and 4 although the rate picks up in Years 5 and 6. Overall pupils' achievements are satisfactory in Years 3 to 6 with some good work seen in Years 5 and 6. This is the result of good teaching in the lessons seen during the inspection
57. Teachers plan well using the National Numeracy Strategy. They have high expectations of pupils' behaviour and relationships are very good. Very good foundations in all aspects of mathematics are laid in Years 1 and 2. In Years 3 to 6, pupils develop a good understanding of number and a secure knowledge of shape, space and measures and data handling. There are some good examples of investigative work, particularly in Years 5 and 6, that helps pupils use and apply their mathematics but this aspect of the subject is not developed as well as others. In some of the work examined during the inspection and in an unsatisfactory lesson in the class for Year 3 and 4, work is not matched effectively enough to the needs of the pupils, particularly the higher attaining pupils.
58. Practical resources are used well to support learning for all pupils but some book resources need updating. Mental skills are developed well through short, sharp, brisk opening sessions to lessons. Learning objectives are shared well with pupils. There is a satisfactory whole school assessment system and work is marked carefully. However, pupils do not have their own mathematical targets to provide additional challenge and help them see how they are doing and how they can improve.
59. Leadership of the subject is satisfactory and the co-ordinator knows what is required to raise standards further. Some good examples of the use of computers to support work in mathematics were seen during the inspection but the use of computers generally is inconsistent.

Mathematics across the curriculum

Mathematical skills are used satisfactorily in other subjects. For example, in science, data is recorded in tables and line graphs to present a range of information related to temperature loss in various materials. Pupils in Years 1 and 2 accurately measure the height of beans they have grown and Year 3 and 4 pupils use their measuring skills to construct models of gears. Work linked to the seasons in geography and time changes in historical periods are supported appropriately by pupils' numerical knowledge.

Science

Provision is **satisfactory**.

Main strengths and weaknesses

- Standards are above average in Year 2
- Planning is good and there is good capacity to improve standards further
- Whole school assessment systems are not yet consistently applied
- Standards are improving in Years 3 to 6 but should be higher

Commentary

60. Standards are above average in Year 2 and although average in Year 6 inspection evidence shows improvement in the work being done in the current Years 5 and 6. Standards have been consistently good in Year 2 as a result of good teaching and planning that is matched well to

pupils' needs. Results in the Year 6 national tests in 2002 fell to below the national average, having been maintained at an overall good level for the previous three years. Provisional results from the 2003 national tests show an improvement and overall the school has kept pace with the national trend.

61. Teaching is good in Years 1 and 2 and satisfactory overall in Years 3 to 6, although there is some good teaching in Years 5 and 6. Lessons are well planned and resources used effectively. An example of this was seen in a Year 2 lesson where the teacher encouraged the pupils to choose between man made and natural materials. The activity was extended well by her asking pupils to sort and classify the materials according to their properties. Pupils in Year 6 follow scientific method and principles well when testing the insulation properties of various materials. They design experiments, measure their results carefully and use the computer appropriately to create databases. A good balance is made between predicting, experimenting, recording and interpreting results which impacts well on pupils' understanding.
62. Teachers throughout the school have very high expectations of behaviour and appropriate health and safety principles are applied in all lessons. Whilst there is some evidence in the current work of good investigative activities, overall, there are not enough opportunities for the higher attaining pupils to initiate their own investigations and follow their own lines of enquiry.
63. Leadership and management are satisfactory. The subject leader is well aware of the need to raise standards further and has encouraged a more investigative approach to science work. Whole school assessment systems are not yet used consistently.

