

INSPECTION REPORT

WESTFIELD INFANT SCHOOL

Chesterfield

LEA area: Derbyshire

Unique reference number: 112674

Headteacher: Mrs P Kingdon

Reporting inspector: Mrs J Cutler
20934

Date of inspection: 6 - 9 November 2000

Inspection number: 224397

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Vincent Crescent Brampton Chesterfield Derbyshire
Postcode:	S40 3NW
Telephone number:	01246 566124
Appropriate authority:	Governing body
Name of chair of governors:	Mrs C Sandler
Date of previous inspection:	July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs J Cutler (20934)	Registered inspector	English Art and design Music Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve?
Mrs C Rentoul (7834)	Lay inspector		Pupils' attitudes, behaviour and personal development Attendance How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs J Forward (21852)	Team inspector	Foundation Stage Science Design and technology Geography History Equal opportunities	How good are curricular and other opportunities offered to pupils?
Mr C Whittingham (4350)	Team inspector	Mathematics Information and communication technology Religious education Special educational needs	Leadership and management

The inspection contractor was:

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westfield Infant School, built in 1954, is a county school for pupils from four to seven years of age. The majority of children come from professional families and many live on the large private housing estate in the Walton district of Chesterfield. New houses are being built in the area and the population is growing. There are currently 97 girls and 82 boys on roll, which gives a school population of 179 pupils. However, children are admitted to the school twice a year, in September and January, in line with the county's admission policy. Consequently, the number on roll will increase in January 2001.

The majority of children attend local pre-school groups and private or state nurseries before they come to school. They are well prepared for school life, and attainment on entry to the reception classes is generally above expectations for this age group. Tests given to children shortly after they start school confirm this.

The number of pupils eligible for free school meals is one per cent. Eight per cent have been identified as having special educational needs. In each case, the number is well below the national average. There are no pupils with English as a second language.

HOW GOOD THE SCHOOL IS

Westfield Infants is a very good school with outstanding features. The leadership and management of all those concerned with the pupils' education are of a very high standard. The good quality of teaching is instrumental to pupils' achievement because there is a commitment to a common aim. The school gives very good value for money.

What the school does well

- The school achieves very high standards in English and mathematics.
- The quality of teaching is good because teachers and **all** staff work together extremely well and teamwork is excellent.
- The headteacher has an outstanding vision which is implicit throughout the school.
- The deputy headteacher and the curriculum coordinators fulfil their management responsibilities very well.
- Children in the Foundation Stage have a very good start to their education. Pupils want to come to school and their attitudes, behaviour and enthusiasm for learning are very good.
- All members of the school care for the pupils and, in particular, the provision for pupils with special educational needs is very good.
- Governors support the school very well indeed.
- There are excellent links with parents.

What could be improved

There are no major areas for improvement. However, the headteacher, governors and staff should consider:

- developing more opportunities for pupils to think and learn for themselves;
- developing more opportunities for children in the Foundation Stage to take part in independent outside play;
- exploring and developing strategies for identifying the gifted and talented pupils in the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1996. Standards were judged to exceed national expectations in all subjects except music. Standards in religious education were above the expectations laid down in the local education authority syllabus. The evidence from this inspection gives a similar picture. Pupils' attitudes to school and their behaviour continue to be very good and sometimes exemplary. Standards remain high and are continually improving. Pupils with special educational needs make good progress. Good teaching remains a feature of the school, and is sometimes very good or, as seen on one occasion, excellent. The school has successfully addressed all the key issues identified in the last inspection. Effective schemes of work for English, physical education and handwriting are in place, the curriculum coordinators have successfully developed their role in supporting their colleagues, and all now have a small budget for use in their particular curriculum area. The headteacher was judged to be leading the school very well during the last inspection, even though she had only been in post for two terms as the acting head. Now that she is very well settled into the role, she is demonstrating excellent leadership. Governors are very well informed about curriculum matters and most are members of the curriculum committee. There is now no problem about the size of the classes and a new classroom has been built. Child-protection procedures have improved. They are now firmly in place and working well. The school has the capacity to make further improvements.

STANDARDS

The table shows the standards achieved by seven-year-olds, based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	A*	A*	A*	A
Writing	A	A*	A	A
Mathematics	A	A	A	A

Key

well above average A
 above average B
 average C
 below average D
 well below average E

The table above shows that, in the National Curriculum tests at Key Stage 1 in 1999, pupils' results in reading, writing and mathematics were well above the national average and the average for similar schools. Indeed, pupils' results in reading place them in the top five per cent nationally. In reading, writing and mathematics the percentage of pupils reaching Level 2¹ or above and the percentage reaching Level 3 or above were both well above the national average. The percentages reaching Level 3 or above in reading and mathematics were very high in comparison with the national average. In the teacher assessments for science in 1999, 99 per cent of pupils achieved Level 2 or above and 48 per cent of pupils achieved Level 3 or above. Both of these figures are well above the national average.

¹ Levels: by the end of Key Stage 1 pupils are expected to attain Level 2 in reading, writing and mathematics. Those who achieve Level 3 are, therefore, attaining above nationally expected levels.

Taking the four years 1996 to 1999 together, the performance of the pupils in reading, writing and mathematics has been very high in comparison with the national average. The National Curriculum assessments in the year 2000 show that the school is maintaining these very high standards, with 100 per cent of all pupils gaining a Level 2 or above in reading, writing and mathematics, and about 50 per cent of all pupils gaining a Level 3 or above. Inspection evidences confirms the results of national tests. By the end of the key stage, standards in mathematics are well above average. Overall standards in English are above average, with strengths in pupils' speaking and listening skills; standards in science are above expectations for this age group.

Standards in religious education are above the expectations laid down in the local education authority syllabus. Standards in information and communication technology are also above expectations. Due to timetable constraints only a few lessons were observed in some of the non-core subjects. However, evidence gathered indicates that pupils are in line with or exceeding expectations in art and design, design and technology, history, geography, music and physical education.

Children come to school with attainment above that expected for this age group. By the end of the stage they are achieving above the expectations laid down in the Early Learning Goals² and many of them are working on the National Curriculum for Key Stage 1.

Standards have remained high since the last inspection and the school successfully seeks to improve. This is because targets for improvement are realistic and achievable.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen and willing learners. Their enthusiasm for school is excellent. They respect their teachers and want to work hard.
Behaviour, in and out of classrooms	Very good. Pupils are well behaved at all times. On occasions behaviour is exemplary. There was one exclusion in the year before the inspection.
Personal development and relationships	Very good. Pupils are very supportive of one another. They are very kind and considerate to their classmates. They have the potential to take on more responsibility when they are given the chance.
Attendance	Good. Pupils like coming to school.

Pupils attain such high standards because they are keen to learn. They have respect for their teachers and for one another.

² Early Learning Goals: These are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication; language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Very good	Good

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

During the inspection more than 35 lessons were observed. Good teaching has remained a strength of Westfield Infant School because of the excellent teamwork which includes **all** members of staff. Teaching is satisfactory or better in all lessons. It is good or better in 92 per cent of lessons. Indeed, on one occasion excellent teaching was seen in the class where the under-fives were being taught.

Children have a very good start to their education because the teaching of those who are under five is notably strong. In particular, the teachers take great care to make sure that children in the mixed-aged class are not disadvantaged. The school meets the needs of all pupils extremely well. In particular, the needs of pupils with special educational needs are catered for very well.

Teaching is good because of many factors. Teachers have a good knowledge of what is needed for pupils in this age group, and basic skills are taught well. Teachers have a thorough understanding of the literacy and numeracy strategies and these are taught well through an effective structure of year-group planning and teamwork. Furthermore, this strategy also ensures that there is full entitlement for all pupils and that they are able to build up their skills, knowledge and understanding as they move from the reception class to the end of the key stage at Year 2. Pupils also show that they are making good gains in their learning because of the way in which teachers link subjects; for example, music and science. All teachers have high expectations of the pupils, and relationships are good. The very good attitudes and the occasionally exemplary behaviour of pupils contribute largely to the high standards that they attain. School targets for improvement are suitably challenging yet realistic.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities provided by the school are good. The literacy and numeracy strategies are being successfully planned and taught, and contribute to the improving standards. The curriculum for children under five is planned very well to take account of the recommended areas of learning and the progression in the Early Learning Goals. However, the provision for outside independent play in a safe, secure learning environment designated for these children is not available. This restricts their opportunities for independent, social and physical play.
Provision for pupils with special educational needs	Very good. Pupils are happy and well integrated into the life of the school. They make good strides in their learning.

Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. They are aware of the difference between right and wrong, and provision for their moral development is very good. Provision is good for pupils' spiritual, social and cultural development. Trips to places of interest and visitors to the school help to develop pupils' understanding of their own culture.
How well the school cares for its pupils	Very good. This is a strong aspect of the school's work. Pupils are well cared for from the time they begin the school until the time they transfer to the junior school. Teachers are good at keeping a check on how well pupils are doing and progressing with their work. The school works very closely with parents.

The school has organised its curriculum so that there is successful coverage of all aspects of English, mathematics and science. Coverage in most of the other subjects is appropriate and the way in which teachers link subjects is particularly effective. The school takes very good steps to ensure the health, safety and well-being of all its pupils. There are very good relationships at all levels and the school's links with parents are very good indeed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	These are outstanding and directly responsible for the high quality of education throughout the school.
How well the governors fulfil their responsibilities	Very well. Governors are highly effective in their role as 'critical friends' and this has a very positive influence on the school.
The school's evaluation of its performance	Excellent. The school does this very well through constant monitoring, evaluation and review.
The strategic use of resources	Very good. The school spends its money wisely to provide good teaching and classroom support, and a very well equipped, clean and attractive building. All these have a positive impact on pupils' education and progress.

