

INSPECTION REPORT

OSMASTON CE (VC) PRIMARY SCHOOL

Osmaston, Ashbourne

LEA area: Derbyshire

Unique reference number: 112847

Headteacher: Mrs J Hart

Lead inspector: Mr K Williams

Dates of inspection: 8th – 11th November 2004

Inspection number: 267439

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

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: 112

School address: Osmaston
Ashbourne
Derbyshire
Postcode: DE6 1LW

Telephone number: 01335 343140
Fax number: 01335 343140

Appropriate authority: Governing body
Name of chair of governors: Mr A Bailey
Date of previous inspection: 25th January 1999

CHARACTERISTICS OF THE SCHOOL

This is a Church of England Voluntary Controlled Primary School situated in the village of Osmaston, about a mile from the town of Ashbourne, Derbyshire. There are 112 boys and girls on roll, which is smaller than average. The school serves the villages of Osmaston and Wyaston, with a significant number of pupils attending from outside of its catchment area. The pupils join the Reception and Year 1 class at the beginning of the autumn term. Their attainment on entry to the school varies from year to year and, although many of the pupils have well developed language and mathematical skills, overall, it is average. Almost all of the pupils are of white backgrounds. A below average proportion (ten per cent) have been identified as having special educational needs; one of whom has a Statement of Special Educational Needs. Two per cent of the pupils are eligible for free school meals, which is below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20174	Keith Williams	Lead inspector	Mathematics, science, information and communication technology, design and technology, geography, physical education, personal, social and health education
11437	Anthony Anderson	Lay inspector	
8867	Becky Russell	Team inspector	English, religious education, art and design, history, music, foundation stage, special educational needs

The inspection contractor was :

Inspire Educational Ltd

The Coach House
132 Whitaker Road
Derby

DE23 6AP

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

As a result of the good leadership, management and teaching, this **effective school** provides a good standard of education with some very good features. The pupils' achievement is good overall, although there is some variation across the school. By the end of Year 6, standards in English, mathematics and science are well above average. The school gives good value for money.

The school's main strengths and weaknesses are:

- Standards are high in the core subjects because they are very well taught
- Pupils achieve well in Years 1 and 2 and very well and in Years 3 to 6
- The headteacher has very high aspirations for the school, all pupils are valued and the school has a very positive ethos
- The pupils have very positive attitudes, behave very well and their personal development is very good
- There are too few opportunities for the children in Reception to make choices and decisions about their work
- The pupils' work is marked conscientiously but the comments are not sufficiently aimed at informing them about how they can improve
- Very effective use is made of visits, visitors and local facilities to enrich the pupils' experiences and links with other schools are very good
- Most parents are very supportive of the school and the pupils benefit from the very close links between the school and home

Overall, the school has made good progress since it was last inspected. Standards in the core subjects are now higher at the end of Year 6. The school has responded well to the key issues of the last report. There is a strong emphasis on practical work in mathematics and science, handwriting has improved and higher attaining pupils are now catered for well. Library facilities are much improved and there is a good range of computer software. The planning for children in the Foundation Stage now relates to all of the areas of learning, but there are too few opportunities for them to make choices and decisions about their work.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A*	A	A
mathematics	B	A*	B	A
science	A*	A	A	A

*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. The A* in the table above means that the results were in the top five per cent nationally.*

The results compare favourably with other schools nationally and are well above the results for similar schools. However, because the number of pupils in each year group is usually small, the results should be interpreted cautiously. In 2004, the results in Year 2 tests were well above average in reading and writing, which was a significant improvement on the previous year. The

results for mathematics placed them in the top five per cent of schools, similar to the previous year. Over the last few years, the results for both Year 2 and Year 6 have been improving at a faster rate than the national picture.

Inspection evidence confirms that the pupils, including those with special educational needs and those capable of attaining the higher levels, **achieve well**. The attainment of pupils on entry to the school varies from year to year but, overall, it is average. In recent years, the pupils' language and mathematical skills have been better than is typically found. They make satisfactory progress in Reception and most are on track to reach the goals expected of them by the end of the year, with a significant proportion likely to exceed the goals in communication, language and literacy and mathematical development. The pupils' rate of progress increases progressively as they move through the school and their achievement is good in Years 1 and 2 and very good in Years 3 to 6. Standards in English, mathematics and science are currently above average at the end of Year 2 and well above average at the end of Year 6. In other subjects, standards in ICT and physical education are in line with the expectation of pupils at the end of Year 2 and above expectations at the end of Year 6. Standards in religious education, art and design, history and music are above expectations at the end of Years 2 and 6.

The pupils' **personal development, including their spiritual, moral, social and cultural development, is very good**. They have very positive attitudes to school and their behaviour is very good. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The school provides a good quality of education. The teaching is good overall. The teaching of children in the Foundation Stage is satisfactory and contributes to the sound start they make. The teaching in the juniors, particularly in the two oldest classes, is very good and has a significant impact on the pupils' learning and the progress they make, so that they achieve very well. Across the schools, the teachers have high expectations of the pupils' capabilities and how they should behave and, as a result, the pupils work hard and have a desire to learn. The teaching assistants provide very good support. Occasionally, the marking of pupils' work does not provide them with sufficient information about how they might improve. The school has identified this as an area for development and has appropriate plans to address it.

The school provides a good curriculum, enhanced by a very good range of enrichment activities. The planning for children in the Foundation Stage provides too few opportunities for them to work independently and make choices and decisions about their work. The care and welfare of the pupils are good and they are offered good support and guidance. The school benefits from very good links with parents, the community and other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher has a very clear vision for the school's development and, together with staff and governors, has created a very positive ethos in which all pupils, including those with special educational needs, are valued. There is a very strong sense of teamwork. The governors are very committed to improving their role and they contribute effectively to the development of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are very satisfied with the school. They are particularly pleased that their children enjoy school, are expected to work hard, make good progress and behave well. The pupils confirm that they enjoy school, learn new things in lessons and have an adult to turn to if they have a problem.

IMPROVEMENTS NEEDED

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

- Improve the planning for children in Reception to include more opportunities for the pupils to work independently
- Ensure that the pupils have enough information so that they can improve their work

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The evidence of the inspection confirms that the pupils' achievement is good overall. The children in the Foundation Stage achieve satisfactorily; the pupils in Years 1 and 2 achieve well and those in Years 3 to 6 achieve very well. Standards in English, mathematics and science are above average by the end of Year 2 and well above average by the end of Year 6.