Information and communication technology

Provision is satisfactory overall

Main strengths and weaknesses

- Standards are below national expectations by the end of Year 6
- Some aspects of the subject are not covered in sufficient depth and there is no formal system to record pupils' progress
- Standards are improving as resources and teachers' expertise improves
- Pupils enjoy working with computers and apply themselves well to the work set

Commentary

64. Although standards were judged to be average at the time of the previous inspection, there has been improvement in the provision since that time. The school has made reasonable progress but this has not been sufficient to keep pace with the rapidly rising national expectation. Standards are similar to national expectations at the end of Year 2 but the good developments that have taken place over the past two years have not yet fed through to the end of Year 6 where standards remain below average. Over time, the achievement of pupils of all abilities has been unsatisfactory.
65. Only two direct teaching sessions were seen during the inspection. These were in Years 1 and 2 and in the Year 5 and 6 class and were taken by the headteacher. In both sessions the teaching was good and helped pupils to achieve well against their prior attainment. Pupils were enthusiastic and applied themselves well to the task. They worked sensibly in pairs taking turns appropriately.
66. In Years 1 and 2, pupils use the mouse and keyboard successfully to communicate information using text and pictures. The teacher models the task on a computer successfully and pupils move on to use a word bank to assemble sentences incorporating a picture from a database. In the Years 5 and 6 session, the teacher used a computer projector to help pupils understand how

a spreadsheet could be used to store, analyse and present data in different forms including graphs. Pupils used this knowledge to generate and present their information.

67. Scrutiny of work and discussion with pupils indicates that key skills have not been built on from one year to the next and there is no formal systematic assessment of pupils' progress. Pupils have had very little opportunity to use ICT systems to control events in a predetermined manner and to sense physical data. Resources to develop this aspect are unsatisfactory. Pupils use e-mail to exchange information and ideas.

68. In-service training is improving teachers' confidence and expertise and the school has built up a good number of computers and supporting software across most curriculum areas.

Information and communication technology across the curriculum

69. Computers are used satisfactorily to support work across the curriculum with good examples in Years 1 and 2 and Years 5 and 6. In a Years 1 and 2 geography lesson, for example, pupils used the Internet to look at photographs and maps of Blackpool in order to make comparisons with their own village. In a Year 5 and 6 mathematics lesson, pupils used spreadsheets to record and interrogate data from pupils in this school and another local school. Pupils have also used computers in their work on history and religious education topics.

HUMANITIES

70. It was not possible to observe any direct teaching of religious education. No lessons were observed in history and only one lesson was seen in geography. Comments are based on this one lesson, examination of pupils' work and discussion with pupils and teachers.

Religious education

71. In Years 1 and 2, pupils develop a sound knowledge of the Judaic/Christian traditions as well as knowledge of other major world faiths. Coverage of themes such as caring for others, signs and symbols and the natural world give the pupils a growing awareness of themselves as developing individuals and how other people feel and act. In Years 3 to 6, pupils' very good speaking and listening skills enable good debate and discussion to take place and pupils talked knowledgeably about themes they had covered in assembly and religious education lessons. They had clearly gained inspiration from the life and work of famous leaders such as Nelson Mandela and wrote good accounts incorporating their own views. They have written descriptive accounts of key features in a church and a mosque and know the significance of signs and symbols in various religions. Although there were a few good examples, not enough extended writing was observed in pupils' work.

72. It is not possible to make a secure judgement on the quality of teaching but indications are that it is at least satisfactory. An appropriate range of topics is covered although there is no systematic way of recording pupils' progress in the subject

Geography and history

73. Teaching in the one geography lesson in Years 1 and 2 was good. The teacher and classroom assistant used secondary sources well to help pupils observe and record information to enable them to contrast their own village with a seaside town. Pupils used computers to gain further information to develop their work. In the introduction to the lesson, most pupils recognised a rural and urban landscape from aerial photographs and located and named a lighthouse, farm, shop and house on photographs and maps. The teacher successfully introduced and consolidated the correct geographical vocabulary and organised the tasks to match pupils' abilities well. Discussion with pupils in Years 3 to 6 and analysis of their work shows that they have a good knowledge of their own locality and how it compares with local towns such as Chesterfield and

distant places such as Jamaica. Pupils have produced good written accounts of their work. Visits into the locality and further afield have added interest and improved their geographical knowledge.