The leadership of the headteacher is excellent. She is well supported by the deputy, teaching staff, support staff and governors. These factors and the existence of a common set of aims contribute greatly to the success of the school. Staffing provision is very good. The accommodation and learning resources are good. The school applies the principles of 'best value' in its spending and decision-making.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

One hundred and seventy nine questionnaires were sent out to parents and 118 (66 per cent) were returned to the registered inspector. Approximately 30 parents attended a very positive and supportive meeting with representatives of the inspection team.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• They feel that their children like school and make good progress.• They think that behaviour is good in classes.• They think the school is well managed and led.• They think that the teaching is good.	<ul style="list-style-type: none">• No comments to record.

Parents speak very highly of the school and what it achieves for its pupils. The inspection team agrees with parents that the school is well led, that the quality of the teaching is good, and that pupils achieve high standards, and are very well cared for and supported.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

Children under five

1. On entry to reception, the children's attainment is above expectations in language, literacy, mathematics and personal development. This is confirmed by the simple tests completed by the school. Children come to school confident and articulate, and know how to listen well to adults. They manage their personal toilet and dressing requirements appropriately, and work and play well together. By the end of the Foundation Stage³, children exceed the standards expected in the Early Learning Goals of language, literacy, mathematics, personal and social development, creative development, and knowledge and understanding of the world. Children achieve well in the area of physical development and meet the requirements of the Early Learning Goals, and some exceed them. By the end of the reception year many are working within the early stages of the National Curriculum. This represents good achievement. The Foundation Stage prepares all children very well to enter the next stage of their education.
2. The key reason why pupils achieve well during their first year in the school is that the quality of teaching is very good for this age group. Teachers plan lessons very well. They have a very clear idea about what they want the children to learn, and the organisation of teaching and learning shows a good understanding of the needs of all the reception children.

Key Stage 1

3. In the National Curriculum tests at Key Stage 1 in 1999, pupils' results were well above the national average and the average for similar schools in reading, writing and mathematics. Indeed, in reading, pupils' results place them in the top five per cent nationally. In reading, writing and mathematics the percentage of pupils reaching Level 2 or above and the percentage reaching Level 3 or above were both well above the national average. The percentages reaching Level 3 or above in reading and mathematics were very high in comparison with the national average. In the teacher assessments for science in 1999, 99 per cent of pupils achieved Level 2 or above and 48 per cent of pupils achieved Level 3 or above. Both of these figures are well above the national average. Taking the four years 1996 to 1999 together, the performance of the pupils in reading, writing and mathematics has been very high in comparison with the national average.
4. The National Curriculum assessments in the year 2000 show that the school is maintaining these very high standards, with all pupils gaining a Level 2 or above in reading, writing and mathematics, and about 50 per cent of all pupils gaining a Level 3 or above. In part this is because pupils' attainment when they come to school is higher than would be expected. They have very good attitudes to school, and their

³ The Foundation Stage: The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication; language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world, and physical and creative development.

achievements by the end of the reception year are above expectations. However, it is also because they are well taught in these two years.

5. In the previous inspection in 1996, standards were judged to exceed national expectations in all subjects except music. Standards in religious education were also above the expectations laid down in the local education authority syllabus. The evidence from this inspection gives a similar picture, but there are also improvements in standards and inspection evidence confirms the most recent national test results.
6. By the end of the key stage, overall standards in English are above average, with strengths in pupils' speaking and listening skills. Pupils build on the very good start they have in the reception year, and standards in speaking and listening are very good by the time pupils reach the age of seven. They concentrate very well in all lessons and listen intently to their teachers. They chat easily to one another and many talk sensibly to adults. Teaching is good and teachers are very clear about what they want pupils to learn. Pupils are able to make appropriate and interesting contributions to lessons. They confidently join in role-play and show that they have empathy with characters in a story. Pupils in Year 2 are adept at asking probing questions.
7. Standards in reading and writing are above average by the time the pupils are seven years of age. Most read and write confidently because they are well taught. However, there are not enough opportunities for pupils to choose books from the library or to become involved in more independent research. These areas are less well developed.
8. Standards in mathematics are well above average and this represents an improvement since the last inspection. Most pupils make good progress and in Year 2 are already working at Level 2, with some at Level 3. For example, they are confident with number, algebra, shape, space and measures because they successfully build up their skills over the years. This is due to good teaching and teachers who wisely spend time reinforcing a thorough understanding of terms; for example, that 'equals' can be substituted for 'makes' or 'comes to' and that 'plus' is the same as 'add'. Information technology is used well, either through extension and reinforcement programs on the computer, or generating graphs of pizza toppings. However, there is less evidence of planned situations where pupils can use and apply mathematics in a variety of self-initiated ways. This area of mathematics is underdeveloped.
9. Standards in science are above expectations for this age group as a result of good teaching, and detailed lesson planning informed by detailed records and assessment of what pupils know and can do. Pupils understand the value of a fair test when investigating and experimenting, and use the appropriate vocabulary when talking about their observations; for example, when growing cress plants. This helps them build up their understanding very well indeed. They have a good knowledge and understanding of living things. Pupils talk well about the changes in their own growth and how to keep healthy. They understand why it is important to look after the environment and have good ideas about conservation and litter. They are aware of the properties of a range of materials, and of how substances can change and be affected by heat. They explain clearly that forces can be very strong, and from their own observations and investigations know that magnets attract and repel. Through a topic about buildings all pupils observe, discuss and learn about the use and appearance of materials for construction and consider how and why they are used. When making model rooms and houses pupils investigate, test and choose

appropriate materials such as cloth and types of card and paper suitable for the purpose.

10. Standards in information and communication technology (ICT) are above expectations, and ICT is used in other subjects very well. Pupils confidently use computers in a wide range of situations, and good teaching emphasises the importance of teaching specific skills thoroughly. Even at this early stage of the year, most pupils in Year 2 are working at Level 2, with some moving to Level 3.
11. Standards in religious education are also above the expectations laid down in the local education authority syllabus. However, due to timetable constraints, only a few lessons were observed in some of the non-core subjects. Evidence gathered indicates that pupils are working in line with or above expectations in art and design, design and technology, history, geography, music and physical education.
12. There is no significant difference in the attainment of boys and girls. Pupils with special educational needs make good progress across all areas of the curriculum and attain standards in line with their abilities. The good quality of adult support and carefully planned work for the less able have a direct bearing on this. Class teachers write the pupils' individual education plans (IEPs). They are informative, reviewed regularly and seen by parents. The school does not plan specifically for the needs of those pupils who are potentially gifted and talented. Given the potential and the high standards that pupils at Westfield reach, this means that some may not be achieving fully.

Pupils' attitudes, values and personal development

13. The previous inspection report praised the contribution which the pupils' attitudes and behaviour made to the life of the school. Their good behaviour and enthusiasm for their learning remain a major strength of the school. A huge majority of parents say that their children like school. Attendance is good; there has been just one exclusion in the past year. Pupils arrive punctually in the morning. They are keen to get to school and parents say that they often rush ahead along the last few yards of the pavement, eager to join their friends and start the school day with them.
14. Pupils behave well in the classroom and around the school. They understand what their teachers expect of them and behave in the same way when playing with their friends. They are friendly and supportive. They are quick to acknowledge the achievements of others, clapping in class, even sometimes choosing to write about a friend's special success when doing creative writing. Pupils with special educational needs, especially those with mobility problems, make very good progress in this climate where there is no reason to fear bullying or prejudice of any kind. The attitudes of pupils with special educational needs are good. They work well and are interested in their tasks. Behaviour is very good. Other pupils are very supportive and, generally, relationships are excellent.
15. There is a great sense of teamwork in the school. Pupils get on well with their teachers as well as their friends. They are friendly and considerate to other adults. When choosing a book to read to inspectors one boy said that he chose it because he liked it and he thought the inspector would like it too. Pupils are prepared to share their experiences with their class or even the whole school at assembly. When they go on holiday they send postcards to school, read them out for everyone to hear and answer questions about the journey.

16. In the classroom, pupils work well together in groups and learn to be aware of the time available for individual tasks. They respond sensibly to taking on more personal responsibility as they go up the school. They always tidy their classroom at the end of a lesson and occupy themselves with minimal supervision when wet weather keeps them out of the playground. However, they have little experience of planning their own work without help or becoming involved in sharing any of the organisation of school life beyond taking their part in setting up school rules at the beginning of the year. They show their pride in their school and have an awareness of its place in the wider community by taking the Keep Chesterfield Tidy campaign very seriously. The school is conspicuously litter-free and pupils are rewarded by regularly receiving prizes when the annual judging takes place. The school also takes part in a wide range of charitable fund-raising.
17. During the inspection, pupils' behaviour not only confirmed the previous inspection's findings on the school ethos but also demonstrated that pupils continue to respond very well to the various policies which underpin the life of the school.

HOW WELL ARE PUPILS TAUGHT?