Main strengths and weaknesses

- The very good provision in English, mathematics and science means that standards are high in these key areas
- The pupils with special educational needs make good progress because they receive good support
- The children in reception could achieve more, particularly in their independent learning

Commentary

1. The attainment of pupils on entry to the school varies from year to year but, overall, it is average. In recent years, the pupils' language and mathematical skills have been better than is typically found. They make satisfactory progress in Reception and most are on track to reach the goals expected of them by the end of the year, with a significant proportion likely to exceed the goals in communication, language and literacy and mathematical development. Their achievement could be better, as there are too few opportunities for them to carry out tasks independently and make choices and decisions about their work.
2. The number of pupils in each year group is usually small, so the interpretation of test results requires caution, as they can vary from year to year. This is most noticeable in the results in recent years in the National Curriculum tests for pupils in Year 2, particularly in reading and writing. The results in 2004 were well above average in reading and writing (much better than the previous year) and in the top five per cent of schools in mathematics. The results also compared favourably when compared with schools in similar circumstances, being well above average in reading and mathematics and above average in writing. A very good proportion of pupils reached the higher Level 3. Over recent years, the results have been improving at a faster rate than the national picture.
3. Inspectors found that the pupils' achievement in Years 1 and 2 is good. They are well taught and, by the end of Year 2, standards are above average in English, mathematics and science.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	18.2 (15.2)	15.8 (15.7)
writing	16.4 (14.1)	14.6 (14.6)
mathematics	18.8 (19.2)	16.2 (16.3)

There were 10 pupils in the year group. Figures in brackets are for the previous year

4. In the 2004 national test for Year 6 pupils the results were well above average in English and science and above average in mathematics. The results for mathematics were lower than in the previous year, due largely to differences in the cohort. When compared with similar schools, the results for all three subjects were well above average. Over recent years, the school's results have been improving faster than the national rate.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	28.9 (30.2)	26.9 (26.8)
mathematics	28.1 (30.2)	27.0 (26.8)
science	30.4 (30.2)	28.6 (28.6)

There were 16 pupils in the year group. Figures in brackets are for the previous year

5. Inspectors found that the rate of progress made by the pupils increases as they move through Years 3 to 6, and they achieve very well. This is particularly the case in the core subjects so that, by the end of Year 6, standards are well above average. This is because the teaching is very good and, in Years 5 and 6, it is sometimes excellent. Standards are higher than they were at the time of the last inspection.
6. The pupils with special educational needs achieve as well as their classmates and make similar progress. This is because teachers ensure that these pupils receive good additional help in lessons. The school has good procedures to identify any problems the pupils are having with their work, so that any difficulties are quickly remedied. The teaching assistants have a significant impact on the achievement of all pupils, including those with special educational needs.
7. In other subjects, standards in ICT and physical education are in line with the expectation of pupils at the end of Year 2 and they are above expectations at the end of Year 6. Standards in religious education, art and design, history and music are above expectations at the end of Years 2 and 6. The pupils benefit from a broad and balanced curriculum, which contributes to the good standards in many subjects, and there is a strong and successful emphasis on practical investigations.

Pupils' attitudes, values and other personal qualities

The pupils have very positive attitudes to school and their behaviour is very good. The provision for pupils' spiritual, moral, social and cultural development is very good. Attendance is very good.

Main strengths and weaknesses

- The pupils enjoy coming to school, work hard and behave very well
- Excellent relationships between pupils and adults help to create an atmosphere of harmony and trust.
- The pupils' moral and social development is promoted very successfully
- Attendance and punctuality are very good and are very well supported by the parents

Commentary

8. This is a small school set in a rural village. Pupils and staff know each other very well and there is a strong feeling of belonging to a 'family'. In such a happy learning environment, pupils quickly begin to feel valued and are able to develop in confidence and self-esteem. Good behaviour is an expectation, pupils learn to show respect for school staff and treat all visitors with courtesy and consideration.
9. The overall attendance at the school is well above the national average. The incidence of unauthorised absence is low. The pupils arrive at school and into lessons on time. The vast majority of parents are very supportive of the school in terms of ensuring that their children attend regularly and promptly. The school is very proactive in following up all unexplained absences and in promoting good attendance and punctuality.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.1
National data	5.1	National data	0.4

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

10. The promotion of pupils' moral and social development is very good. Through well planned assemblies and lessons, the pupils are encouraged to contribute their thoughts and ideas and learn to speak up for what they think is right. Lessons in personal, social and health education provide opportunities for the pupils to think deeply about issues such as 'friendship' and express their own thoughts about the qualities needed to make a 'good friend'. They learn to examine their own behaviour, to recognise when they are at fault and to be generous when others annoy them. Pupils are honest – they know the difference between right and wrong and accept that, however difficult, they must try always to be truthful in both their opinions and their actions. The feeling of 'family' is very apparent in the way that older pupils willingly accept responsibility for taking care of the youngest children at playtimes and at lunchtime. They look after them in the dining hall and ensure that no one is left out or unhappy in the playground. All pupils are trained to take on responsibility and, through the school council, are given the opportunity to have their opinions heard. Older pupils perform many duties in their roles as school prefects, demonstrating growing maturity and pride in doing their jobs well.
11. There is a growing commitment to producing work of high quality. The reward system employed by the school is very popular and the pupils are clearly delighted when they are singled out for praise during the 'achievement assembly'. Children not only begin to appreciate their own achievements in work, sport, creativity or behaviour, but learn to applaud with generosity the strengths of their peers. This growing sense of spirituality was very evident in a Year 6 art lesson as the pupils clapped spontaneously when a good piece of work was held up for them to see. The staff must take full credit for the way in which they seek to encourage every child to produce their best and for the recognition that is given to all achievement, whether it be in work or in behaviour.
12. The pupils' cultural development is promoted well through the curriculum and every effort is made to help them to become more aware of the increasingly diverse nature of the society in which we now live. Through art, drama, music, religious education and history pupils are

given experiences that stimulate a good appreciation of their own culture and begin to develop an understanding of the richness and diversity of the other great cultures of the world. The school makes good use of local museums, libraries, galleries, churches, mosques and visiting artists or performers to enhance pupils' learning. There is an awareness of the need to supplement the stock of books and artefacts that reflect a diverse range of cultures as soon as funds are available.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. The teaching, learning and curriculum are good and there are good arrangements for securing the care, welfare, health and safety of the pupils. Links with parents, the community and other schools are very good.

Teaching and learning

The quality of teaching and learning is good and there are good procedures for assessing the pupils' attainment.

Main strengths and weaknesses

- The teaching of English, mathematics and science is very good and contributes to the high standards at the end of Year 6
- The staff have high expectations of what the pupils are capable of achieving and how they should behave
- Although the pupils' work is marked conscientiously, the comments are not sufficiently aimed at informing them about how they can improve
- The teaching assistants provide very good support

Commentary

13. Overall, the quality of teaching is good. This makes a positive impact on the pupils' attitudes to school and their progress, learning and achievement. The teaching in the juniors is very good and in Years 5 and 6 it is sometimes excellent.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (10%)	9 (28%)	16 (50%)	4 (13%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen. Included in the 34 lessons are two observations that were too short to make judgements on the teaching.

