

INSPECTION REPORT

Market Drayton Infant School and Nursery

Market Drayton

Unique Reference Number: 123382

Headteacher: Mrs M Malcolm

Reporting inspector : Mrs Eileen W. Humberstone
23810

Dates of inspection : 27th-30th September 1999

Under OFSTED contract number: 707729

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Infant
Type of control :	LEA
Age range of pupils :	3 to 7
Gender of pupils :	Mixed
School address :	Longslow Road Market Drayton Shropshire TF9 3BA
Telephone number :	01630 652909
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Appropriate authority :	Governing body
Name of chair of governors :	Mrs Alison Cordukes
Date of previous inspection :	February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs E Humberstone, Registered inspector	Mathematics	Under-fives
		Attainment and progress
		Teaching
		Staffing, accommodation and learning resources
Mrs J Garland, Lay Inspector		Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Mrs D Buckle	Science	Equal opportunities
	Design and technology	Efficiency
	Information technology	
Mr W A Lowe	History	Spiritual, moral, social and cultural development
	Geography	
	Religious education	
Mrs N Moss	English	Special educational needs
	Art	Curriculum and assessment
	Music	Leadership and management

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The Registrar
The Office for Standards in Education
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London WC2B 6SE

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MAIN FINDINGS

What the school does well

- Good teaching in English helps pupils make good progress.
- Good teaching in experimental and investigative science results in good pupil progress in these skills.
 - Good provision for under-fives in nursery and they progress well.
 - Good support for pupils with special educational needs and they make good progress.
 - Provision for pupils' moral development is very good and is a strength of the school.
 - Pupils' behaviour is very good and they have very good attitudes.
 - Good support, guidance and welfare for the pupils.

Where the school has weaknesses

- Teachers' daily planning is not always precise enough in showing clear targets for all levels of ability.
- I. There are insufficient opportunities for co-ordinators to monitor teaching in their subject and for teachers to observe good practice.
 - II. Procedures for monitoring the effectiveness of spending decisions in terms of pupil achievement and progress are under-developed.
 - III. The governing body does not act sufficiently as a critical friend.
 - IV. Pupils are not given a wide enough range of experiences of other cultures.

Following a period of instability in school management, the new headteacher is giving strong leadership with a high level of teamwork and a clear direction for improvement. This is an improving school whose strengths outweigh its weaknesses. The weaknesses will form the basis of the governor's action plan, which will be sent to all parents or guardians of the pupils at the school.

How the school has improved since the last inspection

Satisfactory improvement has been made by addressing the key issues in the previous inspection.

Pupils' attainment in information technology and religious education has improved from below national expectations and expectations of the locally Agreed Syllabus to in line with them. The good work with children under-five years of age has been mostly maintained. The good provision for special educational needs has been sustained well. The policy for personal and social education has been implemented consistently and very well. Pupils' behaviour has improved and is very good. The school now complies fully with statutory requirements for Collective Worship. There has been overall improvement in the quality of teaching and considerable improvement at Key Stage 1. Teachers are well prepared for lessons, have targets for different groups of pupils although daily planning and use of assessment is not of a consistent high quality. However, with strong leadership and teamwork the capacity for school improvement is good.

Standards in subjects

The table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
Reading	D	E
Writing	C	D
Mathematics	C	D

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

In 1998 higher attaining pupils did not all attain the above average levels in reading, writing and mathematics so this brought the school's average score down when compared with similar schools. The school has a higher than average number of pupils with special educational needs. Inspection evidence shows that there are improvements in standards since 1998. Standards in English, for all levels of attainment are starting to rise as a direct result of the implementation of the National Literacy Strategy and are now in line with the national average. The targeting of extra support for specific groups of pupils has helped raise standards in English and mathematics. There is evidence to show that the school has exceeded its realistic targets in English and mathematics in 1999. Standards in science are in line with the national average and with good teaching have improved in investigative and experimental science from the 1998 assessments. Pupils make satisfactory progress in art with good progress in observational drawing, satisfactory progress in design and technology, geography, history, music and physical education. Children under-five make good progress and by the time they are five most children achieve in line with national standards expected for their age.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	good	good	
Mathematics	good	satisfactory	
Science		good	
Information technology		satisfactory	
Religious education		satisfactory	
Other subjects		satisfactory	

The quality of teaching is satisfactory overall. 97 per cent of lessons are satisfactory. At Key Stage 1, this is a significant improvement from the last inspection when only 62 per cent of lessons were sound or better. There is still good teaching of under-fives although there are a few inconsistencies in reception. Very occasional weaknesses in teaching included poor lesson pace and lack of clarity in teacher explanation and planning or clear purpose in the lesson task. In Key Stage 1, half the lessons were good with a small percentage of very good teaching in religious education, and in English and mathematics at the end of the key stage. There was good teaching overall in English and science and pupils made good progress in their literacy skills and in their experimental and investigative science. Teaching in information technology and religious education has improved and pupils now make satisfactory progress. Teaching in art, design and technology, geography, history, music and physical education is satisfactory

and pupils' make satisfactory progress.