18. Good teaching has remained a strength of Westfield Infant School because of the excellent teamwork which includes **all** members of staff. Teaching is satisfactory or better in all lessons. It is good or better in 92 per cent of lessons. Indeed, on one occasion excellent teaching was seen in the reception and Year 1 class. No unsatisfactory lessons were seen.
19. Children have a very good start to their education because the teaching of children who are under five is notably strong. In particular, the teachers take great care to make sure that children in the mixed-aged class are not disadvantaged. They do this by careful planning for the lessons. The aims of the lessons are clear and the children know that the teacher will ask them about the work they have been doing. This strategy ensures that they give their full attention throughout the session. For example, on one occasion when the teacher was teaching the reception children and the Year 1 children together, she quickly took the opportunity to remind the reception group that they should concentrate on the letter 't' and remember that they had been learning its sound. Teachers use time and resources well, and the pace and challenge of lessons are good. When the children are sluggish, the teacher injects energy into the lesson by saying, "Come on. All sit up with straight backs. I want everyone to try and answer.". Classroom assistants play their part, amiably join in whole-class sessions, and at the appropriate time take small groups out of the main classroom to work on the well-prepared activity that the teachers have set. Children are very secure and know the routines of the classroom very well. They move around the room sensibly and quietly, and settle down quickly to the work they have been given. The teachers and classroom assistants have high expectations of the under-fives, and good questioning is a feature of their approach. This enables children who have already achieved the Early Learning Goals to make even better progress. In a science/art lesson the teacher developed children's understanding of the wax-resist method of painting by a combination of direct teaching and asking probing questions such as, "Have you ever helped to polish the car?", "Why isn't the paint stopping on the wax crayon?" and "Why is it special when we use wax crayon?". The way teachers guide children's discussion through this approach is a powerful method of extending their thinking and enables them to learn effectively.

20. In Key Stage 1 there is a similar picture. The quality of teaching is good because of many factors. Teachers have a good knowledge of what is needed for pupils in this age group, and basic skills are taught well. Teachers have a thorough understanding of the literacy and numeracy strategies, which are well supported through an effective structure of year-group planning and teamwork. Information and communication technology supports the curriculum appropriately. Teachers are competent in using ICT in most lessons.
21. Where there are opportunities for subjects to be linked, topic work is effective. For example, during the week of the inspection the school's science topic included appropriate links with music, art and design, and design and technology. In a Year 1 class, pupils investigating 'sounds' experimented by comparing and observing a variety of untuned musical instruments in the science lesson. They were able to talk about the criteria for grouping the instruments and, using the correct names, categorise instruments that are shaken and instruments that are struck. In a percussion lesson, pupils were able to play their instruments properly because they had been taught the correct 'hitting/beating' technique. They were able to accompany their singing with a good steady beat that they had practised throughout a series of lessons, and good teaching was seen when the teacher developed the lesson and reminded pupils about the meaning of 'loud' and 'soft'. Pupils show that they are making good gains in their learning because of the natural subject-linking and the well-structured method of planning that teachers use. Furthermore, this strategy also ensures that there is full entitlement for all pupils and that they are able to build up their skills, knowledge and understanding as they move from the reception class to the end of the key stage at Year 2.
22. All teachers have high expectations of the pupils, and relationships are good. Teachers respect the pupils, and pupils respect their teachers. Rarely do pupils have to be reminded about bad behaviour and, because of this positive atmosphere, most of them make good progress and achievement flourishes. Pupils are keen and willing learners; they rise to the challenge when it is given to them and can work for extended periods of time without making demands on the teacher for further help. However, teachers do not always seize upon the opportunity to give pupils their head. On occasions teachers' control is too tight and opportunities for pupils to show their full potential are not always provided. For example, in a physical education lesson pupils moved to the sequence that the teacher had prepared for them, and they did not always evaluate their own and others' work; in a design and technology lesson, the materials were given to the pupils and there was little opportunity for choice, and in a mathematics lesson there were lost opportunities for deeper questioning of the pupils involved in carrying out an extension activity. Furthermore, pupils are not well acquainted with the way the library is organised and are not sure how to find books independently. This inhibits their ability to think for themselves and become involved in carrying out independent research.
23. The teaching of pupils with special educational needs is very good and a strength of the school. All pupils join in as far as possible with the rest of the class. This has a significant influence on the way in which these pupils learn, because they are confident. Teachers' planning is particularly effective as it enables the classroom assistants to provide additional support for the needs of these pupils, who are thus able to make good progress in their learning.
24. Overall, teachers are very secure in the way they assess pupils' work and the way in which they use this information to plan the next stage in learning. Marking is very effective, especially when teachers move around the classroom helping pupils. This

gives pupils an immediate understanding of how they are getting on and what they need to do to make their work better. However, where marking consists of a series of 'ticks', where spelling mistakes are left uncorrected and where pupils cannot continue until a mistake has been corrected, this inhibits the progress that some pupils make and acts as a brake on their learning. Homework effectively supports the work that pupils are doing at school.

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

25. The quality and range of learning opportunities provided by the school are good. The curriculum is appropriately broad and balanced. The literacy and numeracy strategies are being successfully planned and taught, and contribute to the improving standards. Sufficient time is given to all other subjects that are delivered through a two-year cycle of topics, and the quality of collective worship is good. All statutory requirements, including those for religious education, are met and policies, schemes of work and guidelines are revised to meet the requirements of the National Curriculum 2000. This is an improvement since the last inspection, when schemes of work for English, physical education and handwriting were not in place.
26. The curriculum for children under five is planned very well to take account of the recommended areas of learning and the progression in the Early Learning Goals. There is a very good range of learning opportunities. However, the provision for outside independent play in a safe, secure learning environment designated for these children is not available. This restricts their opportunities for independent, social and physical play.
27. The provision for pupils with special educational needs is very good and fully complies with the Code of Practice. Information about the pupils' targets is shared with parents and used well in planning activities and support provision for each pupil on the special needs register. At present there are no pupils with English as an additional language. The school provides a good range of extra-curricular activities, including sport. Some parents pay for peripatetic music lessons and for children to attend a French conversation club.
28. The ethos of the school ensures that all pupils experience equality of opportunity and have full access to all aspects of the curriculum. School activities are organised and managed well to enable all pupils to achieve, and staff provide appropriate learning opportunities and challenges for pupils. However, the more able pupils have only limited opportunities for rigorous, independent learning.
29. Schemes of work and lesson planning address aspects of cultural diversity and gender. Resources, story books and reference books avoid stereotypes and reflect modern British society.
30. Good provision is made for pupils' personal and social development and health education through the support of a doctor who is also a governor of the school. This includes raising the pupils' awareness of drugs, dangerous substances and the effects of tobacco. Sex education is introduced appropriately as part of science topics about 'myself' and 'growing things'.
31. The school has very constructive links with partner institutions. As part of the induction programme pre-school providers meet with the reception-class staff to share information about the new children joining the school. There are good links with the partner junior school, and pupils in Year 2 visit the local secondary school and Sheffield University to participate in special curriculum-activity days.
32. There are good links with the community to support curricular activities, such as the emergency services, representatives from religious communities and speakers from local and international charities. The school invites many visitors to work with the pupils. One very good result is seen in the Millennium plaques on a playground wall

which were made by the pupils, supported by a local artist. An interesting variety of educational visits are arranged to the local museum, the Urban Studies Centre and an old church within the town centre. There are also trips to places of interest that enrich topic investigations, such as those to Matlock and to see steam trains as part of the transport topic. All these activities widen the pupils' learning in the subjects and contribute to their personal development.

33. There are clear policies and guidelines in place that contribute to the positive ethos and caring attitudes within the school community. Pupils are provided with good opportunities to develop an understanding of spiritual, social and cultural aspects of life, and very good opportunities for their moral development.
34. Pupils' spiritual development is well promoted through sensitive daily acts of collective worship in which pupils regularly participate through singing and by responding to questions. A vicar leads collective worship regularly and there is often reference within an assembly to other faiths and cultures. Good participation was seen in a role-play activity when two pupils were blindfolded and then followed instructions given by the vicar as an example of trust. Time is provided for moments of thought and reflection, and there are opportunities to join in simple prayers. Within subjects there are spiritual aspects that are brought to the attention of the pupils: the colours and wonders in nature, the sounds in music, and the works of famous artists.
35. Pupils have a very good sense of right and wrong. They discuss and draw up their own set of rules and values with regard to behaviour and attitudes towards other pupils. They treat each other and adults with respect and kindness. There is very good behaviour throughout the school and pupils always show consideration for others and have very positive attitudes to learning and play. They develop a caring attitude to people and children less fortunate than themselves by contributing to charity appeals, such as the Poppy Day collection and the Romanian Christmas Toy Collection.
36. Good provision is made for pupils' social development. They work well together when given the opportunity in lessons, and take responsibility for small jobs around the classroom. However, such opportunities are too infrequent for these capable and conscientious pupils. As part of their topic activities pupils go on school trips, and listen to and work with many visitors, such as local artists that come to the school to support them. These activities foster responsible attitudes to others and develop pupils' social skills
37. Pupils are provided with good opportunities to develop an awareness of their own cultural traditions and the diversity of culture within their own community and modern British society. They learn English country dancing and hear traditional fairy tales, stories and nursery rhymes. They listen to tales from other countries and know traditions and customs from parts of the world they learn about; for example, village life in India and Kenya. These opportunities develop the pupils' understanding of the diversity of cultures in the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school continues to care very well for all its pupils. Staff know them well, and informal assessment and monitoring are good. All pupils benefit from the orderly, relaxed atmosphere in which staff make plain their expectations for good behaviour, consistently explaining the reasons for these expectations and thus encouraging good