14. The teaching of children in the Foundation Stage is satisfactory and contributes to the sound start that they make. The children's personal, social and emotional development is given high priority by the staff so that the children quickly settle into school and class life. There is a strong emphasis on helping them to develop their awareness of good behaviour and how they should share resources and clear up after themselves. Occasional over-direction by the adults limits the opportunities for the children to work independently.

15. A particular strength is the teaching of English, mathematics and science. It is very good in the juniors, which leads to the high standards in those subjects by the end of Year 6. The staff have a good understanding of the national strategies for literacy and numeracy. Lessons are well organised and the teachers make good use of assessment information to plan interesting lessons that are well matched to the pupils' individual needs. The pupils' attention is captured in the briskly paced introductory activities and the teachers ensure that the pupils are very clear about what they are about to learn. In the best examples, in the upper juniors, these objectives for learning are referred to during the course of the lessons and then summarised very effectively at the end.
16. Across the school, the teachers have high expectations of the pupils' capabilities and how they should behave. The more able pupils are provided with the harder work of which they are capable – an improvement since the last inspection – and those who have more difficulty with their learning are given the support they need. The skilled teaching assistants provide invaluable help to enable pupils of all abilities to achieve well. Those with special educational needs receive good additional help in lessons to enable them to achieve the targets contained in their individual education plans. The support staff are often deployed to work with more able pupils who benefit from the increased challenge made possible by working in smaller groups and from the good quality of questioning they provide. The teamwork between the teacher and teaching assistants is a very strong feature. The staff have worked successfully to improve their approach to practical activities, problem solving and investigating and this has had a positive impact on the pupils' achievement.
17. There are good arrangements for assessing the pupils' work and tracking their progress. Particularly in the core subjects, a combination of daily on-going assessments, regular tests and quizzes, more formal, end of unit assessments and end-of-year statutory and optional tests provide clear information about how the pupils are doing. A close check is kept in other subjects, too, for example through the skills checklists in ICT. Day-to-day assessment is generally good: the discussion sessions at the beginning and end of lessons are used well to highlight misunderstandings. The pupils' written work is marked accurately and the pupils receive praise for their efforts. The school has recognised that there are inconsistencies from class to class in the way that the marking is used to set them targets for improvement.

The curriculum

The school provides a good curriculum that is enriched by a very good range of extra-curricular activities. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum in Years 1 to 6 is well planned to meet the needs of the pupils, although the children in the Foundation Stage have too few opportunities to develop their independence
- The pupils' learning is enhanced by a very good range of activities outside the formal curriculum
- Equality of access and opportunity for all pupils is very good

Commentary

18. The curriculum meets all requirements of the National Curriculum and the locally agreed syllabus for religious education. There is very good provision for the personal, social and health education of its pupils and appropriate arrangements for the teaching of sex education.
19. The co-ordinator for the Foundation Stage works closely with the teaching assistants to provide a safe, stimulating environment and is keen to develop the curriculum further. At present, there is an over-emphasis in the planning for Reception children on providing adult direction for many of the activities. Whilst this ensures that the children work carefully through their tasks, it limits the opportunities for them to make independent choices and decisions about their work.
20. Since the last inspection, the school has worked hard to address the weaknesses identified in the curriculum and there are now policies and schemes of work for all subjects. These are reviewed regularly and updated as necessary. The teachers make very good use of these long term plans to prepare interesting lessons that build on what pupils already know and understand and ensure greater continuity of learning across the school. The national strategies for literacy and numeracy are very well established in the school and a consistent approach to their implementation has had a direct effect on the high standards being achieved by so many of the pupils.
21. There is a strong emphasis on including all pupils in all activities and on ensuring an equality of access to all aspects of the curriculum. As a result, pupils of all abilities achieve equally well. For example, the planning provides well for those children with special educational needs, so that they have the support they need to work towards the targets set for them in their individual education plans. The planning for more able pupils has improved since the last inspection when it was identified as a weakness, and they, too, receive appropriately challenging work.
22. The provision for personal, social and health education is very good. It is now a popular feature of the curriculum and well planned lessons encourage the pupils to think about their relationships with others in the community, to take responsibility for their own actions and to explore ideas about friendship, responsibility and co-operation.
23. The inspection findings support parents' views about the very good range of interesting extra-curricular activities on offer to pupils. These include music (choir and instrumental music tuition) dance, sport (football, netball, cross-country running, tag-rugby), drama, book club, French, and computers. The curriculum is also enhanced by many visits to museums, historic sites and local places of worship or interest. The excellent facilities at the local leisure centre provide great enhancement for the provision in physical education.
24. The accommodation has been improved considerably since the last inspection, with the building of a new classroom and the refurbishment of others. A newly formed library containing a well-chosen selection of books provides a pleasant space in which to browse and is well used by pupils and parents. It is the intention of the school to add to the supply of books as funds become available. The school is well resourced to deliver its curriculum.

Care, guidance and support

The school provides effectively for the care, safety and welfare of the pupils and the pupils receive good support, advice and guidance. There is very good involvement of pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- There is a very strong, caring ethos in which the pupils feel secure and valued
- The staff know their pupils very well and they provide them with good support and guidance
- The school council is a very good vehicle for seeking and acting upon the pupils' views

Commentary

25. The welfare, guidance and pastoral support of pupils is of a very high quality and it adds significantly to their personal development and self-esteem. The school has a very positive ethos and the vast majority of pupils enjoy coming to school and feel that they have an adult to turn to if they have a problem. The provision for children with special educational needs is good. The pupils' needs are quickly identified and planned for and support is sought from the appropriate external agencies. The staff work hard to ensure that these pupils are included in all class activities. Child protection systems and procedures are effective and the reporting person is known to all staff in the school. The staff who know the pupils very well and they provide a high level of welfare and pastoral support to individual pupils. The pupils' academic performance and personal development is monitored formally and informally.
26. The school operates a good first aid system for minor accidents. Medical files are kept on all children and the relevant staff are made aware of any particular allergies or disabilities. Regular fire drills are undertaken and the outcome of each one, including areas for improvement, is recorded. Good risk assessments take place in advance of school trips.
27. The school council is well established and all children in the school are made to feel that they have a 'voice' in the way the school is developing. Discussions with several older pupils during the inspection endorsed this view and it is clear that many opportunities are provided for the pupils to enhance their personal development through the responsibilities they are given to support and assist the teaching staff. For example, older pupils sit with and help the younger ones in the dining hall. There is also a very effective 'buddy system' in the playground. New pupils are very well supported by an older pupil who acts as a 'mentor' during the first few weeks in order to ensure that each new pupil feels safe and secure at their new school.
28. Lessons in personal, social and health education (PSHE) are used very well as an aid to the promotion of the social, moral and personal development of each child. The pupils' personal development is further enhanced through the provision of both classroom and individual targets which they are expected to achieve, although there is some inconsistency in the way this is supported by the marking of the pupils' work and, consequently, the pupils do not always have a sufficiently clear idea of how they can improve. The school acknowledges the pupils' achievement through the praise given to them in the classroom and, more formally, in regular sharing and presentation assemblies.