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

Other aspects of the school

Aspect	Comment
Behaviour	Very good; throughout the school behaviour is very good in lessons and at breaktimes and lunchtimes.
Attendance	Satisfactory; figures are about the national average. Most pupils come to school punctually in the mornings, but occasionally some lessons don't start promptly in the afternoon.
Ethos*	Good; generally a commitment to high standards. Pupils have very good attitudes to their work. The climate for learning and relationships between pupils and between pupils and adults is good.
Leadership and management	Good; strong leadership, high level of teamwork and clear direction for further improving standards in the school. The governing body is committed and supportive but there is insufficient monitoring of the effect of spending decisions in terms of pupils' attainment and progress. Their critical role is not sufficiently developed. Literacy and numeracy strategies are satisfactorily implemented. There are insufficient opportunities for co-ordinators to monitor teaching in their subject and for teachers to observe good practice.
Curriculum	Satisfactory; the curriculum for under-fives in nursery is broad and balanced and makes a good contribution to their development. However, the links between this curriculum and the National Curriculum are not as clear in reception. The curriculum offered in Key Stage 1 meets statutory requirements. Daily planning does not always show clear targets for learning well matched to the needs of all the pupils. Procedures for assessment are very good in under-fives and broadly satisfactory in Key Stage 1 but use of assessment to inform daily planning is not consistent in all classes.
Pupils with special educational needs	Good; the school makes good provision for these pupils and the Code of Practice is fully implemented.
Spiritual, moral, social & cultural development	Good; the school makes very good provision for pupils' moral development and good provision for social development. Provision for spiritual development has improved significantly and is now good. Provision for cultural development is satisfactory although pupils are not given a wide enough range of experience of other cultures.
Staffing, resources and accommodation	Satisfactory; good number of teachers and satisfactory number of non teaching assistants. Satisfactory arrangements for professional development. Good accommodation and adequate resources.
Value for money	Satisfactory.

* Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.

The parents' views of the school

What most parents like about the school	What some parents are not happy about
V.The children enjoy coming to the school. VI.Parents feel welcome in the school and are encouraged to take a full part. VII.The standards of attainment and the progress pupils make. VIII.The attitudes and values promoted by the school. IX.The standards of pupils' behaviour is good.	X.Insufficient work that their children are expected to do at home. XI.Insufficient detail of information on their children's progress.

There was a 37 per cent return of the Parents' Questionnaires. Inspectors' judgements support parents positive views about the school. There is a good ethos for learning. Scrutiny of pupils' reports show that while they are satisfactory there is insufficient detail on pupils' progress. There is an appropriate level of homework for reading but insufficient for mathematics. The school has clear plans to address this with a 'maths library' with mathematics games for all levels of pupils' attainment.

KEY ISSUES FOR ACTION

In order to build upon the improvements made since the last inspection, the governors, headteacher and staff should:

- A Improve the daily planning in all subjects to improve standards by:
 - * making sure planning always shows clear targets for all levels of pupils' ability;
 - * consistently using assessment information to plan teaching built on prior learning.
(Paragraphs- 33, 41, 76, 94, 95, 120, 133, 140, 146 and 46, 141, 181)

- B Provide further opportunities for co-ordinators to monitor teaching in their subject and for teachers to observe good practice.
(Paragraphs- 42, 135, 147, 174, 182)

- C Implement consistent systems for keeping a check of the work of the school by:
 - * clearly identifying the role of the governors in checking the work of the school; (Paragraph 72)
 - * the governors developing their role by checking regularly the effects of their spending decisions on improving the quality of education and on raising standards. (Paragraph 87)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan:

- D * continue to take active steps to promote multicultural awareness and understanding. (Paragraph 55)

INTRODUCTION

Characteristics of the school

- 1 Market Drayton Infant School and nursery educates pupils between the age of three years eight months and seven. The school is situated in the town of Market Drayton in Shropshire. The majority of pupils come from the town but the school's catchment area is wide. Although social conditions vary, the school serves an area of mixed owner-occupied and local authority housing. Market Drayton as a town is a low wage economy. Before starting the Infant School most children have the benefit of the school's nursery education. The school was last inspected in February 1996.
- 2 The number of pupils on roll has fallen since the last inspection. At the time of this inspection there are 165 pupils with 82 boys and 83 girls. Eleven per cent of pupils are eligible for free meals which is below the national average. There are 44 pupils on the school's register of special educational needs. This represents 27 per cent of pupils which is above the national average. There are three pupils from ethnic minority backgrounds and four pupils with English as an additional language. One hundred and seven children attend the nursery part-time (57 boys and 50 girls). This is an area nursery and children are admitted termly. At the time of the inspection there were 97 four-year-olds. The youngest 82 attend nursery part-time. The oldest 15 attend one of the four reception/Year 1 classes full-time. Pupils enter Key Stage 1 in the term they are five. The attainment of the majority of children on entry to nursery is broadly below that expected for their age. The school follows the county admission policy to serve the community and receive pupils until it reaches its admission number of 101.
- 3 Pupils are taught by ten full-time teachers which includes two teachers in the nursery. In addition there are two part-time teachers who share equal responsibility for a class and one of them is a music specialist. The pupil-teacher ratio has improved slightly from the time of the last inspection from 24.6:1 to 18.3:1 and the average class size is lower and has moved from 27 to 20.6. Classroom support is provided by five special educational needs support staff and five other support staff. There are three trained nursery assistants plus two special educational needs assistants.
- 4 The governors have clear aims to ensure that the school provides a happy, caring and stimulating environment in which each child will be able to achieve his/her best. To these ends the major development work this year has focused on the implementation of the national literacy and numeracy strategies. Other priorities include work in all curriculum areas including information technology and specific emphasis on assessment, personal, social and health education, special educational needs and the nursery. Building improvements since the last inspection include a new classroom and the redesigning of the existing two classrooms in the lower school area, a new resources room, music and computer areas and improved library facilities. The governing body has longer term targets to make improvements to indoor and outdoor facilities including the nursery outdoor play area.