- attendance, punctuality and good relationships throughout the school. There is a caring induction process for pupils starting school for the first time, and the good relationships with the nearby junior school prepare those who are leaving at the end of Key Stage 1 for the next phase of their education.
39. Since the last inspection, child-protection arrangements have been reorganised. All staff are aware of the procedure. The headteacher is fully trained and confident about seeking outside support if appropriate.
 40. Staff and governors work together to ensure that the school buildings are well kept and safe. Unfortunately, a recent bid to update security provision was not successful, but the staff are very aware that health and safety measures are a priority. Classroom practice is good; outside visits are well organised; the playgrounds are well supervised and given enough interest in the form of markings and other equipment to avoid any bad behaviour due to boredom. Pupils are aware of the principles of healthy eating and bring fruit, not sweets, to eat during the morning playtime. School lunches are cooked on the premises and there is good provision for the storage of lunch boxes for those bringing sandwiches.
 41. Formal assessments throughout the school are used very effectively to monitor pupils' progress. Pupils with special educational needs are well supported through their individual education plans. In the Foundation Stage, staff address the Early Learning Goals progressively. Marking in class is consistent and helpful for all pupils and there are half-termly topic assessments which track pupils' progress. Classroom support staff provide vital extra assistance which boosts progress and attainment for the whole class.
 42. Annual reports give parents good narrative information about what their children have been doing throughout the year but do not sum up what they have achieved in their learning. There are opportunities for pupils to write in their targets and for their parents to give their own comment, but the reports are not incisive and do not allow for an accurate identification of pupils' real ability.
 43. Through assemblies and topic work in personal and social education, and sometimes with the help of outside experts such as the fire services and the police, pupils are introduced to a wide range of subjects such as road safety and drugs awareness. Parents are right to express their confidence in the way that the school looks after their children.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The response to the parents' questionnaire showed that a huge majority felt strongly that the teaching at the school is good and that they would feel comfortable about approaching the school with questions or problems. A very real partnership with parents makes an excellent contribution to the overall quality of education in the school.
45. Some parents give their time to serve on the very active governing body; others run a very thriving Parents and Friends Association which reaches out to forge links with the outside community and raises significant funds for school resources. Many come in to school to help in different ways. This ranges from classroom help to making playground refurbishments. Others join the school for outside visits and act as escorts. The great majority of parents take part in the reading diary scheme which at

its best serves not only as a means of communication between home and school but also plays an important part in boosting children's reading skills.

46. Parents and the school work together to encourage the high expectations for good behaviour which are such a strength of the school. Parents also support class teachers by supplying artefacts for class topics or sometimes coming into school to talk to pupils about their work or travels. One outstanding example of the partnership can be seen in the Millennium Mural in the school grounds. This was planned as a joint project. Parents not only arranged much of the funding but also took part with members of staff in training by the artist who had been commissioned to design the mural, so that pupils were properly supervised.
47. After setting up a home-school contract when a child enters school, staff do their best to fulfil their side of the contract. There are regular newsletters from the headteacher giving information about curriculum matters and the school calendar. At half term parents are sent a timetable of their children's topic work scheduled for the coming weeks. All parents are encouraged to come into school to discuss the annual reports, but there is scope for improvement in their involvement with their children in target setting. Those whose children have special educational needs are kept fully informed about IEPs. Parents attribute their children's good attendance and very good punctuality to the fact that they like coming to school; the school monitors attendance very carefully and is meticulous in following up any unexplained absence instantly.
48. The previous inspection report identified the partnership with parents as one of the major strengths of the school. Today it continues to enrich the high standard of education which the school provides.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The overall leadership and management of the school are outstanding and a strength of the school. High standards are promoted through a thorough understanding of the pupils' needs and the excellent teamwork between all the staff. The previous inspection found that the school was led well, that the governors were active and supportive and that the school provided very good value for money. These areas remain significant strengths of the school.
50. The headteacher has a quiet strength, inspires confidence and has a very good insight into the needs of the school, ensuring clear educational direction. She receives good support from the deputy headteacher, who is also highly effective. The coordinators are fully involved in checking their subject areas and they have a very good knowledge of what is being taught. All staff display a shared commitment to the school, whether this be the administration staff, support staff, the caretaker, cleaners or lunchtime staff. Everyone feels included and valued and this results in a very strong ethos.
51. Teachers and support staff plan together, and this is one of the reasons why standards are high. The school checks its performance, diagnosing strengths and weaknesses, and is constantly developing. Staff and governors are involved fully in the School Development Plan, which is relevant, detailed and specific. Necessary action is taken to meet all the school's targets. Overall management of special educational needs is good. The coordinator has developed a comprehensive policy which covers all the various stages of need and arrangements for referral. All staff

are fully aware of this. The support assistants provide very effective help and work closely with the class teachers. Other pupils are understanding, accepting and supportive. Resources are satisfactory and are managed efficiently. All the statutory requirements of the Code of Practice are met.

52. The governors' role is that of 'critical friend'. They are very interested, supportive and involved fully in the life of the school. Governors are aware of the school's strengths and areas for development, wishing to guard against complacency. Many have attended training sessions. There are governors for literacy, numeracy and special educational needs and a number of coordinators have given presentations to the governors on their subject areas. All are approachable by parents. The finance committee is fully involved with the school's budget. Their system for predicting, planning and monitoring is very thorough. They keep a close watch on the budget and are prepared to take corrective measures if necessary.
53. Overall, the accommodation is good, particularly as the new classroom gives extra space. At present this is used effectively for small group work but will be needed for a class after the new intake arrives in January. During the week of the inspection, rain collected on the flat roofs and leaked through in a number of places, soaking the carpet area in one classroom and running down a newly-decorated wall in a passageway. The lack of an office specific to the headteacher limits the private space available for confidential interviews with parents, pupils and visitors. The outside area is very good, and there is an interesting 'special playground', with a display of millennium plaques. Both inside and outside are cared for very well. Resources are generally good.
54. The school is fully aware of 'best value', makes necessary comparisons with other schools and plans its expenditure with care.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. There are no major areas for improvement. However, the headteacher, governors and staff should consider:
- developing more opportunities for pupils to think and learn for themselves by:
 - ~ giving them more responsible tasks connected with the life of the school;
 - ~ giving them more responsibility for planning their own work, so that they develop even further the ability to evaluate how they are getting on;
 - ~ sharpening up their library skills so that they have secure strategies for carrying out independent research;
 - developing more opportunities for children in the Foundation Stage to take part in independent, outside play by giving them experiences with a range of wheeled toys;
 - exploring and developing strategies for identifying the gifted and talented pupils in the school.

[Paragraph references: 7, 8, 12, 22, 26, 28, 36, 58, 68, 73, 77, 79, 82, 84, 85, 91, 108 and 120]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	32	57	8	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	179
Number of full-time pupils eligible for free school meals	n/a	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	n/a	3
Number of pupils on the school's special educational needs register	n/a	14

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	0.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	29	40	69

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	28	29
	Girls	39	40	40
	Total	67	68	69
Percentage of pupils at NC level 2 or above	School	97 (96)	99 (97)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	29	29
	Girls	39	39	39
	Total	67	68	68
Percentage of pupils at NC level 2 or above	School	97 (99)	99 (99)	99 (100)
	National	82 (80)	86 (85)	87 (85)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	132
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	25.6
Average class size	29.8

Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	86

Financial information

Financial year	1999-2000
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	£
Total income	321,044
Total expenditure	330,269
Expenditure per pupil	1,596
Balance brought forward from previous year	14,836
Balance carried forward to next year	5,611

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	179
Number of questionnaires returned	118

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	3	0	2
My child is making good progress in school.	59	33	0	1	7
Behaviour in the school is good.	64	32	0	0	4
My child gets the right amount of work to do at home.	53	34	4	1	8
The teaching is good.	71	25	0	0	3
I am kept well informed about how my child is getting on.	50	41	3	0	7
I would feel comfortable about approaching the school with questions or a problem.	71	26	1	0	2
The school expects my child to work hard and achieve his or her best.	62	33	2	0	3
The school works closely with parents.	62	31	3	0	4
The school is well led and managed.	69	26	1	1	3
The school is helping my child become mature and responsible.	64	31	1	0	3
The school provides an interesting range of activities outside lessons.	36	30	17	1	16

Summary of parents' and carers' responses

Parents speak very highly of the school and what it achieves for their pupils. The inspection team agrees with parents that the school is well led, that the quality of the teaching is good, and that pupils achieve high standards, and are very well cared for and supported.

Other issues raised by parents - none.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. There was no specific reference to the arrangements for the under-fives in the last report. However, the evidence from the inspection judges the provision for the children in the reception class, now known as the Foundation Stage, to be very good. Children come to school after their fourth birthday. There are two intakes in September and January. Because of admission numbers the oldest reception children at the September entry are in a mixed-age reception and Year 1 class, with the rest of the children in the reception class. However, the staff that work in these two classes work effectively as a team. They plan lessons and the organisation for teaching and learning in great detail, with clear learning objectives and an awareness of the needs of all the reception children. In January there is another reception class to take the increased number of children. The youngest reception children admitted in January 2001 will be in the new large classroom adjoining an outside secure play area. At the time of the inspection there were 45 reception children, 15 in the mixed-age class.
57. On entry to reception, the children's attainment is above expectations in language, literacy, mathematics and personal development. This is confirmed by the baseline assessment tests completed by the school. Children come to school confident and articulate, and know how to listen well to adults. They manage their personal toilet and dressing requirements appropriately, and work and play well together. By the end of the Foundation Stage children exceed the standards expected in the Early Learning Goals of language, literacy, mathematics, personal and social development, creative development, and knowledge and understanding of the world. Children achieve well in the area of physical development and meet the requirements of the Early Learning Goals, and some exceed them. By the end of the reception year all children are easily achieving the Early Learning Goals and many are working within the early stages of the National Curriculum. This represents good achievement, and the Foundation Stage prepares all children very well to enter the next stage of their education.

Personal, social and emotional development

58. By the end of the Foundation Stage children exceed the Early Learning Goals. They understand the class and school routines, and staff have high expectations for behaviour and learning. Pupils listen very well to adults and work together, sharing resources, helping others and talking appropriately about their learning task. This is seen when they work in pairs taking turns at the computer on problem-solving activities, when they share three-dimensional shapes to talk about the properties of cones and cubes, and when they look for insects in the sand tray during a counting task. In reception they are encouraged to think for themselves and choose their own play activities in the Post Office play area. However, at times during physical education and some creative activities there are too few opportunities for children to think for themselves and develop an attitude of independent learning.