Partnership with parents, other schools and the community

Links with parents, the community and other schools are very good.

Main strengths and weaknesses

- The vast majority of parents are very supportive of the school
- The school reaches out very well to all parents
- Very good use is made of the community and other schools to support the curriculum

Commentary

29. A significant majority of parents are very supportive of the school and of its aims and objectives. They indicate that their children like school, that they are well taught and making good progress and that the school is well led and managed.
30. The information provided by the school through its prospectus, the governors' annual report to parents and through regular and well-designed newsletters is of a very high standard. Annual academic reports to parents are of a satisfactory quality, but they lack precise targets for the pupils' development and progress. There are three formal opportunities for parents each year, during which they have the opportunity to discuss their child's progress. They take a keen interest in their children's education and these events are generally very well attended. Parents are consulted on many issues and many parents spoken to during the inspection had only the highest praise for the work of the school.
31. A few parents are occasional visitors to the school and they provide very welcome classroom support and assistance with external visits and trips. All parents have been invited to enter into a home/school agreement, which is designed to promote improved communication between the school, parents and children. Parental attendance at school concerts, celebrations and sports days is very good.
32. The school makes very good use of the local and wider environment to enhance the pupils' work and there is a good range of out of school clubs. Recent visits have included a science related trip to Elvaston Castle and Brother Jacques Play at Queen Elizabeth Grammar School (QEGS). Other recent examples of the very good use of the local community include a visit to Yeldersley to attend a Garden Party and perform a maypole dance, a 'pot-throwing' event by local artist Madge Spencer and a visit to nearby Shugborough Hall. Excellent use is made of the new local leisure centre and an excellent Year 5 and 6 lesson on the development of attacking and defending skills in basketball and netball illustrated the inspirational vision of the headteacher in negotiating for this facility to be made available for pupils. Another key innovation linked to this new leisure centre is the regular sporting evenings in which parents are invited to partake alongside staff in a wide variety of sporting activities followed a social evening gathering. There are very good links with local schools, particularly QEGS, where linked projects in performing arts, drama, music and dance have recently taken place. There are extensive sporting links with QEGS, including football, netball and tag rugby.
33. The school's links with parents, the community and other schools provides a very strong contribution to pupils learning and personal development and it is a major strength of the school.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are good.

Main strengths and weaknesses

- The headteacher has a very clear vision for the school that is focused on raising standards
- The school has a very positive ethos in which all of the pupils are valued and the staff work effectively as a team
- The governors are well organised and have a keen sense of the school's strengths and what it needs to do to improve

Commentary

34. The headteacher provides good leadership and is well supported by a dedicated staff and effective governing body. She has a very clear vision for the school that focuses on raising standards and ensuring that all pupils achieve their potential.
35. A strong feature is the way that teamwork is encouraged and promoted. The small staff share many management tasks, particularly in leading the development of subjects and other important aspects of the school's work. For example, the special educational needs co-ordinator (SENCO) has worked very hard to ensure that those pupils who have specific needs are given good support to enable them to achieve the targets set for them in their individual education plans. In consultation with the class teachers, she conducts regular reviews of the pupils' progress and ensures that their parents and, where necessary, outside agencies are involved at every stage. The headteacher and new deputy headteacher work together effectively as the senior management team. Well-trained teaching assistants provide invaluable help as they work alongside the teachers to enable these pupils to make good progress. Across the school, pupils of all abilities benefit from the close working relationships between teachers and support staff and this contributes positively to the progress they make.
36. In this very positive environment and with the good role models set by the staff, the school is a calm and purposeful place and lessons run smoothly and productively. As a result, all of the pupils work hard and achieve well. The headteacher, staff and governors have ensured that the strengths identified in the last inspection have been maintained. Standards in the core subjects have risen at the end of Year 6 and good progress has been made in addressing the key issues, although there still remain weaknesses in the planning for Reception children.
37. The school benefits from the commitment shown by governors and they make a strong contribution to the school's development. The governing body fulfils its statutory duties well, providing the headteacher and staff with encouragement and support. The governors' role in monitoring and evaluating the school's performance is secure. Individual governors visit classrooms, liaise with subject co-ordinators, join in the review of policy documents and ensure that other governors are well informed of progress. Consequently, these rigorous procedures enable the governors and the headteacher to guard against any complacency. Together, they know what the school is doing well and governors are actively involved in identifying areas for improvement. They keep a close check on the management of finances. In the table below, the budget was in deficit at the beginning of the current school

year, due to the deferred payment of money due to the school for special educational needs staffing. This was done with the agreement of the local education authority. The school intends to carry forward a small surplus into the next financial year.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	237,848
Total expenditure	235,439
Expenditure per pupil	2,331

Balances (£)	
Balance from previous year	-8,543
Balance carried forward to the next	-4,599

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- The teachers develop children's positive attitudes to learning by setting out clearly what is expected of them
- The teaching of the basic skills of reading, writing and numeracy is effective
- There is an over-emphasis on adult directed activities and too few opportunities for pupils to become independent learners

Commentary

38. Children enter the school at the beginning of the academic year in which they are five and are taught alongside Year 1 pupils. At the time of the inspection, there were 13 full-time children on roll. There is a wide range of ability among the pupils as they enter the reception class and, although the children's language and mathematical skills are above average, their overall attainment on entry is broadly average. There are good induction arrangements to ensure that the children settle well into school life. They are well cared for by the staff and the Year 6 pupils support this by welcoming and looking after specific children during lunchtime and playtimes.
39. The children's **personal, social and emotional development** is given high priority. They quickly settle into the routines of the classroom, enjoy coming to school and achieve well. Relationships are very positive. The children happily become involved in the range of activities available to them, are eager to learn new skills and put effort and concentration into their tasks. There is a strong emphasis on helping them to develop an understanding of appropriate behaviour, the difference between what is right and wrong and the need to work together in harmony as they share resources and clear up at the end of lessons. Independence is promoted through routines such as going to the toilet, washing their hands and changing for games, dance or physical education lessons. During breaks and lunchtimes, they are looked after by the older pupils who ensure that they are fully involved with other children in the playground.
40. The teaching of **communication, language and literacy** is satisfactory and most of the children are on track to achieve the early learning goals by the time they enter Year 1. Early reading skills are well taught and children particularly enjoy their lessons in phonics. They have a good knowledge of letter sounds, recognise the initial letter sound in many words and have a good understanding of how books work. They particularly enjoyed reading a 'big book' version of *The Three Little Pigs* during a shared reading session and were sufficiently confident to answer questions about the text. The school is careful to ensure that the speaking and listening skills of pupils are well developed and good opportunities are provided for them to respond to questions, discussions, re-enacting stories and in listening carefully as other pupils answer questions. The teaching of writing is satisfactory and the children are encouraged to use their developing knowledge of letter sounds and shapes to help them begin to write unfamiliar words for themselves. However, there are

too few opportunities for them to choose to become involved in writing and mark-making independently, before embarking on the formal adult-directed activities.