4 **Key Indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1998	55	34	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	38	39	43
	Girls	28	33	32
	Total	66	72	75
Percentage at NC Level 2 or above	School	76(79)	83(88)	86(91)
	National	80(80)	81(80)	85(85)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	35	40	46
	Girls	28	31	29
	Total	63	71	75
Percentage at NC Level 2 or above	School	72(77)	82(88)	86(83)
	National	81(78)	85(82)	86(83)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	5.85
	National comparative data	6.2
Unauthorised Absence	School	0.19
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	1
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	7
Satisfactory or better	97
Less than satisfactory	3

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 1 Since the last inspection standards of attainment have been maintained in English, mathematics and science in line with national averages. Standards have improved in information technology from below national expectations to in line with them and in religious education from below expectations of the locally Agreed Syllabus to in line with them.
- 2 The results of the end of Key Stage 1 tests in 1998 indicate that the attainment of the majority of pupils is below the national average in reading and close to the national average in writing and mathematics. The number of pupils attaining the higher levels is below the national average in reading, writing and mathematics. In 1996 and 1997 standards in reading and writing rose in line with the national average. In those same years standards in mathematics were well above the national average and show similar improvement to the national pattern of results. Standards fell in all three subjects in 1998. When compared with similar schools these results indicate that pupils' performance is well below in reading and below in writing and mathematics. On the basis of teacher assessments, standards are in line with the national average in science and below the national average in English and mathematics. The number of pupils attaining the higher levels in science is below average.
- 3 Inspection evidence indicates that at the end of Key Stage 1 pupils' attainment is in line with national expectations in English, mathematics and science. Standards in English and mathematics have improved since the 1998 tests and improved in science from the end of key stage assessments in 1998 with a quarter of pupils attaining the higher levels. Lower and higher attaining pupils are achieving satisfactorily. The use of the literacy and numeracy strategies in English and mathematics and the strong and effective work of the co-ordinator in science is helping raise standards in all three subjects. In addition, the targeting of groups of pupils in Year 2 for extra help from the good teaching of the headteacher has increased the number of pupils achieving the national average. There is evidence to show that the school has exceeded its targets in 1999.
- 4 Attainment on entry to the school is broadly below average with a significant minority of children having below average skills in speaking and listening and social development. By the time they enter Key Stage 1, most children attain the nationally expected levels in language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and personal and social education. Children make good progress. Inspection evidence confirms the findings from the school assessment of children at five that they achieve the low levels of national averages.
- 5 Attainment at the end of KS1 remains at a level below the national average for most pupils with special educational needs. They achieve below or just in line with the national average in subjects which make literacy-based demands, such as English, history and religious education. They are helped to attain by the careful planning of tasks by the special needs co-ordinator and a good level of classroom support.
- 6 Progress throughout Key Stage 1 is good in English. In science, progress is satisfactory overall with good progress in the development of experimental and investigative skills. Progress in mathematics is satisfactory.
- 7 In English, pupils make good progress in speaking and listening, reading and writing. By the end of the key stage pupils listen attentively and communicate with enthusiasm in skilful question and answer sessions with the teacher. Vocabulary increases in range but sentence structure remains weak. Pupils understand the books they read and the majority read with enjoyment and increasing fluency using a range of strategies, although phonic skills are under-developed. They write for a range of purposes and are learning to produce extended pieces of writing. Spelling is sound, as is sentence structure and presentation is generally neat. While standards in English are in line with the national average the literacy strategy has been well implemented and pupils make good progress with their literacy skills.

- 8 In mathematics, pupils make satisfactory progress in learning effective strategies for mental recall. But recall is still slow which was a weakness in the last inspection. Pupils in reception count accurately to ten and most can count on one, two or three more from a given number below ten. By the end of the key stage pupils can count in twos, fives, and tens as, for example they count coins to 50p. They work out in their heads simple number problems with addition and subtraction to ten. They are beginning to gain confidence using appropriate mathematical vocabulary and know how to use simple lists and tables. The numeracy strategy has been satisfactorily implemented and standards in numeracy are sound.
- 9 In science, pupils make good progress in planning and carrying out investigations so that by the end of the key stage they can make predictions, work out how to test their predictions and then carry out the experiment to test their ideas. On inspection, a good example of this is when pupils conduct experiments to find out in which part of the classroom the ice melts most quickly. Pupils have a wide range of scientific experience and opportunities to develop investigative skills and scientific knowledge. By the end of the key stage they have a sound knowledge of materials and their properties, life and living processes and physical processes.
- 10 In information technology, pupils' attainment is in line with national expectations at the end of Key Stage 1 and has improved from the previous inspection when standards were below national expectations. Progress is satisfactory throughout the key stage. Younger pupils recognise that different kinds of switch control electrical appliances. By the end of the key stage pupils use 'return' 'space bar' 'delete' and 'caps' functions on the computer appropriately when word processing. They access information on CD-ROMS to support work about animals in science. However, links with other subjects are insufficiently established.
- 11 In religious education, pupils' attainment is in line with that expected of the locally Agreed Syllabus at the end of Key Stage 1. This is an improvement from the previous inspection when standards were below those expected locally. Progress is satisfactory throughout the key stage. Younger pupils understand that some places are special, like home, school and church. Year 1 pupils have thought about God's creations and recorded their ideas about those they feel are the "most wonderful". By the end of the key stage pupils have developed an understanding of Christianity and other world religions.
- 12 In Key Stage 1, in art there are strengths in observational drawing and in design and technology, geography, history, music and physical education attainment is appropriate to pupils' ages and progress is satisfactory.
- 13 Pupils with special educational needs make good progress. They progress in learning to read, with the help of picture cues and an attention to phonics from the special needs co-ordinator, which help them progress in literacy based subjects. Problems of low self-esteem are being addressed, thanks to the detailed review and assessment fed into class teachers by the special needs co-ordinator. In all cases the individual education plans, which provide planning for pupils' work, offer good guidance on how to adapt the classroom curriculum for them. Higher and lower attaining pupils make satisfactory progress throughout the school. There was no significant difference in the rates of progress of boys and girls. Pupils with English as an additional language make good progress with the support they receive.
- 14 The use of literacy and numeracy to support other areas of the curriculum is satisfactory but the use of information skills is limited.
- 15 The school has set realistic targets for achievement in English and mathematics in Summer 1999 and there is evidence to show that the school has exceeded these targets.