Communication, language and literature

59. Most children exceed the Early Learning Goals in this area by the end of the Foundation Stage. All children listen attentively, are confident and articulate when

talking about their activities and respond to questions eagerly with a very good vocabulary for their age. Most children know the alphabet and the associated phonetic sounds for reading. They know that an author writes stories and understand about the plot and characters in a story. Most children recognise some key words and understand that pictures and the initial sounds of words help them to understand print. They take home storybooks and key-word cards to share with their family and improve their skills and confidence in reading. At least half the reception children already read simple stories with fluency and accuracy. Most children form letters well, write their names and copy the teacher's script correctly. A few children are beginning to write independently, using key words with correct spelling. All children enjoy using the computer to develop reading and writing skills.

60. The quality of teaching of language and literacy for reception children is very good and all children make very good progress. Teachers and the reception support staff have very good understanding of the literacy strategy and have adapted it and teach it well to meet the needs of these youngest children. Their planning is effective, lessons are at a good pace to hold the children's interest, and teachers have high expectations of children's learning and of their own teaching. Staff use questioning effectively to develop children's skills and understanding. This was seen in activities such as the discussion about the cover of the book 'The Dream', when the children predicted what the story might be and the purpose of the 'thought bubble'. Staff interact with each child to raise standards of understanding about the sequence in a story and skills in writing. Stories are well read by staff and during literacy sessions reading skills are emphasised as the class reads the big book together. Many opportunities are provided in the classrooms for children to read and write by themselves in role-play areas and the colourful, stimulating and comfortable book corners. The reception children work in a rich literacy environment.

Mathematical development

61. By the end of the Foundation Stage, children exceed the expectations of the Early Learning Goals. They confidently count to ten and back again, and recognise numbers up to 20. The more able children understand 'one more' and 'more and less than' when counting along a number line and with objects, and all are capable of threading beads in a pattern of two. All children recognise and name simple two and three-dimensional shapes, such as circles, squares, triangles, cubes, cylinders and pyramids, and are beginning to talk about numbers of corners and straight and curved sides when describing and sorting shapes into order of size. They recognise coins and understand how to buy 1p stamps for their role-play activities. They have visited the local post office to buy stamps and post letters.
62. All the staff working with reception children teach mathematics very well. In both classes and all group activities the emphasis is on practical experience and talking about what children are doing and what they know and understand. Teachers plan in detail, with clear learning objectives, and they have a very good understanding of the National Numeracy Strategy and how to teach it to young children, building on knowledge of what the children know and can do. There is very good pace to all lessons, which stimulates interest and concentration on the mathematics activities. Teachers keep good assessment records and use information well to group children for learning as well as for the planning of appropriate activities. This ensures that work is matched to the needs of all children.

Knowledge and understanding of the world

63. By the end of the Foundation Stage, children exceed the Early Learning Goals. They talk about themselves and their family with an understanding of different generations and the relationships between them. They know some old buildings in Chesterfield and talk in detail about places they visit on holiday. By observing growing plants and in walks around the school grounds they are aware of the needs of growing things and are developing a sensitive awareness of the world around them. They know their way around the school and can draw simple plans. They know how to follow routes on a play road map with toy cars and know about road safety. They understand that fruit and vegetables are healthy foods and that too many sweet things are not, and give reasons why. Children are developing good skills of design and technology. They build interesting models with bricks and very realistic spiders in play dough to show four pairs of legs make eight. They glue, cut, fold and join paper and other materials well to make a variety of models, such as the two-dimensional house with an opening front door, as part of the school topic about buildings. They make a range of celebration cards. All children know how to use the mouse and are developing good keyboard skills. They also know how to use the tape recorder to record their music activities. Good work was seen when some children recorded their group percussion composition and singing, and later played it back to the class.
64. The quality of teaching in this area of learning is good due to clear lesson planning in line with the expectation of the school topics and the foundation curriculum. Teachers provide a wide range of exciting activities that fully engage the children's interest. All staff use questions well, explain effectively, interact positively and encourage children to think, and so develop their learning and raise standards.

Physical development

65. By the end of the Foundation Stage children's physical development is good. They meet the requirements of the Early Learning Goals, and some exceed them. They move confidently with good body control, coordination and awareness of space when working in the hall on physical warm-up activities. Most children are confident climbing and balancing on the large physical education apparatus, gymnastic trestles and forms. They know how to land safely when jumping from a height on to a mat and that arms are used to balance when walking along a narrow form.
66. No small-apparatus lessons were seen to make a judgement on the children's catching and throwing skills. Children have good hand control for their age; they can build models with small pieces of construction kits, and use modelling tools, pencils, paintbrushes, and scissors well.
67. The quality of teaching is good. The staff are aware of safety at all times during physical education activities and expect high standards of behaviour from the children, including co-operation and awareness of others on the apparatus, which they achieve.
68. In hall lessons, staff give clear instructions, manage the children well and intervene to improve their children's physical skills. They were seen focussing on different ways of moving under and over equipment and encouraging the children holding still body shapes whilst balancing. At times within lessons opportunities for independent physical activity are missed as children wait in lines for their turn on the apparatus. There is an appropriate range of equipment and apparatus for physical education in the hall and playground. However, there is no opportunity for the children in the present reception year to have independent outside physical play in a secure area designated solely for their use. Nor is there a range of wheeled toys for them to

control. The new reception classroom for January 2001 has an outside area to develop as a reception play space if resources and apparatus are available.

Creative development

69. By the end of the Foundation Stage, children's creative development is very good and all exceed the requirements of the Early Learning Goals. They paint and draw using a variety of crayons, and use modelling materials. They recognise colours and know how to mix powder paints. They are beginning to understand art techniques such as the effect of a paint wash over drawings in wax crayons. They are enthusiastic about singing and respond well to the teacher singing the register. Many children were heard responding with appropriate pitch and rhythm and joined in tunefully with action songs and jingles. They sing, listen to and explore the sound of instruments. They know how to play untuned instruments and are developing an understanding of rhythm and beat. Children enjoy the many opportunities in the classrooms for imaginative and dramatic play. They were seen to be developing stories and characters during the free-choice activities, such as when working with the construction kits and imaginative play toys, in the sand tray and in the role-play areas.
70. The quality of teaching and learning is good for all children of reception age. Interesting and exciting creative activities are planned and taught well by the staff, linking with the school topic and special celebrations such as the November 5th fireworks. Effective interaction and good questioning skills are seen as staff work with the children to explore and play untuned instruments, as they play with the table-top games and small toys such as the cranes, cars and play people, and as they explore the use of paint and playdough.

ENGLISH

71. In the National Curriculum tests at Key Stage 1 in 1999, pupils' results in reading and writing were well above the national average and the average for similar schools. Indeed, in reading, pupils' results place them in the top five per cent nationally. In reading and writing the percentage of pupils reaching Level 2 or above, and the percentage reaching Level 3 or above, were both well above the national average. The percentage reaching Level 3 or above in reading was very high in comparison with the national average. Taking the four years 1996 to 1999 together, the performance of the pupils in reading and writing has been very high in comparison with the national average. The National Curriculum assessments in the year 2000 show that the school is maintaining and still improving on these very high standards, with all pupils gaining a Level 2 or above in reading and writing, and about 50 per cent of all pupils gaining a Level 3 or above. The findings of the inspection confirm these good results. The issue from the last inspection has been successfully addressed and there is now an appropriate scheme of work in use for English and handwriting. The National Literacy Strategy supports teachers' planning very well.
72. Pupils build on the very good start they have in the reception year, and standards in speaking and listening are very good by the time pupils come to the end of the key stage. They concentrate very well in all lessons and listen intently to their teachers. Year 1 pupils talk in a lively way about their favourite stories of 'Aladdin' and 'Winnie the Pooh'. They can pinpoint and discuss different parts of the story such as the beginning, the middle and the end. Pupils in Year 2 do the same. They engage spontaneously in discussion about books they have read. They chat easily to one another about books they have at home and what they would like to have on their Christmas list. Many pupils talk sensibly to adults. When reading to one of the inspectors, one pupil was asked, "Why did you choose this book?". His thoughtful reply was, "Because I thought it would be interesting for you and interesting for me to

read!”. Pupils in Year 2 are well acquainted with brainstorming techniques. During a lesson planned to follow up a visit to the Urban Studies Centre, pupils in Year 2 show that they have listened extremely well and remember what their teacher has told them about Remembrance Day. Some accurately remember the dates of the two world wars. Because teaching is good and teachers are very clear about what they want pupils to learn, pupils are able to make appropriate and interesting contributions to lessons. Whilst discussing what was needed in a list of rules to play a game, one pupil added an extra rule, ‘No boasting if you win, and no sulking if you lose!’. The strategy of ‘hot-seating’ is particularly effective in developing pupils’ speaking and listening skills. They confidently join in role-play and show that they have empathy with the characters in a story. They are able to express their thoughts and feelings about situations. Others in the class show that they are adept at asking probing questions.