41. The teachers provide a good variety of activities and resources to make learning in **mathematical development** fun. The children enjoy holding number cards and then sequencing themselves in the correct order. They count confidently to ten and beyond and some write numbers correctly to ten. Every opportunity is taken to reinforce their counting skills and the children are beginning to record their answers in their number books. All adults use correct mathematical language and ensure that children understand terms such as 'more than', 'less than', 'take-away', 'add on', taller, shorter, longer. The assessment of children's work provides clear information which is well used to plan the next steps in learning and helps to promote steady progress towards achieving the early learning goals.
42. Children's **knowledge and understanding of the world** are developed in many ways. The natural curiosity of young children is enhanced, for example, by encouraging them to discuss their findings with sinking and floating objects and, as pupils playing with sand, discuss how best to bury things beneath it. They talk about the weather in class discussions, know that the season is autumn and it is often rainy and cold. There is a growing understanding about time, that there are older and younger people in their families and that with each birthday they grow older. Computers are used to help with some of their work and they are developing early keyboard and word processing skills. There are good opportunities to learn about the faith and customs of Christianity such as harvest, advent and Christmas.
43. In the Reception class **physical development** is promoted through a range of activities. Since the previous inspection, there have been considerable improvements in the outdoor provision for this class. The children now have access to an area where they are able to climb and balance, learn to steer and pedal a range of wheeled vehicles and to move about safely without endangering themselves or others. They use pencils and scissors with care and precision and have opportunities to develop fine manipulative control by completing jigsaws and construction kits. In the dance lesson which was observed, pupils showed great enjoyment as they learnt how to perform movement to 'Oranges and lemons'.
44. It was not possible to observe lessons involving painting during the inspection but it is clear from teachers' planning, that a wide range of experiences to promote **creative development** are provided through art, story telling and imaginative play. There are many opportunities to listen, participate and respond to a good range of music. Pupils join in hymn-singing with great gusto and particularly enjoy action songs and rhymes. The dressing-up clothes are well used as groups of children act out stories they have read or have made up for themselves. Samples of work in art include collage, using a variety of materials and abstract paintings in different primary colours.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards by the end of Year 6 are well above average
- The teaching is good overall, with some very good teaching in the juniors and excellent teaching in Years 5 and 6
- The very good support of the teaching assistants makes a significant contribution to the pupils' learning
- High expectations and challenging work generate enthusiasm in the pupils
- The marking does not sufficiently identify how the pupils might improve their writing

Commentary

45. By the end of Year 2, the pupils attain standards that are above those usually found and they achieve well. The results of the Year 2 national assessments in 2004 were well above average in reading and writing. However, caution must be exercised, as the number of pupils in each year group is usually small and the results vary from year to year. By the end of Year 6, the inspection confirms that standards are well above average and the pupils achieve very well, reflecting the results achieved by pupils in Year 6 in recent years. The school has made considerable progress since the last inspection.
46. Throughout the school teachers work very hard to ensure that every opportunity is taken to involve the pupils in discussions that will improve their speaking and listening skills and extend their knowledge and use of interesting vocabulary. The teachers and teaching assistants use accurate vocabulary themselves and are quick to test the pupils' understanding of new words. A good example of this was seen in Year 2, when children were asked to define what a 'narrator' is and were encouraged to examine the text being used in a shared reading session for clues. The teachers have very good questioning skills and ensure that all pupils are given the opportunity to answer at a level appropriate to their ability. An excellent lesson in Year 6 demonstrated the teacher's skill in leading pupils to examine the 'Bears and Lions' text in order to decipher how the author uses language to convey feelings. The pupils responded with great interest and well-thought-out answers to her questions. Dictionaries are in regular use in all classrooms.
47. Attainment in writing is now above average by the end of Year 2. By the end of Year 6, it is well above average and the pupils are making very good progress. Those pupils who have special educational needs are given a good level of support to ensure that they are able to achieve the targets in their individual education plans. There has been a whole school focus on improving written work and a great deal of attention is given to ensuring that the pupils experience a wide variety of purposes for writing. These include factual accounts, plays, diaries, letters, instructions and imaginative stories. The use of interesting, descriptive language is encouraged and poetry is well used as a vehicle to stimulate the use of imaginative vocabulary. When researching for information, the pupils learn to take notes in preparation for writing up their accounts. The early skills of handwriting are taught well and most pupils develop good cursive writing. However, the quality of the pupils' presentation of their work is inconsistent in some classes. The teachers mark pupils' work regularly but comments, although encouraging, are often too bland and do not always set clear targets for improvement.
48. Reading is well taught throughout the school and standards are high by the end of Year 6. The use of 'Jolly Phonics' in the Foundation Stage and the infants is helping the pupils to learn letter sounds in an interesting and enjoyable way. A love of books is carefully fostered and younger pupils are heard reading regularly on an individual basis or in small groups. Guided reading groups continue throughout the school and the staff are grateful for

the help given, on a regular basis, by parents and friends of the school. Guided reading sessions are very successful across the school, as they give the pupils opportunities to read aloud using good expression. The teachers and assistants pose challenging questions about the meaning of the text, ensure that their groups have complete understanding of any new vocabulary and take the opportunity to reinforce grammatical structure. This is very ably demonstrated by pupils taking part in guided reading sessions in Years 2 and 6. All children take books home to share with their families and the newly refurbished school library is a well-used and valuable resource.

49. The quality of teaching in English is good. In the classes for the oldest children, it is very good and sometimes excellent. Teachers make good use of assessment to plan interesting, challenging lessons that are well matched to the varying abilities of the children. Class routines are very well established and expectations for good behaviour are high. The co-ordinator for English has a very good knowledge of the subject, a clear understanding of how well the pupils are doing and the determination to lead the staff in areas where further development is required.

Language and literacy across the curriculum

50. The pupils' well developed speaking and listening skills are used to good effect across the curriculum including lessons in religious education, history and art. By the time they leave school, the vast majority of pupils are able to use the library and other sources of reference materials to carry out research and to use their writing skills to take notes which they use to write longer accounts. Good cross-curricular work is observed in science, history and religious education. There is still room for further development in this area as the occasional overuse of worksheets in some classes denies pupils the opportunity to practise their skills in written English.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 6 because the lessons are interesting and challenging
- The subject is very well organised, led and managed
- There are many opportunities for the pupils to use their skills in other subjects and a strong emphasis on practical work
- Although the pupils' work is marked conscientiously, the comments do not focus sufficiently on how they might improve

Commentary

51. The pupils in Years 1 and 2 achieve well and, by the end of Year 2, standards are above average. The rate of progress made by most pupils increases as they move through Years 3 to 6, where much of the teaching is very good. Consequently, their achievement is very good and, by the end of Year 6, standards are well above average. This is a significant improvement on the previous inspection: standards are higher at the end of Year 6, the more able pupils are now very well provided for and there is a strong emphasis on practical work. The school's provision in mathematics is a significant strength. The school performs

consistently well in the national tests for pupils in Years 2 and 6 and compares very favourably with similar schools.