19 **Attitudes, behaviour and personal development**

- 16 The pupils' attitudes to their work are very good. This has a positive impact on their attainment and progress. They come to school from nursery onwards with enthusiasm and they are prepared to work well, for example sustaining concentration during literacy hour. Pupils show that they enjoy various activities such as singing, working with computers and experiments in science.

- 17 The personal and social development of under-fives is good and they progress well from a low start because of the very good provision for this aspect of their development. Children settle well into their class and establish good relationships with their teachers and with other children. They work happily in groups and sustain interest in their tasks. They behave very well inside the classroom and have a very good sense of right and wrong.
- 18 Pupils are courteous and behave very well, moving around the school and on the playground. The disruptive behaviour noticed in some classrooms in the last Ofsted report is no longer present and pupils acquit themselves well with visitors too. Pupils with special educational needs behave well. Pupils react well to the management of the teachers and in most classes there is a positive and encouraging environment with good relations in the school.
- 19 There has been one exclusion on a fixed-term basis in the past year and this has been carried out with the support of education, social and health services and is intended to support the child concerned.
- 20 Personal development is very well fostered; pupils are self motivated, choose wisely from an extensive menu at lunchtimes, take registers around the school and from the nursery onwards are encouraged to make choices about activities. The personal development is planned well and pupils develop such areas as library skills to enable them to research topics for themselves.
- 21 Pupils with special educational needs are eager to succeed and improve their work. Most work with a good degree of concentration and often with sustained effort. They are very co-operative with their teachers and are, in the main, well integrated with other pupils.

25 **Attendance**

- 22 Attendance levels are satisfactory with the latest figures at about the national average, 94.15 per cent, at the end of 1998/99. Attendance in general is on a rising trend, after a dip in the years since the last inspection. A number of parents take their holidays in term time and the school is careful to authorise only the days which it has granted. Most pupils come to school punctually in the mornings, but some lessons don't start promptly in the afternoons.

26 **QUALITY OF EDUCATION PROVIDED**

26 **Teaching**

23 The quality of teaching is satisfactory overall. Half the lessons were good and seven per cent were very good. As at the time of the previous inspection the quality of teaching in the nursery has remained strong. There has been considerable improvement in the quality of teaching in Key Stage 1 when 62 per cent of lessons were described as sound or better and many lessons had shortcomings. Only two lessons were unsatisfactory on this inspection. Teaching for under-fives is good overall with many strengths. However, there are a few inconsistencies in the quality of teaching of under-fives in reception. The implementation of the strategy for literacy has had a positive impact on teaching and pupils' learning in English. The strategy for numeracy has been recently implemented and there is a satisfactory impact on teaching and pupils' learning.

24 Well over half the lessons for under-fives were good. At the time of the inspection 82 four year olds were in the nursery. The 15 older four year olds in reception were organised into four classes with Year 1 pupils. A good focus is given to identify and address the weaknesses in individual children's learning at the start of nursery. Due emphasis is put on personal and social development and literacy and numeracy. Children make a good start in reading and the home-school notebook used in reception is very good. All lessons are usually well planned with clear targets for children's learning. There are good relationships and children are well organised and managed. However, occasionally in lessons in reception, targets for learning are not sufficiently specific to children's needs, lesson pace is slow and occasionally support staff are insufficiently briefed.

25 The quality of teaching in English and science is good in Key Stage 1. Teaching in mathematics is satisfactory overall. There was good and very good teaching at the end of the key stage. Teaching in all three subjects has improved since the previous inspection when there were shortcomings in many lessons. There are strengths in the teaching of literacy and all teachers have a clear understanding of the strategy. This makes a good contribution to pupils' progress. Similarly there were strengths in the teaching of experimental and investigative science with strong leadership from the co-ordinator and pupils progress well in this area. Numeracy is taught satisfactorily.

26 The quality of teaching in information and communication technology (ICT) is satisfactory which is a significant improvement from the last inspection when teaching had shortcomings in important areas. Previously the ICT curriculum was not fully covered. Now pupils make satisfactory progress. The school has worked hard and successfully to address this key issue. Throughout the key stage, activities are clearly planned to ensure that the requirements of the National Curriculum are met. Staff are sensibly taking advantage of the very latest information on the ICT curriculum from the scheme presented by the local authority model and that of the Qualifications and Assessment Authority. While there are still some teachers who are insecure in their knowledge and understanding of the subject, they are well supported by the specialist assistant and by careful time-tabling of the student support. At present there are insufficient links with other subjects.