74. In history, pupils in Years 1 and 2 have developed a sound understanding of how things change with time. This is developed in topics on transport where pupils produce a time line showing the development of the motor car. The topic was 'brought to life' for the pupils when a resident of the village brought an old car to show the pupils. Pupils have used their very good writing skills to give accounts of famous historical events such as the Fire of London. In Years 3 to 6, pupils have built up a sound knowledge of historical periods such as the Tudor and Victorian periods and Britain since 1930. Their work on these topics contains good factual accounts and empathetic writing such as 'a day in the life of a family in the 1930s.' In Years 3 and 4, pupils linked their work in history to design and technology when they studied the construction of an Anderson shelter.
75. Neither subject has any systematic method to record pupils' progress in the development of key geographical and historical skills. This makes it more difficult to build on what pupils are already capable of doing. This is exemplified in the map work pupils do in Years 3 to 6 which in some instances is not significantly more advanced than that done in Years 1 and 2. However, some examples of work were better than normally seen for pupils' age in both subjects.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. Owing to timetable arrangements, no lessons were seen in art and design and only one in design and technology, music and physical education. Scrutiny of work and teachers' planning indicates that art and design, design and technology, music and physical education standards are similar to those expected for pupils' age. The indications are that pupils of all abilities achieve satisfactorily.
77. Teachers' planning is based on national guidelines and all aspects of the subjects are covered well. Since the last inspection all schemes of work have been updated although there are no whole school assessment systems to track pupils' progress in these subjects. The leadership and management of the subjects are satisfactory.

Art and design and music

78. Some work in art and music was of a standard better than that normally seen. Work by Years 5 and 6 pupils based on still life pictures in the style of Cezanne, for example, was good as were the collages of sunflowers by Year 1 pupils. Resources for art and design are good and teaching by the specialist teacher is having a good impact on standards. A specialist teacher takes music throughout the school and this is helping raise standards. Effective features of the lesson seen in music were good subject knowledge, very good use of resources and a good balance of activities planned between listening and composing. The use of music recording books with the older pupils in Years 5 and 6 promotes sound understanding of notation and encourages critical appreciation of various styles of music. The use of music from around the world has a good impact on pupils' cultural development.
79. There is not enough evidence to make an overall judgement on the quality of teaching, although the available evidence indicates that it is at least satisfactory. Pupils have the opportunity to play the recorder and the use of an outside musical specialist for stringed instruments impacts well on the achievement of higher attaining pupils. Visits to theatres, museums and participation in concerts enhance pupils' work in the two subjects.

Design and technology and physical education

80. In the one design and technology lesson, standards were as expected for pupils' ages and teaching was satisfactory. Pupils have appropriate opportunities now to plan and design their

work before construction. In the lesson seen pupils showed good awareness of shape and measured sections accurately for a rack and pinion model.

81. In the lesson seen in physical education in the village hall, teaching and learning was very good. The pupils in Year 2 achieved well in movement and dance. Clear instructions were given to pupils and the teacher had very good subject knowledge and high expectations of behaviour and performance. Pupils engaged in vigorous activity throughout the lesson and showed awareness of the effect of exercise on their bodies. In general, some teaching time is lost travelling to the hall and the lack of large climbing apparatus limits some aspects of gymnastics. Extra-curricular clubs have a good impact upon standards in football, netball and athletics and the school competes against local schools in a variety of competitions. Most pupils leaving the school attain the national 25-metre standard in swimming.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE)

Provision in personal, social and health education is **good**

Main strengths and weaknesses

- The very good foundations built in Reception are developed well in Years 1 to 6
- The excellent relationships and family ethos strongly support pupils' personal development
- Pupils learn how to develop a healthier and safer lifestyle

Commentary

82. In Years 1 and 2, pupils are taught to think about themselves as individuals, learn from their experiences and recognise what they are good at. There are many opportunities for them to take part in discussion and to learn social skills such as how to take turns, play together and help each other. The strong sense of family that underpins all that the school does provides a firm base from which pupils have opportunities to explore and discuss their feelings and develop a strong awareness of how their actions affect others. Pupils are only too ready to help others and there were many examples of this in the inspection during lessons and at playtimes. In PSHE, science and physical education lessons pupils learn what makes a healthy lifestyle and the importance of diet and exercise. They know of the dangers of drugs and the basic rules of road safety. Pupils learn how to take more responsibility for their own learning, individually and as a group and to resist bullying.

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	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
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	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
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).