52. Overall, the quality of teaching is good, with very good teaching in Years 3 to 6. Lessons are very well organised, which helps them to run smoothly and move at a brisk pace. The teachers capture the pupils' attention with sharply focused introductory activities. A range of strategies are used to develop the pupils' number skills. In a lesson in the Year 4 and 5 class, for example, the teacher made good use of the interactive whiteboard to enhance the pupils' understanding of division. Across the school, rapid questioning keeps the pupils on their toes and ensures that they are all involved and there is a clear focus on encouraging the pupils to explain how they have arrived at an answer. As a result, the pupils become increasingly confident and competent in mental calculation and they use these skills well to benefit other work. The teachers are clear about what the pupils are expected to learn. They share these objectives with the pupils at the start of lessons, refer to them during the course of the work and use them to summarise the learning in the discussions at the end. The pupils enjoy their lessons, are eager to learn and take great pride in the presentation of their work.
53. Lessons are well planned. The teachers have high expectations of what the pupils are capable of achieving. Very good account is taken of the differing needs of the pupils, so that those who need extra help get it and there is a good level of challenge for those capable of reaching the higher levels. The teachers move skilfully from dealing with one year group to another in the mixed-age classes, often referring to how the work builds on what they have previously learned and how it leads on to the work to be covered in the following year. The teaching assistants make a very good contribution to ensuring that pupils of all abilities progress well. Much of the work is practically based and there are good opportunities for the pupils to apply their skills to solving problems and carrying out investigations.
54. The new co-ordinator is building on the very good work of the previous subject leader. The staff have a good understanding of the National Numeracy Strategy and a consistency of approach from class-to-class that is contributing to the high standards. Good procedures are used to assess the pupils' work and track their progress. Regular tests and more formal assessments contribute to the information available and the co-ordinator evaluates the school's performance in the national statutory and optional assessments. She is focusing on improving the way in which this data is used and is making good progress in ensuring that strengths and areas for development are carefully identified and addressed. The day-to-day assessment of the pupils' work is generally good. For example, the discussion sessions and the beginning and end of lessons help the teachers to check on the pupils' understanding and alert them of any misconceptions. This was particularly evident in a very good lesson in Years 5 and 6, where a very effective co-ordinates quiz game helped to summarise what the pupils had learned. The teachers mark the pupils' work conscientiously. Their comments are positive in tone. In the best examples, the teachers refer to what the pupils were expected to learn and what they need to do to improve. However, the school recognises that there is an inconsistency from class to class and has suitable plans to develop the way that marking is used to develop and extend the pupils' learning.

Mathematics across the curriculum

55. There are many examples of the pupils using mathematics in other subjects. This has a positive impact on their achievement in mathematics and their understanding of the work covered in those subjects. Computers are well used. Pupils in Years 2 and 3 were observed practising and reinforcing their number skills on their classroom computers. Those in Years 4 and 5 used their interactive whiteboard and computers confidently to take part in a division 'speed-trial'. Year 5 pupils in the oldest class used their knowledge of co-ordinates to 'feed Billy Bug', linking their mathematical work with ICT and geography. There are many examples of the pupils using their estimation and measuring skills in science and collecting and interpreting data. For example, pupils in Year 4 investigated pulse rate, recording their results in a grid. The work is often recorded in graphs and tables.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The pupils achieve well in Years 1 and 2 and very well in Years 3 to 6
- The use of practical work and investigations has improved since the last inspection
- There is an occasional over-use of work sheets which limits the opportunities for the pupils to select the most appropriate way of recording their work

Commentary

56. Standards are above average at the end of Year 2 and the pupils achieve well. At the end of Year 6, the pupils attain standards that are well above average and their achievement is very good. The teacher assessments for the pupils in Year 2 in 2004 were very high and the test results for those in Year 6 have been consistently well above average in recent years. Standards are higher at the end of Year 6 than they were at the time of the last inspection. There have been significant improvements in the pupils' ability to work practically and carry out investigations and in the progress made by the more able pupils. This is reflected in the results for 2004, when the proportion of pupils achieving the higher levels was above that typically found in Year 2 and well above the national picture in Year 6.

57. One lesson was seen in Years 1 and 2 and two lessons in Years 3 to 6. The evidence from these lessons, from discussions with the pupils and a scrutiny of their previous work were used to reach judgements. The previous work shows a good emphasis on practical activity and making and recording observations and a key feature in each of the lessons seen was the use of practical and first-hand activities to establish and develop the pupils' understanding. In a good lesson, the pupils in Year 1 were observed carrying out an investigation to see which materials would best 'keep teddy dry'. They were very interested in the activity and made thoughtful contributions to the discussion. Practical activity was also a central theme in the Year 4 and 5 class, as the pupils investigated how sounds are made by vibrations. They took great delight in hitting or scraping part of an object to cause a vibration and they handled the materials and equipment very sensibly. In the oldest class, the pupils planned an investigation to explore the conditions needed for plants to grow. These pupils have a very well developed sense of how to isolate variables in their experiments and a very secure knowledge and understanding of the work they cover.

58. The teaching is good overall and it is very good in the Years 5 and 6. Across the school, lessons are well organised and there is a good level of challenge for pupils of different ability. The work planned, using the national guidelines, builds well on what the pupils have learned in previous lessons and is usually recapped in the opening discussions. The teaching assistants play a very important part in ensuring that pupils of all abilities play a full part in the lessons. In the most successful lesson, in the oldest class, there was a very clear emphasis on encouraging the pupils to make predictions about what might happen, developing their knowledge of plants, consolidating their understanding of experimental procedure and on recording the work in different ways. Occasionally, however, the teachers provide the pupils with too much guidance on how the work should be recorded. While the frameworks are often tailored to different abilities, they limit the chance for the pupils to make informed choices about the most appropriate method of presenting their investigations.

59. Science is very well organised by the headteacher in her role as subject co-ordinator. Through observing the classes and keeping a check on the teachers' planning, she has a very clear idea of what is working well and what needs to be done to continue to improve. As a result of these monitoring activities, the amount of time devoted to teaching science has been increased and the approach to practical investigations has improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Standards have risen since the last inspection and are now above what is expected of pupils at the end of Year 6
- Good use is made of computers in other subjects
- A close check is kept on how the pupils are progressing

Commentary

60. By the end of Year 2, the pupils attain standards that are in line with the expectations of pupils of this age and their achievement is satisfactory. The rate of progress increases as they move through Years 3 to 6, they achieve well and, by the end of Year 6, standards are above expectations. The provision has improved because the staff have an increased knowledge and confidence in teaching the subject and, across the school, they are careful to ensure that each pupil receives sufficient time to work on the classroom computers to develop their skills.