27 The teaching of religious education is satisfactory overall and occasionally is very good. The school has successfully addressed the criticisms made in the previous report. It has reviewed its coverage of religious education in all areas and increased its provision in those areas where it was weak, for example, coverage in more depth of religions other than Christianity. Teachers have sound subject knowledge and plan their lessons well.

28 Satisfactory teaching was seen in art with good provision for observational drawing and in design and technology, geography, history, music and physical education throughout the school and pupils make satisfactory progress.

- 29 The quality of teaching in Key Stage 1 is satisfactory overall. In half the lessons the teaching was good. Teachers' subject knowledge is satisfactory with strengths in English with the benefits of considerable professional development. Teachers have worked hard and mostly effectively to address weaknesses in planning pointed out at the previous inspection. The headteacher has been pro-active in creating strong planning teams for each year group. Teamwork is good. Lessons are well prepared and planning ensures pupils in similar year group classes have the same provision. Assessment procedures have improved since the last inspection and present systems, along with the planning ensure satisfactory progress. This is particularly successful in English where considerable attention has been given to getting the daily planning and assessment format right. However, daily planning and assessment are not equally as successful in other subjects. Due account is not always given to the differing ability levels and the varying experience of pupils in mixed-age classes. Teachers are aware of the need to refine systems of assessment on a regular basis and are trialling a novel 'formative assessment' sheet to link with their daily planning.
- 30 Teachers select appropriate teaching strategies. This addresses another weakness noted on the previous inspection. All teachers have good questioning skills and focused discussion helps the development of pupils' speaking and listening skills. Very occasionally, teachers organisation lets them down and pupils are not gainfully employed. Pupils are well managed and teachers have high expectations for behaviour. Pupils respond very well to these and pupils' attitudes and behaviour are very good. Expectations for work are satisfactory but not as consistent. Teachers use the very well organised resources successfully to help pupils' learning. There were some good examples in mathematics with the use of mathematical games, number lines and number squares. However, teachers' use of time is not consistent and occasionally lessons lack vigour and pace. Teachers' marking is broadly satisfactory. Marking of written work is regularly undertaken, though not always fully targeted to direct the pupil in future development. Every opportunity is taken to give pupils oral feedback in lessons so they can tell how to improve their work. Teachers have evolved an effective home school booklet for reading and this, with better reading resources, is making a good contribution to improved standards in reading. Documented plans are in place to develop a maths library so pupils can borrow games to play at home. This will usefully re-enforce learning in school.
- 31 The quality of teaching for pupils with special educational needs is good. Lesson plans provide well adapted tasks for these pupils. Teachers make an effort to work closely with the pupils to ensure that they understand and can complete the same tasks as their classmates. Specialist teaching of groups of special educational needs pupils who have difficulties in reading is good. It is based on carefully thought out and staged approaches and pupils are sympathetically and sensitively encouraged to develop skills of word building. Groups are carefully timetabled to make sure they do not miss any other subject teaching. Not enough use is made of information technology to help reading and writing for pupils with literacy difficulties or to offer them opportunities to produce written work in which they can take pride. The teaching of pupils with English as an additional language and the teaching for ethnic minority pupils is effective and pupils make good progress.

35 **The curriculum and assessment**

- 32 The curriculum for pupils under-five is generally good. In nursery it is broad and balanced and addresses the six areas of learning for pupils of this age. It prepares children well for the work in the National Curriculum in the reception classes. However, in the reception classes, the link between the areas of learning deemed suitable for children under-five and the subjects of the National Curriculum is less clear.

- 33 The curriculum of the school is suitably broad and covers all the subjects of the National Curriculum. Religious education is now being taught in sufficient depth and the requirements for collective worship are being fully met; these were recommendations of the last inspection report. The programme of study for information technology was not fully implemented, and is now satisfactory. Both the National Literacy Strategy and the National Numeracy Strategy have been well integrated into the timetable. Appropriate time has been allocated for the strategies and time allocation for each subject is adequate. The school makes satisfactory provision for the arts. The school has developed a whole-school approach to personal and social development and addressed the key issue from the previous inspection very well. Personal and social education is tackled in a consistent manner. There are statements of policy for sex education and drugs awareness and these are integrated into the science curriculum and the physical, social and health programme.
- 34 The curriculum provides soundly for the needs of all pupils in the school, taking into account their age, gender, ethnicity, attainment and background. There is well planned and appropriate support for children identified as having special educational needs. This meets the requirements of Code of Practice for special educational needs pupils. The support is well matched to the learning objectives set out in individual education plans, which are frequently reviewed. Children with special educational needs are fully integrated into classes and they have access to the full curriculum. Pupils for whom English is not the first language are given appropriate support enabling them to make good progress.
- 35 The emphasis of the school's curriculum is on purposeful activities being taught carefully. Children are encouraged to think and talk about their learning and to develop their capacity to concentrate on varied activities. Good provision is made for constructive play. Pupils are adequately prepared for the next stage of their education and there are strong links with junior schools.
- 36 Planning for continuity is satisfactory. There are clear schemes of work and policies for the teaching of English, mathematics, science, religious education and information technology. These schemes provide for the continuous build up of previous skills as pupils move up through the school. Some non-core subjects have policies and schemes of work which are under review or being re-written in the light of the changes in the National Curriculum or changes in co-ordinators, such as art, music and physical education.
- 37 The curriculum is generally comprehensively planned, both by co-ordinators and by year teachers. Careful planning ensures that attainment targets are covered and that there is a sensible balance between subjects and topics. This guarantees steady progress in most subjects. Regular meetings, both formal and informal, add detail to these plans and ensure that approach and teaching methods are as consistent as possible. This aspect of planning was an area of concern at the last inspection, but is now satisfactory. The personalising of short-term planning for pupils in their individual classes has now been addressed, but is not consistent in all classes. In some of the mixed age classes, particularly in the mixed Reception and Year 1 classes, short-term planning does not always reflect the specific needs of all pupils in the appropriate grading of work provided.
- 38 Subject co-ordinators play an increasingly successful part in curriculum development. They have annual reviews of their subject and set targets in subject development plans. They organise appropriate training for their colleagues and keep careful records. They monitor plans for their subjects and assess pupils' work. There has been monitoring of teaching in English, mathematics, science and physical education. Opportunities for other co-ordinators to observe teaching in their subjects, and for teachers to observe good practice in lessons, has not been developed.
- 39 The National Literacy and Numeracy Strategies have been effectively implemented and are beginning to impact positively on pupils' progress, particularly in English. However, as yet, planning for the development and use of literacy and numeracy is not regularly done across other subjects, but incidental. Nevertheless, teachers are fully involved in the planning and reviewing of these materials at regular staff meetings; as a result, there is a shared understanding of these initiatives by all teachers.