73. Standards in reading are above average by the time pupils are in Year 2. Most pupils read at home regularly. They say that they like reading and enjoy the reading-scheme books very much. Parents and teachers work together well to build up pupils’ reading skills and this has a significant effect on their progress. The home-school notebooks contain many useful comments from families to help teachers. Year 1 pupils in the mixed-age class join in reading the ‘big book’ with the class teacher. All read confidently with sustained concentration, and respond to the teacher’s good teaching and challenge to look out for the recipe in the text. Teachers make sure that they cater for the different age groups in the class and make meaningful links with all aspects of the curriculum. Pupils are at ease with the written word and this enables them to make good progress. In a group-reading session, the teacher read with expression. Pupils talked about poetry and one said, ‘You have to sing it!’. They enjoy their books and show that they are making good strides in learning. For example, they are aware of conventions of the text, and know that capital letters mean that you might have to read words loudly. Pupils in Year 2 know a range of authors and can talk about the books they have read at home or get from the public library with parents. They read with expression and interest, and know what fiction and non-fiction books are, and most have some knowledge of where to find the contents and the index. However, pupils do not always have enough opportunities to choose books from the library, so are unsure of how to use the catalogue and numbering system in an independent way. This acts as a hindrance to pupils developing the ability to find out things for themselves, especially as the catalogue is kept in the office and is not freely available. In particular, the more able pupils and the gifted and talented do not always have the opportunity to show their full potential.
74. Standards in writing are above average and a few pupils show they are capable of high achievement at this stage in Year 2. Pupils are able to write for most purposes. They write imaginative stories, letters of thanks and accounts about characters in history, and relate historical events; they write lists and instructions and elaborate upon these to devise simple and amusing instructions for spaces on a board game. For example, pupils’ instructions on a board game tell the player to move on spaces or move back spaces to avoid the troll. Such examples include, ‘The troll has gone to the pub. Move on two spaces!’. Pupils are confident because good teaching throughout the key stage builds on their skills in a structured way. Teamwork ensures that all teachers and support staff know what they want the pupils to learn and this is a most effective part of the work of the school. Pupils make good progress because of this common approach.
75. ‘Have a go’ or ‘Use all that you know’ writing sessions are very successful. Pupils know that they will not be judged if they make mistakes. However, they are acutely

aware that, when sessions are more formal, teachers want them to learn specific things. When all pupils and teachers are clear about the aim of a lesson, pupils make good progress. Pupils have good strategies for learning how to spell. In a Year 1 class, the 'try it books' are a good method of building up pupils' confidence in spelling. Many pupils experience success in this situation and some pupils' spelling is particularly good. The practice of 'write, look, cover, and write three times' is also a good strategy for helping pupils succeed. Some spellings in the Year 2 test appropriately stretch some of the more able pupils in Year 2. Teachers continually reinforce the work that pupils have covered in previous lessons. Year 1 pupils need reminders to punctuate their stories, but most pupils in Year 2 do this confidently.

76. Classroom assistants support the teaching of phonics well. They follow the teachers' good model, and are inventive towards keeping the pupils' interest. Assistants appreciate the importance of repetition, rhyme and rhythm in teaching language skills, and pupils quickly learn strategies for word building by repeating 'tin, fin, win', etc. in a rhythmic way. Good learning takes place in the 'pass the soft toy' game. Pupils repeat and make up words. They enjoy the nonsense element in the activity, making up their own words such as 'in, inn, min', etc. They are not afraid of making mistakes. They know that they will be helped to achieve. In a Year 2 class, pupils build successfully on the structured approach to teaching phonics. They learn the 'err' sound and can apply this to their work. Pupils' handwriting and presentation of work are very good. The consistent, well-structured programme of teaching handwriting pays off, and pupils develop good habits from an early age. Good handwriting skills are particularly effective in helping pupils feel at ease when they have to record their work. The majority of pupils throughout the school show that they are developing this skill well.
77. Pupils respond in an exemplary way to the work that teachers set them. They settle down well to reading and writing tasks, show interest, appreciate humour, and overall are very able and willing learners. The subject of English does much to support pupils' spiritual, moral, social and cultural development and teachers can help their pupils to attain high standards because of the respect that they and the pupils have for one another. Because of this atmosphere of calm, teaching standards are good. Teachers are able to achieve what they set out to teach. Sometimes they engage in direct teaching and at other times group-work teaching is effective in moving pupils on to the next stage. Teachers and classroom assistants plan well together and teamwork is a strength of their approach. All teachers have a good knowledge and understanding of how to teach English, and one important factor is that pupils are able to use the skills that they have been taught as they tackle different subjects; for example, in science and history. Information and communication technology is also used appropriately to help pupils learn. Teachers make sure they plan for the differing abilities in the class. Assessments of pupils' attainments and the progress they make are manageable and helpful. However, the success of this has yet to be evaluated by staff. Pupils with special educational needs are hardly noticeable. Teachers help them to join in with all the class work as far as possible and because of this they make good progress. Support and praise are the corner stones of the teaching approach at Westfield. However, at times pupils are not always given enough freedom to organise their own work. For example, at no time during the inspection week were pupils carrying out work that they had completely organised for themselves. For pupils with such high achievements this can sometimes act as an inhibiting factor.
78. The English coordinator is effective and efficient, supports all staff well, and keeps governors and parents well informed. She has carried out some checking of

planning, and some observations of the teaching of English. The literacy governor is particularly interested in this aspect of the school's work. The headteacher, English coordinator, and governors keep a watchful eye on the results of the national tests and continue working for even higher achievement for all pupils. This is exemplary.

79. Overall, resources are good. Lively displays enhance pupils' work. However, the library does not do justice to the school's achievements and is not inviting for pupils, nor do pupils confidently use it. The English curriculum is appropriately supported by events such as book week and visiting writers and illustrators. These links with the community support pupils' achievements well.

MATHEMATICS

80. Pupils enter Key Stage 1 with levels of attainment which are generally above those expected of five year olds nationally. By the age of seven, their attainment is well above national expectations. This represents an overall improvement since the last inspection. At that time levels of attainment were found to be above national expectations. The national test results for 1999 show pupils' attainment at the end the key stage to be well above the national average, and results from the 2000 tests show that these standards are continuing to rise. An analysis of pupils' work from last year confirms this. It is too soon in the year to confirm that these standards will be maintained in 2001, but all the evidence suggests that the school is on course to do so.
81. Attainment in number and algebra is well above the national average, due mainly to the confidence generated during the lessons. At the time of this inspection, most pupils in Year 2 are already working at Level 2, and some are at Level 3. They add, subtract, multiply and divide money, and work with simple fractions. Many know their two, three, five and ten times tables. Time is given to reinforcing a thorough understanding of terms; for example, that 'equals' can be substituted for 'makes' or 'comes to' and that 'plus' is the same as 'add'.
82. Shape, space and measures are covered well in all classes. Pupils use positional words confidently, and know the features of two and three-dimensional shapes. They estimate and measure in centimetres and work with litres and kilograms. They tell the time, some in quarters, others in minutes. Pupils collect data using tally charts and convert this into graphs; for example, comparing the weight of pets, the colour of eyes and favourite fruit. Information technology is used well, either through extension and reinforcement programs on the computer, or generating graphs of pizza toppings. There is less evidence of planned situations where pupils can use and apply mathematics in a variety of self-initiated ways, and this area of mathematics is underdeveloped.
83. Pupils work well together, supporting and sharing tasks when appropriate. In all classes, behaviour and relationships (both with adults and other pupils) are good. Pupils are positive, concentrating well and showing enjoyment in their work. These factors contribute directly to the high quality of learning throughout the school. There are attractive two and three-dimensional displays in all areas of the school which reinforce learning. Homework is set regularly. Most marking is done alongside the pupils, so many of the exercises have few comments. In some cases, however, comments are very effective in developing understanding. For example, one such comment on a page of sums reads, "Six are right, six are wrong. Can you find them?".

84. The National Numeracy Strategy is having a very positive effect on both pupils' confidence and their enthusiasm for the subject. The quality of teaching is never less than satisfactory. Over half of all lessons are good and a fifth are very good. The very best lessons are those where planning is specific, work is carefully matched to pupils of all abilities, the pace is brisk and very good questioning encourages participation and makes the pupils think. Open-ended questions are used effectively in some classes to reinforce what has been covered, for example, "Who has learned a new word or a different thing today?". Sometimes the specific difficulties that pupils may have are used supportively with the whole class to reinforce learning. Relationships are good and the contributions of all pupils are valued. A strength lies in the priority some teachers give to pupils explaining how they have reached a particular answer. This encourages pupils to think mathematically and some are very confident. Consequently, their attitudes to mathematics are invariably good and most enjoy the subject. Much of the teaching, however, is over-directed, and pupils are given insufficient opportunities for self-initiated learning.
85. Assessment is good, and is used very well to set targets and to inform planning, so that what is covered is suitable for those of all abilities. This ensures that, although much of the work is linked, those pupils capable of higher attainment are given tasks which are suitable for their ability, so that they make good progress. However, the school does not identify any potentially gifted and talented pupils, and this means that there may well be some who are capable of even greater progress. Pupils with special educational needs are supported very well and they too make good progress. They are set appropriately planned work which matches their abilities while linking in with that covered by others in the class, and all are included in lessons.
86. The coordination of mathematics is good. The co-ordinator has a positive impact on the subject, not least through her enthusiasm, and she recognises the strengths and areas for development. All staff plan together, and this openness is a strength. The policy and scheme of work for mathematics are good, being based largely on the numeracy framework. This contributes to the continuing improvement in teaching and learning. The school has built up its resources, which are good, readily accessible and used effectively.