61. The preferred method of teaching ICT is to have regular, short, focussed sessions where a particular skill or program is taught to the class, using up to five computers that available in each room. Occasionally, as seen in the Years 5 and 6 class, discrete work is taught on different occasions to the separate year groups. The pupils are given time to consolidate what they have learned during these sessions and in lessons throughout the week. No direct teaching in Years 1 to 3 was seen, so firm judgements about the teaching are not possible; three short sessions were observed in Years 4 to 6. The pupils were also observed working on computers in each of the classes and discussions with the staff and pupils, together with their previous work were taken into account. The overall organisation

is effective in ensuring that the pupils cover the necessary work and their knowledge, skills and understanding are developed progressively as they move from class to class.

62. In the sessions observed, the pupils showed a good understanding of the work they are covering. They are quick to pick up new activities and have a thirst for learning. An interactive whiteboard has been introduced into the Years 4 and 5 class. This was used to good effect, initially to share the objective for learning and, subsequently, to set a 'time-target' as the pupils extracted information from data they had collected on temperature rates, prior to creating line graphs. This session built effectively on the pupils' work in mathematics and science. Year 5 pupils were observed confidently and competently searching a database of information using two criteria. On a separate occasion, the Year 6 pupils in the class used the Internet. Using a search engine, they made informed choices about the best websites offered to them and were able to add them to their list of favourites. Again, these pupils were very secure about what they were doing and they are beginning to reflect critically on the sites they access.
63. The new co-ordinator has quickly gained an insight into what is working well and what might be improved. There are plans to explore ways of improving resources for whole class teaching, including placing a whiteboard in each room, and to improve the teaching of the control and modelling element of the curriculum. Staff training, including the national arrangements, has had a significant impact on the teacher's knowledge and confidence – demonstrated by all staff during the inspection - and this has been instrumental in the improvement in provision. A good system of assessing the pupils is ensuring that their progress is tracked across the school: a skills checklist is completed regularly and is supplemented by on-going, day-to-day assessments.

Information and communication technology across the curriculum

64. During the inspection, computers were in regular and effective use in all classes and in many subjects. This is having a significant impact on the pupils' progress. A close check is kept on the pupils, often with the support of the teaching assistant. This works well. The pupils are given careful guidance about new programs and are given time to consolidate what they have learned. The Internet is used regularly for research purposes. For example, in the Years 2 and 3 class, the pupils were shown how to use the BBC weather site, supporting their work in geography. In a mathematics lesson, pupils in the same class used the computer to reinforce their understanding of odd and even numbers. Also in mathematics, pupils in Year 5 used the computer to 'feed Billy Bug', an activity that consolidated their understanding of co-ordinates in geography. The pupils' previous work shows effective use of computers in other subjects, including English, art, science and history. The range includes word processing, handling data, recording using spreadsheets, multi-media presentations, using e-mail and internet research.

HUMANITIES

65. It was only possible to observe one lesson in **geography**, so overall judgements about the quality of provision are not possible. The evidence from this lesson, the pupils' previous work in books and on display around the school indicates that the subject has an important place in the curriculum. In the good lesson seen in Years 2 and 3, the pupils were developing their understanding of weather and climate. This was effectively linked by the teacher to the pupils' own experience of weather on holiday and how it influences the choices that they and their families make. The younger pupils learn more about the world

by plotting the travels of Barnaby Bear and they have benefited from the teachers' own experience of Japan. The local environment is used well by the older classes, particularly in their study of the nearby Asbourne town centre. This work is planned on a three-year cycle, to enable more capable children to work above their year group.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards exceed expectations and the pupils achieve well

Commentary

66. Although it was only possible to observe one lesson in each of the infants and juniors, the evidence from these lessons and a scrutiny of the teachers' planning and work in the pupils' books indicates that the teaching is good and the pupils are achieving well. Those pupils with special educational needs are well supported and achieve as well as their peers. The teachers' planning covers the requirements of the locally Agreed Syllabus and has been carefully aligned to national advice and guidance. This helps to develop knowledge and understanding of Christianity and a wide range of other world faiths and encourages the pupils to give consideration to the similarities and differences between them. Although the younger pupils pay fuller attention to Christianity through their work on the major festivals of the church year, they are given some experience of Jewish and Bhuddist traditions as well. This prepares them well for in-depth studies of these and other world religions in the junior classes.

67. In a good lesson in Year 1, the teacher skilfully tested the pupils' recall of previous work on 'Advent'. Their answers indicate that they know it is the period leading up to the birthday of Jesus and – great excitement – Christmas Day! The level of interest was high as the pupils began their task of making Advent Calendars. In Year 4, the initial class discussion was very lively as the pupils responded eagerly to questions about the pilgrimages made by Muslims to Mecca. They have obviously done a great deal of work on Islam in previous lessons and their recall was very good. The class teacher had very good subject knowledge and the task she set was both interesting and challenging. The pupils made good use of their writing skills to compose a letter being sent home from a pilgrimage, describing the events of such a journey.

68. The co-ordination of religious education is well managed by an experienced teacher and resources are adequate for present needs.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards are above what is expected of pupils at the end of Years 2 and 6

- Good use is made of visits to enhance the pupils' learning
- The teaching is good in the juniors

Commentary

69. It was only possible to observe history being taught in the juniors during the inspection, so no judgement on the teaching in the infants is possible. However, the work in the pupils' books and on display and a scrutiny of the teachers' planning indicates that standards are above the expectations at the end of Year 2 and Year 6.

70. The quality of teaching in the lessons observed is good overall. The subject is planned carefully throughout the school using a scheme of work covering different topics in each half term. Timelines, displayed in classrooms, help the pupils to develop a sense of chronology and an understanding of the order in which important historical events have occurred through the ages. There is a strong emphasis on teaching how history is interpreted and how to use the evidence available to gain information. This was demonstrated well in Years 4, 5 and 6 as the pupils researched different aspects of life in Ancient Greece, made notes and translated these into written accounts. In both classes, a range of resources are employed to help the pupils with their research. These include a good range of books from the school library, computer generated information and pictorial evidence on the interactive white board. The level of interest in the task was high and the pupils work with great absorption. The topic has also given rise to very good work in art and design in both classes. Greek pots, in different shapes and sizes, are designed, constructed from layers of papier-mache, painted inside and out and finally decorated with illustrations in the Ancient Greek style. The final result is very good. The topic in the infants this term covers the Victorian era and there is a good display of work in the classroom.