40 The curriculum is supported by a very good range of regular extra-curricular activities, such as gardening, cooking, choir, recorder clubs and football. Children speak with enthusiasm of a visit to a local farm. Other events, such as visits to museums and local places of interest, further enrich the curriculum.

44 **The assessment**

41 The school fulfils all statutory requirements for assessment. Recent developments have included the introduction of individual reading records, regular planning sheets on a half-termly and weekly basis, writing folders, portfolios of work for some core subjects and individual records of achievement for each pupil, which are passed onto the junior schools. Assessment for under-fives in nursery is very good and in the reception classes is good, with the assessment at five used successfully in reception. There are now sound systems in the school for assessment, which are beginning to be effectively used to plan for future progress. Whilst broadly satisfactory, assessment procedures in science, information technology and religious education and in geography and history are under review.

42 There are many sound examples of information gathered from assessment being used successfully in daily planning. This is used more effectively in some subjects and by some teachers. Assessment feeds into daily planning satisfactorily in English, science, information technology and physical education. In mathematics there are many good examples of assessment linking closely with daily planning, but this is not consistent. Teachers are trialling a regular assessment sheet which has been researched by the staff and purposefully designed to inform them in their daily planning. Under-fives staff in nursery make very good use of regular assessment and child observations to inform their planning. Under-fives staff in reception successfully use Baseline Assessment to inform their planning but the quality and use of regular assessment, while satisfactory, is inconsistent.

43 The special needs co-ordinator successfully manages provision for pupils with special educational needs. They are clearly identified from nursery and throughout school. Pupils' needs are carefully assessed and clear individual plans are written for them. Records are maintained and frequently reviewed and the plans are implemented by both teachers and classroom assistants, with the advice and direction of the special needs co-ordinator. There is a staged system, from initial concerns and investigations by teachers, to the involvement of the school's support system, the involvement of the local education authority's specialists and the statementing process for the highest levels of need.

44 Some good use is made of assessment in the production of portfolios of pupils' work in the core subject of English, and in religious education. These are not only well used to assess the individual pupil's progress, but also to produce examples of work at each National Curriculum level. This enables staff to have a clear and consistent view of achievement. There are appropriate plans to provide assessment portfolios in all subjects.

45 Reports give adequate detail on pupils' attainment but insufficient clear information about academic progress. There are useful details about the pupils' personal development. Formal parents' meetings are held twice in each school year. Arrangements, such as home visits, when children first join the school, are extensive and contribute positively to the successful start made by children.

46 The governing body sees pupils' results of national tests. The school is building up a thorough bank of data through which to analyse the progress of pupils over time.

50 **Pupils' spiritual, moral, social and cultural development**

47 The school makes good provision overall for pupils' spiritual, moral, social and cultural development. Pupils show respect for one another and for their teachers. Provision for the moral development of pupils is very good and is a strength of the school. The values of the school are reflected in a general awareness of what constitutes acceptable behaviour and appropriate relationships. Parents feel that the school promotes

good attitudes and values.