SCIENCE

87. In 1999, teachers assessed standards at the end of the key stage as above average compared to those in similar schools nationally at Level 2 and at the higher standard of Level 3. In the year 2000 assessments these high standards were sustained and matched the good standards seen during the inspection. This is a similar picture to that seen at the last inspection. These standards are a result of good teaching and detailed lesson planning informed by detailed records and assessments of what pupils know and can do. Pupils with special educational needs are well supported in their tasks and make good progress.
88. Pupils have a good knowledge and understanding of living things. In Year 1, pupils know the parts of a plant and make clearly labelled observational drawings of them. They know about the human skeleton and its importance to the way people move. In Year 2, they know that living things need water and light, that most plants need soil, and that humans and animals need food for healthy growth. Pupils use appropriate vocabulary when talking about their observations when growing cress plants. They know that plants kept without light turn yellow as their leaves cannot make food and

keep green, and that extreme cold as well as lack of water kills plants. They understand the value of a fair test when investigation and experimenting. Pupils talk knowledgeably about the changes in their own growth and how to keep healthy by washing hands and drinking lots of water. They know about some dangerous substances that can affect healthy growth and emphatically stress the possible dangers of germs from dirt and environmental pollution. They are aware of the health concerns related to smoking. They understand why it is important to look after the environment, and have good ideas about conservation and litter. They understand that we use our senses to explore the world, and that exercise makes them hot and makes their bodies work well. They share observations about their reaction to activity; for example, "My hands go sticky and my face goes red and sweaty", and discuss possible reasons why. They know the importance of our senses and have a sensitive concern for people with sight or hearing difficulties. They are aware of the properties of a range of materials, and of how substances can change and be affected by heat. Pupils know from their observations that jelly can be solid and liquid, and that fire changes wood to charcoal. They also recognise the danger of heated substances and how to cook safely. They explain clearly that forces can be very strong and from their own observations and investigations know that magnets attract and repel. Through a topic about buildings all pupils observe, discuss and learn about the use and appearance of materials for construction and consider how and why they are used. In making model rooms and houses pupils investigate, test and choose appropriate materials such as cloth, types of card and paper suitable for their own purpose.

89. All pupils enjoy science activities and concentrate well on their tasks. They are articulate and eager to find out about their world. They ask questions about why things happen and carefully observe and record evidence in a variety of ways.
90. A scrutiny of pupils' work shows that they use their knowledge and skills of literacy and numeracy effectively in their science activities. In Year 1, good work is seen on recognising and tasting fruit and bread after a visit to a local supermarket. In Year 2, pupils follow simple instructions, measure, and record their simple experiments in a variety of ways. They record the weather temperature over a period in tables and simple charts and know how to use this information to talk about their findings. They record the effects of weather clearly, with lots of information from their own observations during the different seasons.
91. Few lessons were seen during the inspection, but from detailed evidence of the topics and pupils' work it can be seen that teaching in science throughout the school is good. Teachers have a good knowledge of the subject and plan the science topics together well. Stimulating activities are organised in a variety of ways appropriate to the tasks to develop and extend the pupils' understanding. However, lesson planning does not include enough opportunities for pupils to work independently and make their own simple predictions and conclusions before sharing them with a group for discussion and comparison. An appropriate and detailed assessment system is used throughout the school that informs lesson planning and addresses the needs of pupils. Resources are well organised and sufficient to support the school topics and the requirements of the National Curriculum 2000. The school grounds are used well to support science activities, although there is no conservation area or pond. Visits are made to the nearby junior school for pond investigations.
92. The science coordinator has a good understanding of the subject, and leads and supports her colleagues well in planning and reviewing the science topics and the

monitoring of standards. Governors are regularly informed of attainment and progress of Curriculum 2000.

ART AND DESIGN

93. No art and design lessons were seen during the period of the inspection. From the evidence gathered, from the scheme of work, from classroom displays, from talking with pupils, and from looking at photographs and samples of pupils' work, indications are that standards are at least in line with expectations and sometimes above by the time pupils reach the end of the key stage. This is consistent with the judgements made at the time of the last inspection.
94. The subject of art and design has a good impact on pupils' spiritual, social, moral and cultural development. Work on display shows how the teachers are able to link different subjects successfully. A good example of this was seen in the links between science, music and art. Pupils' observational drawings of musical instruments are of a very good standard. Pupils in Year 2 work with pastels in a clean way. Their drawings are sensitively executed and many show an awareness of shape and form which captures the shape of many stringed instruments.
95. Pupils in Year 1 have experiences of colour mixing and of pastel work. Drawings of fruits are carefully made. Pupils are able to paint bold pictures of themselves, and computer-generated pictures of faces show a different slant on 'the face' in art. Clay models of faces show that pupils have successful experiences of working with clay to produce a three-dimensional model.
96. Work from the previous year's seven year olds shows a culmination of varied art experiences. In particular, pupils work in the style of the local artist, Pollyanna Pickering. Two examples of pupils' work show the very high standards of which they are capable. Copies of drawings of endangered species in their natural habitat show sensitivity. Pupils capture the texture of animal fur very well. Others have worked in the style of famous artists and make 'dotty pictures' of houses imitating Seurat's pointillist technique.
97. No judgement about the quality of teaching is possible. However, the subject is well managed and resources are adequate. Staff work well together as a team and have a unified approach to the teaching of the skills and techniques needed for art and design. A good initiative was seen when the school used an artist in residence to help pupils make a Millennium display of plaques for the wall of a playground.

DESIGN AND TECHNOLOGY

98. Due to the organisation of the timetable, which alternates art and design and design and technology lessons, judgements are made from the two lessons seen, evidence of the scheme of work, lesson plans, classroom displays, talking with pupils and looking at photographs and samples of pupils' work. From evidence seen, teaching is good. Activities are well planned as part of integrated topics, and provide many opportunities for pupils to understand and apply the design process. Pupils' English and mathematical skills support the subject well. There are sufficient resources well organised for teaching and learning.

99. Standards of work in design and technology are good and similar to those found during the last inspection, when they exceeded expectations at the end of the key stage. At the end of Year 2, pupils use a range of materials, know how to join materials together in a variety of ways, use simple tools and scissors safely and are familiar with the process of designing, making and evaluating. Pupils with special educational needs achieve good standards and make good progress.
100. Samples of work in the portfolio show that pupils know how to measure and use appropriate tools for cutting. They know that there are different substances for sticking and can join with split pins and cardboard hinges to make puppets, pop-up cards and a cardboard fish with a moving tails. Pupils design and make models with cardboard and understand when to fold and crease paper and card to achieve the best effects for their purpose. They design and build with a variety of construction kits. They are beginning to draft designs and choose materials appropriately to achieve their design. As part of their topic work pupils cook, sew and make musical instruments. Good work is seen in Year 1 as pupils consider and experiment with different pasta shapes and place them on their cardboard castanets when they design and make their own musical instrument. Throughout Year 2, pupils build on knowledge gained through previous activities. They are confident in their use of tools and skills to produce a satisfactory model or object. They enjoy designing things and are usually pleased with their results. Good work is seen in photographs of the buildings pupils made and set up as a model town in the school hall last term. The school used an artist in residence to help the pupils to make a Millennium display of plaques for the wall of a playground. The pupils are proud of these.
101. The staff work together well as a team to provide good learning experiences for all the pupils and are supported by the coordinator who has recently been appointed to the post full-time. There is a good range of resources, but the coordinator has plans to extend the variety of materials available, such as plastics.

GEOGRAPHY AND HISTORY

102. The school teaches geography and history as integrated topics. During the inspection no lessons were seen in geography, and the history time was spent visiting the Chesterfield Urban Studies Centre and observing some fieldwork activities as pupils learned more about Remembrance Day. Work of this kind is effective in supporting pupils' spiritual, moral, social and cultural development. Judgements are made from talking with pupils, looking at their work and discussing with teachers the planning of their topic activities for geography and history.
103. The standard of work seen in geography and history is good. Pupils have an understanding of their place in their family and of some generations past. In Year 2 they can represent themselves on their family tree. In Year 1 they recognise older generations of a family in photographs and understand some differences between themselves and children a hundred years ago. They know some facts about homes, schools, clothes, transport and the toys children played with in Victorian times.
104. At the end of the key stage, pupils have a good knowledge and understanding of the past and present of their town and the local area of the school. They know that there are old and new parts of Chesterfield town and refer to areas of new development around the dual carriageway and the old buildings in the market area, especially the 'Church with the Crooked Spire.' They visit the nearby Old Hall Junior School to compare and contrast the building with their own school and locate interesting

buildings and geographical features on the route. They know how to use photographs for historical and geographical information, and understand how to follow simple maps and plans. They recognise some map symbols and can find information in reference books, using the index and contents page. At present they make only limited use of CD-ROMs to support their investigations into topic activities. However, pupils' skills in English and mathematics support these subjects well.