71. Wherever possible, the school seeks to enhance the work of pupils by arranging visits to museums, libraries and places of historical interest. Year 1 and 2 pupils are able to visit the Victorian Museum to see and handle artefacts of the time. The subject co-ordinator is new to the post, but is keen to improve the resources available and to extend cross-curricular links even further.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. No lessons were observed in **design and technology**, so it is not possible to make an overall judgement on the quality of the provision. However, discussions with teachers and pupils and an analysis of work show that the subject is planned and covered in appropriate depth, using the national guidelines. Some of the work seen is of a good standard. For example, the pupils in Years 2 and 3 have created very attractive 'yarnscapes', interpreting landscapes in an unusual way. Design and technology skills are often used to support the work in other subjects. The pupils in Years 5 and 6, for example, are creating pots in the Ancient Greek style, showing good attention to detail.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- The pupils use their skills well in other subjects

- There is a high level of interest among staff and pupils

Commentary

73. Teaching in art is good in the infants and juniors and standards are above those expected of pupils in Years 2 and 6. Space for showing the pupils' work is limited, but the teachers ensure that all displays are well mounted and clearly labelled. Much of the art on display links to current class topics and the pupils are proud to have their paintings and illustrations on public view.
74. The two lessons observed in the juniors were closely linked to the pupils' study of the Ancient Greeks. The pupils took great care to study the design of early Greek pottery and then produced their own designs which were made up using paper and glue. The final stage of painting was interesting because the pupils had to find ways of applying paint to a less than smooth surface. The final result was impressive in both classes. In Year 1, the pupils were shown a small weaving loom, discussed how it works and were promised that they would be able to take turns to use it. Using strips of coloured paper, and, with adult support, they attempted to make simple woven 'pictures'.
75. Samples of previous work indicate that pupils are involved in experiences across a good range of interesting activities using a variety of media. Younger pupils learn to mix paint to achieve varying shades, use a good variety of brushes in abstract paintings, cut and stick to produce collage or mosaics and enhance their work in books with lively illustrations. Basic skills are developed well throughout the school and there are examples of good use of paint in the sunflower pictures of Class 2 and the wax resist paintings in Class 4. Very good work, using autumn leaves to produce computer-generated images, is also on display in Class 4.
76. The curriculum co-ordinator has a good understanding of the standards being achieved, is willing to advise colleagues as required and keeps a sample portfolio of past work. Resources for supporting the curriculum are good.

Music

Provision in music is **good**.

Strengths and weaknesses

- The co-ordinator provides strong leadership
- The staff provide a wide range of enjoyable experiences
- There are good opportunities for music-making outside of lessons

Commentary

77. During the inspection it was only possible to observe one lesson in music in each of the infants and juniors. Evidence from these lessons, music in school assemblies and other subjects and discussion with the subject co-ordinator indicate that it is very well taught and standards are above those expected nationally.
78. The teacher with responsibility for leading developments in music is a trained specialist and, from her lessons, it is clear that her expertise is having a great impact on the good

standards being achieved. In school assemblies, pupils sing with great joy and enthusiasm. Much of the music chosen during the inspection is characterised by strong rhythms and the pupils move, clap and stamp in time to the beat, singing is tuneful, and most are able to move well to syncopated music. In Year 2, the music lesson combined very well with the pupils' English studies. The pupils read the story 'Peace at last' and, using their voices, attempted to add sounds to enhance the reading. This was preceded by an 'all singing' question and answer session which caused great hilarity and gave the pupils confidence to sing solo.

79. A very good lesson was observed in Year 6, as the pupils attempted to combine singing a four-part 'round' with percussion instruments. The discussion about the music - a calypso – demonstrated, clearly, the depth of the pupils' understanding and the extent of their musical vocabulary. They were able to use terms such as 'ostinato', 'drone', 'pitch', 'rhythm' and 'harmony' and explain their meanings. The teacher has very good subject knowledge and had the expertise to tackle a difficult task. The depth of the pupils' interest indicated how well she had succeeded in achieving her objective and the pupils' performance was improved considerably during the lesson. Music is used in many of the lessons of the younger children as they sing nursery rhymes, songs and hymns or as they play singing games.
80. There are good extra-curricular activities in music. These include a music workshop, instrumental teaching in recorders, piano, brass, drum, woodwind and links with the band at the local secondary school. Activities are open to all children who wish to take part. Music is used in many of the performances put on by the school such as maypole dancing, drama productions and concerts.

Physical education

Provision in physical education (PE) is **good**.

Strengths and weaknesses

- The pupils enjoy PE lessons, are enthusiastic and work hard
- The curriculum is enriched by a very good range of activities and very good use is made of local facilities

Commentary

81. Four lessons were observed, covering games, dance and orienteering. The evidence of these lessons, the teachers' planning and discussions with the pupils indicate that most pupils achieve well and, by the end of Year 6, standards are generally above what is expected of pupils of this age.
82. Overall, the quality of teaching is good and excellent teaching was seen in Years 5 and 6. Lessons are well organised, so that they run smoothly. There is a clear focus on helping the pupils to develop and improve their skills. The pupils respond enthusiastically. They behave very well and work thoughtfully to improve their performance by listening to advice from the teachers, prompted by the good quality questioning. The most successful lesson took place at the local leisure centre. The pupils showed a good tactical awareness as they learned about attacking and defending in netball and basketball. The teacher had very high expectations and presented a variety of challenges that ensured that the achievement

of pupils of all ability was excellent. Younger pupils also developed their strategic awareness as they combined with team-mates to solve a series of clues to find objects around the school grounds. Dance lessons in the two youngest classes were clearly enjoyed by the pupils. Those in Years 2 and 3 are making good progress in composing a series of movements to interpret the buzz and excitement of fireworks.

83. The subject is well led and managed by the co-ordinator who sets an excellent example through her own teaching. The programme is well planned to cover the requirements of the National Curriculum. Effective use is made of the expertise of local coaches to supplement the work of the staff, for example the courses offered by coaches from Derby County. This is enhanced by a very good range of extra-curricular activities. The pupils benefit from a suitable playground and field. The adjacent village hall is used for indoor lessons. It is barely adequate, but the school's plans for refurbishment are well advanced. The school compensates for the current shortcomings by making very effective use of other local facilities, including an excellent leisure centre in Ashbourne. Swimming takes place at a local pool and the school reports that most pupils exceed the expected level of competence by the time they leave.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

84. It was only possible to observe one lesson in **personal, social and health education** (PSHE), so overall judgements about the quality of provision and of teaching and learning are not possible. The evidence of the lesson seen, supported by the teachers' planning and discussions with the staff and pupils, indicates that very good opportunities are provided. PSHE is now a popular and regular feature in each class and the well-planned lessons encourage the pupils to think about their relationships with others in school and the wider community, to take responsibility for their own actions and to think deeply about a wide range of issues. They consider the impact of their own behaviour and that of others and are encouraged to react honestly to any situation. This makes a very positive contribution to the pupils' personal development, particularly their moral and social development. Many displays around the school celebrate their achievements and help to raise their self-esteem. Whole school assemblies are used effectively to support the work in classrooms. The school council provides a very good opportunity for the pupils to offer their views and there are appropriate arrangements for teaching sex education.

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	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
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	2
The leadership and management of the school	3
The governance of the school	3
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).