- 48 Provision for pupils' spiritual development is good and the school is very aware of its responsibilities in this area. Since the previous inspection the school has revised its policy on acts of collective worship and is now meeting its statutory responsibilities. Time is given both in class and in assemblies for pupils to reflect on what has been said. For example, in an assembly with autumn as its theme, a candle in a darkened room was used to focus the attention of pupils and give them time to reflect on what they had heard. The opportunities provided for spiritual development in religious education vary between classes. However, where provision is very good, pupils are encouraged to think and talk about their beliefs and inner feelings. Pupils are encouraged to think about God's creation and write about those aspects of it that they believe are the "most wonderful". In a history lesson pupils were allowed to watch a cloudburst which they did with wonder at the force of the rain. The reading of stories from the Bible is a strong element of the school's work in developing a sense of the spiritual. Inspection evidence indicates that the opportunities provided to enhance the spiritual development of pupils in other subjects are limited.
- 49 The school's provision for moral development is very good. Pupils have a good understanding of what is appropriate behaviour and the school has a clear set of rules which are applied consistently. Considerable emphasis is put on the need to behave well because it is the right thing to do rather than for fear of punishment and pupils are encouraged to put forward their own ideas about what the rules should be. The school encourages pupils to talk about such things as kindness, helpfulness, sharing and friendship. For example, pupils in a reception class have done work on being a good friend and how important it is. Pupils in an assembly were asked for their ideas about what could make the school a better place. The values of the school are known to, and supported by, parents.
- 50 Provision for the social development of pupils is good. Relationships within the school between pupils and adults are warm and friendly. Teachers and other adults provide good role models. Pupils demonstrate a respect for the right of others to speak without interruption and are generally polite showing a sensitivity for the feelings of others. The importance of working with and relating to others is emphasised and opportunities are provided for pupils to work co-operatively in the classroom. Pupils in year 2 are given responsibilities within the school such as acting as librarians and looking after the lunch-time play boxes. The school is aware of its responsibility to ensure equal opportunities for all its pupils.
- 51 Cultural development with the school is satisfactory, although there are some very good opportunities provided for visits to local places of interest which have a positive effect on the pupils' learning. The school works hard to develop an understanding of its pupils of the differences and similarities that distinguish different religions. However, despite visits to a Sikh temple and a visit to a restaurant to sample Indian cooking, pupils are not given a sufficient range of experience of other cultures which they need to prepare them for life in a multi-cultural society. The school provides a range of visits to local museums and other places of interest. There are frequent visitors to the school, for example, the Ramshackle Theatre Company, the Brog Puppets and a storyteller who specialises in traditional tales. Music is played at the beginning of assemblies. The school places emphasis on the development of links with the local community, for example, the school choir has given performances for senior citizens at Christmas and taken part in an event for the Save the Children Fund. The school offers a variety of clubs covering areas such as art, music and cooking, which are well supported by the pupils.
- 55 **Support, guidance and pupils' welfare**
- 52 This continues to be a successful area of the school's work and makes a good contribution to pupils' attainment and progress.
- 53 The support given to children is particularly good when they start in the nursery. Pupils settle happily in a pleasant environment in a short space of time. Pupils with special needs are well catered for in school and well integrated into the life of the school. Parents praised the support given to pupils which made them happy to come to school

- 54 Pupils receive good advice about their work in the classroom. Teachers know their pupils well and monitor their progress to an increasing extent. There is good guidance given to them on how to improve their work.
- 55 Behaviour management works well, and the school has identified this as a priority. The expectation of good behaviour throughout the school is clear and the result positive. Rules are well understood and consistently operated with the result that pupils and parents feel that the system is fair and it operates successfully. The school has not formulated a separate bullying policy, though there are discussions and checks on what is happening in school.
- 56 Procedures for monitoring attendance are satisfactory, after a time when the school's attendance level dipped below the national average. The school works with the Educational Welfare Office service to follow up absentees. Attendance levels are rising and the head teacher is keen to dissuade parents from going on holiday in term time. Governors take insufficient regular strategic overview of the trends in attendance at school.
- 57 Personal and social education has been introduced into the curriculum and is much improved since the last inspection and parents praised this, particularly the good use of "circle time" when pupils gather together to express their feelings and ideas. The topics covered are relevant and well targeted for the age of the pupils.
- 58 The school liaises with support agencies efficiently. Policies and practice relating to safety and protection issues are well formulated and known widely by staff. Lunchtime staff are fully aware of safe practices which have been well co-ordinated by a teacher, and there has also been governor involvement in health and safety planning and checks. School meals cooked on site are tasty and healthy and give pupils a good choice.
- 59 Child Protection is very well managed in the school to promote pupils' well being and there has been training and information given to staff about procedures to follow.

63 **Partnership with parents and the community**

- 60 The school continues to make good partnership with parents and the community in general. There is a great deal of evidence that the relations with parents are continuing to increase in quantity and quality. Much of the liaison is undertaken by the head teacher - there is no parent teacher association - and the result is general satisfaction felt by parents and help given if the school needs it.
- 61 Parents support the school and their children by sharing books with them and listening regularly to reading, from the nursery onwards.
- 62 The information provided by the school is good, with booklets and useful tips published in ways which are 'user friendly for parents'. Reports are becoming more detailed, with some target setting for pupils beginning. There is insufficient clear information about progress in all subjects. Parents of pupils with special educational needs are kept well informed about their progress during their time in school.
- 63 The special educational needs co-ordinator devotes considerable energy to informal discussions with parents and good, co-operative relationships are established between teachers and parents. The school follows nationally required procedures for seeking to work in partnership with parents to help these pupils. Much is done to ensure that parents are able to add their knowledge of their child to the assessment process. The school draws on support from the local education authority and other external agencies. The educational psychology service visits regularly, as well as other outside specialists, and some good quality advice for teaching strategies has been offered. There has also been good advice on support for pupils with behavioural problems.

- 64 The school tries out new ideas to build up relations with parents. Parents are reluctant to come into school for purely curricular information, but the school has put on several successful focus evenings, for example on literacy, by tagging them on to other consultation events which draw a large proportion of the parents in to school.
- 65 There are growing links with the main junior school which the pupils progress to, and the school has recently participated in a joint behaviour initiative by the local education authority.
- 66 Parents fundraise with enthusiasm, for example by putting on a Strawberry Fair, which is well attended by local people, and provides valuable items for school.
- 67 Links with the surrounding community are good, and the school uses local facilities and the environment well. There is a wealth of clubs, trips and local speakers who come into school. There are few contacts made with a wider, multicultural society.