105. Pupils know about some famous events and people from the past and the effects of their actions. In Year 1 pupils investigate and write well about George Stephenson and 'The Rocket' and know the important part they played in transport development. Pupils in Year 2 have good knowledge about Mary Seacole. They know and admire the difficulties of race and gender she overcame to become a nurse in the Crimean War. Pupils understand why we have Remembrance Day and know about France, Germany and Russia as places where British people have been killed in the world wars.
106. Pupils in Year 2 know some geographical facts about village life in India and contrast this with their own lives. They know about the effects of the monsoon in India and relate it to the recent weather in England. They talk sensitively about the differences between their lives and those of children in the Indian village they studied. They also understand that there are many people and children around the world to help. They pack Christmas 'shoe box' presents for Romania and learn about that country.
107. Pupils are beginning to develop a satisfactory understanding of environmental and conservation issues. They are aware of pollution from car exhausts in the air they breathe and that litter is dangerous as well as unsightly in both the town and countryside. They know that it is sensible to recycle cans and bottles but are not involved in any recycling activities themselves.
108. The quality of teaching and learning is good and similar to that seen at the last inspection. Lessons are well planned in line with the school topics, the scheme of work and the requirements for National Curriculum 2000 to interest and challenge the pupils. However, there are only limited opportunities for the older and more-able pupils to become independent learners. Teachers plan practical activities with clear learning objectives that interest pupils and develop their observational and investigation skills. Good work was seen on walks around the local area, and to the local supermarket, Cromford Meadows and local amenities. Good teaching and learning were seen in visits to Matlock and the steam train ride, when visitors came to speak about their personal experience, such as living in Kenya, and when use was made of holiday postcards sent from around the world to add to Barnaby Bear's travel display. This activity is also used well in assembly, where it extends and stimulates all pupils' understanding of the world. Assessment in geography and history is good, with pupils' progress, knowledge and understanding systematically recorded during each topic and used in future lesson planning. The coordinator for geography and history has good subject knowledge and enthusiasm for the subjects. She leads and supports colleagues in team project discussions and monitors topic and lesson plans and some pupils' work. There is a useful portfolio of pupils' work to show standards set for each year which staff use to monitor children's progress and attainment. There are sufficient resources and reference books to support all the school topics with the addition of books, artefacts and materials from the Library Loan Service. The local area and visits are used well to provide extra history and geography experiences for all the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. By the time pupils leave the school at the end of Key Stage 1, standards of attainment in ICT are above those of most pupils of this age, maintaining the standards found during the last inspection. All strands of the curriculum are covered, and the quality of learning for all pupils, including those with special educational needs, is good. Even at this early stage of the year, most pupils in Year 2 are working at Level 2, with some moving to Level 3.
110. By the end of the key stage, pupils use the computers confidently in a wide range of situations. A strength of ICT is the good use made of it in other subjects. These include literacy, where pupils write stories, sometimes using a concept keyboard. In numeracy, pupils produce symmetrical pictures, and data collected is transferred to graphs showing, for example, favourite pizza toppings or the colour of eyes. In science, a program has been used effectively within the topic on 'growing'. In art, a program is used to draw and 'paint', a weather map has been produced in geography, and pupils compose music. Lower down the school, pupils use the mouse to dress Teddy and make faces.
111. Specific skills are taught very well and during one lesson on how to retrieve information from a disc pupils were involved fully and effectively. Pupils are confident computer users, many having computers at home. The good teaching takes full account of this, enabling all pupils to make good progress. Staff plan together, both for mutual support and to ensure that all the curriculum is covered. Good support is given and computers were being used effectively with well-linked tasks in many lessons observed. A formal assessment task is set each term to record pupils' progress.
112. The school is fairly well resourced. There are two computers and printers in each classroom (three with CD-ROMs) and two programmable robots (Roamers), which are used by all classes through the year. The Parents and Friends Association is very supportive in helping to cover the costs. The school is in the next cohort for the National Grid for Learning and the staff, well led by the coordinator, are developing their confidence in how to use this effectively.

MUSIC

113. At the time of the last inspection, standards were judged to be 'in line with age-related expectations or above'. Due to timetable constraints only two percussion lessons and singing in the hall were observed. However, evidence suggests that standards are being maintained and, at the end of the key stage, pupils attain standards that are expected or above for this age group. All pupils make satisfactory or good progress and pupils with special educational needs take part confidently and participate fully in lessons, and make a good contribution, particularly in rhythm work. The school's inclusion of pupils with special educational needs is a particularly strong aspect of its work.
114. In Year 1, pupils understand the musical importance of contrasts, such as '*loud*' and '*soft*'. Sitting on the carpet, pupils follow the teacher's good example and accurately clap and tap strong beats as they sing well-known nursery rhymes. They make good gains in their learning as the teacher develops the lesson and all use percussion instruments confidently. As she develops pupils' awareness of the range of sounds percussion instruments can make, pupils become more adept at producing a finer

array of sounds. Pupils in a Year 2 percussion lesson successfully build on what they have learnt in previous years. In the lesson seen, pupils go one stage further and are able to develop a system of notation for recording their portrayal of firework words such as 'whizz', 'bang', 'clash' and so on. They are able to read the symbols accurately and perform confidently to the rest of the class. On the limited evidence available, pupils are making satisfactory and sometimes good progress in listening and appraising, instrumental control and the understanding of musical ideas.

115. Pupils enjoy their music. They are keen and willing learners who try hard to succeed in the activities offered them. They treat classroom instruments and equipment with respect. They willingly take turns and listen to each other's ideas and performance with appreciation.
116. The teaching was satisfactory or good in the two lessons observed. The hall-time singing-together lesson was also carried out with enthusiasm as pupils joined in enthusiastically with well-known songs practised in the classrooms. Good teamwork and strong planning ensure that all pupils build on their skill, knowledge and understanding of music throughout their time in the school. Good links with other subjects, such as science and art, are evident. This has a good impact on the way pupils learn and the way in which they build up a composite picture of what they learn in school.
117. Although the present scheme of work is effective, the music coordinator wisely plans to review it in line with the recent national recommendations in the QCA documents. Strong teamwork is effective in helping teachers plan the curriculum for music but there has been little opportunity more recently for the coordinator to check on the teaching of music in the classrooms. Overall, resources are adequate, but there are not enough tapes and CDs of different types of music. Nor is there sufficient music from other parts of the world or different cultures to help teachers in their work in the classrooms. However, interesting and colourful displays show that the school has collected a range of instruments from other parts of the world. Visitors to the school, opportunities for pupils to take part in community events, and opportunities for pupils to learn the violin with a visiting specialist considerably enhance the teaching of music.

PHYSICAL EDUCATION

118. Due to the constraints of the timetable only three lessons were seen during the course of the inspection. However, on the limited evidence available, the school has maintained standards since the last inspection, and pupils' achievements are good. All pupils make satisfactory and sometimes good progress as they go through the school. By the time they reach the age of seven, pupils show that they are successfully building on their skills in movement and apparatus work. A very strong aspect of the school's work is how pupils with special educational needs are included. Indeed, the work of the classroom assistants is exemplary in making sure that all pupils join in, have fun and feel confident in what they can do. This is a strength of the school's commitment to team work and equal opportunities for all.
119. All pupils change their clothes in an independent way. Good teaching, good planning and efficient organisation ensure that the pupils know what they are going to do. Pupils feel secure. All teachers begin lessons with an appropriate warm-up, and end sessions with a calming and slowing activity. The pupils in Year 2 are aware of the effects of exercise upon the heart. Pupils in a Year 1 class move safely and

confidently on the apparatus. Good teaching takes place when the teacher challenges the pupils and makes the task more difficult. They respond well and work hard. They give of their best, follow instructions admirably, are aware of their own space, and keep safe when moving around the hall. In a dance lesson about firework night, good teaching takes place when the teacher uses bright, glittery strips of cloth to encourage pupils to portray the effect of fireworks in the night sky. Pupils in the Year 2 class come into the hall ready for action. The teacher works hard to develop pupils' skills and they respond well because they have listened and want to learn. Pupils in Year 2 travel around the hall floor and make a three-part sequence competently. They make good strides in their learning as many of them become aware of the importance of stillness in gymnastic movements.

120. Good teaching is evident when the teacher asks, "Why is it important to learn these skills?" or, "How can you make this better?". Pupils' replies are excellent: "Skills help your team to win!". "You can make it better if you look at the beanbag." "Stretch your arm!". When opportunities for pupils to talk about their work are missed, or when teachers tell pupils exactly what movements a sequence should consist of, learning is satisfactory. However, Westfield pupils have even greater potential for higher achievement because they are enthusiastic and willing learners who enjoy what they do at school. Overall, teaching is good and good relationships and co-operation set an atmosphere where good gains in learning take place.
121. The key issue from the last inspection has been addressed and an appropriate scheme of work was organised to help teachers with their planning for physical education. The coordinator helps colleagues with their planning and has observed lessons. However, this aspect of her work has yet to be developed. Resources are adequate and the Parents' and Friends' Association has helped to buy larger, costly items of apparatus for the school. Links with the community, such as the 'Millennium Showcase Performance' and aerobics sessions for pupils, do much to enhance the importance of physical education and physical fitness.

RELIGIOUS EDUCATION

122. Standards of attainment in religious education are above the expectations of the locally agreed syllabus. Standards found during the previous inspection have been maintained. The effective support given to pupils with special educational needs means that they too make good progress.
123. By the time they leave the school at the end of Key Stage 1, the pupils have handled a wide range of religious artefacts, discussing why they are special. They have visited the local church and know about baptisms. They know some of the basic beliefs of Judaism, and many recognise that Jesus was a Jew. When making up a set of rules one pupil wrote as the most important, 'Be Happy'. Pupils have studied the Ten Commandments and a variety of Old Testament stories, including Noah. They have a good knowledge of the Christmas story from when they first enter school, and are able to sequence the events accurately. Christian and non-Christian festivals, such as Chinese New Year, Diwali and Hanukkah, are celebrated. When discussing journeys in an assembly one pupil remembered that Rama and Sita travelled for 40 years.
124. During the inspection week most classes were concentrating on special people and special times, and a number of good displays around the school illustrate this topic, concentrating mainly on the importance of families, which was the last topic covered.

125. Pupils' attitudes are very positive and make a direct contribution to the quality of understanding. They are attentive, interested and take part enthusiastically in discussions. During one session, pupils shared their memories of a special day. When a candle is lit during 'thinking time', all pupils are invited to reflect on the lesson. They do this sensitively and sensibly.
126. The high standards are a direct result of good teaching. All staff plan well together so that they all share what they do. Many of the topics covered overlap within and between the different age groups, and this helps continuity. Teachers ask open questions which encourage the pupils to think more deeply. During the best lesson seen, pupils joined in, acting out the wedding at Cana. Everyone was totally enthralled, and the lesson was great fun. The coordinator is enthusiastic, checks planning and gives good advice and support to other staff. The scheme of work is simple yet effective, and is based on 'All Our Worlds', the Derbyshire Locally Agreed Syllabus. A number of visitors enrich the curriculum, including a puppeteer and representatives from local churches. There is a good range of resources, including artefacts, tapes and books. Big books with a religious theme are used when appropriate during literacy sessions.