71 **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

71 **Leadership and management**

- 68 Leadership and management of the school is good overall. The headteacher provides good leadership. She has been astute and diligent in recognising and dealing with the priorities of the school's development and in addressing the issues identified in the last inspection report. Since that inspection, the school has suffered from many staff changes, particularly in management, which have proved to be disruptive to progress in raising standards of attainment and progress. The headteacher has succeeded in bringing the school back to its former level of attainment and is now surpassing it. She is resourceful in dealing with issues at all levels, from providing support to individual pupils as part of the school's target setting initiative to raising the school's profile and very effectively raising the level of behaviour in the school. She is well supported by the senior management team, who work closely with her and form a supportive core for the rest of the school. The governing body is effectively organised into committees and provides support for the headteacher and the vision of the school, though, as yet, they have little involvement in curriculum monitoring and evaluation. Governors are not sufficiently aware of their role as "critical friend" and hold the school to account for the standards it achieves. The schools' aims and values, as expressed in its mission statement, of respect for one another and good behaviour, are evident in its everyday life.
- 69 There are designated governors for special educational needs, literacy and numeracy. They are satisfactorily informed about their respective roles but insufficiently aware of monitoring standards. The day-to-day management of special needs is energetic and very committed. There is a clear policy which meets national requirements and gives guidance on the involvement of parents at all stages in the special educational needs Code of Practice. There is a comprehensive register of pupils, which is regularly updated as required by national legislation. The special needs co-ordinator is a strength in the school, fostering pupils in academic, social and pastoral ways, as well as helping and supporting other staff extensively in their planning and teaching.
- 70 Support and monitoring of curriculum development are satisfactory overall. The school's management structure and functions are clear and a sound level of liaison is emerging between the senior management team and the subject co-ordinators. The school has devised and set in place a strong system to implement the requirements of the National Literacy Strategy and the National Numeracy Strategy. Much subject leadership is now satisfactory or good, though subject development plans are still variable in quality. There is strong support for both teaching and curriculum development. These are of necessity governed at the moment by communal priorities. The monitoring and assessment of pupils' work is sufficiently focused to ensure improvement. Procedures for monitoring the effectiveness of teaching and the sharing of good practice are only undertaken by the headteacher and the deputy headteacher and some core co-ordinators. Monitoring of teaching in English and science has been effective in raising standards of pupils' achievement. However, most curriculum co-ordinators have little time or opportunity to monitor their subjects during

lessons. Some appraisal has taken place, to promote sound professional development. Effective consultation and communication through a regular cycle of meetings are now taking place.

71 School improvement is supported efficiently by a range of documents indicating future planning and policy making and review processes. The school development plan is a clear document and identifies priorities with objectives and clear targets up to 2001. The process of development planning is now sound and is cross-referenced to the school's aims. Resource implications are also detailed in terms of time, but not always in terms of money. The school has set clear and realistic targets for improvement in the National Curriculum tests and is already beginning to meet the challenge.

72 A comprehensive range of policies guides the work of the school. Statutory requirements are met in all respects. An area of concern is the lack of consistent clear targets for all levels of pupils' ability in mixed age classes. The school has made, and is continuing to make, improvements in both the quality of education it provides and the achievements of its pupils, both in academic standards and in the wide range of extra-curricular activities available. This is satisfactory. Relationships between pupils and staff are good, as is the learning environment created. The ethos of the school is good as are relationships of the pupils and pupils' behaviour is very good. The headteacher has accomplished much in her time at the school to raise standards in all areas. The capacity for improvement is good.

76 **Staffing, accommodation and learning resources**

73 The provision of staff, accommodation and learning resources is satisfactory overall. The number and range of experienced and qualified staff to meet the needs of the curriculum is good. The qualifications and experience of support staff make satisfactory contributions to pupils' attainment and progress. Arrangements for induction, appraisal and professional development are satisfactory. Accommodation is good and the provision of learning resources is satisfactory.

74 All teachers have a high level of professionalism, dedication and commitment. They work extremely hard to meet the needs of their pupils. The level of staffing is good. Individual teachers have appropriate qualifications for specialist work. The special educational needs co-ordinator is well qualified for her role and makes a good contribution to the provision for these pupils. The teachers of children under-five continuously evaluate their practice, keep in touch with developments in 'early years' education and generally contribute successfully to the good progress children make. The work of support staff in nursery is invaluable. The well qualified music teacher contributes successfully to standards achieved by pupils in Key Stage 1. The office administrator works well to support the administration of the school.

75 Arrangements for professional development are satisfactory. There is a clear statement on the school's procedures for appraisal with a professional development interview taking place annually for teachers in the Autumn term and for support staff in the Summer term. The outcomes of these interviews are assessed alongside the completed subject co-ordinator questionnaires and their identified training needs. The headteacher has led strongly on staff development with a determination to establish strong year teams. Training is prioritised in line with targets in the school development plan and staff training is appropriately planned and documented. Generally the balance between individual and corporate needs is satisfactory. However, the training of staff has not always reflected a balance between the priorities identified in the school development plan and the professional development needs of the individual.

76 All teachers have received training for literacy and numeracy. In addition training in science, design and technology, religious education and information technology has effectively improved the quality of teaching in these subjects and pupils' attainment and progress. Standards in religious education and information technology are no more below acceptable standards. Standards in reading have improved dramatically with the successful implementation of the literacy strategy. Training has also addressed a weakness identified in the previous inspection where it was noted that there were too few opportunities for in-depth subject training to ensure policy is put into practice.

- 77 The school has adopted the local authority's New Teacher Induction Profile which includes good written procedures to support the induction of newly qualified staff and a useful mentoring system. There is no written guidance to support supply staff or those new to the school, although the deputy headteacher is identified in the role of mentor. She has successfully mentored two newly qualified teachers who are proving effective teachers.
- 78 The accommodation is good and allows the curriculum to be taught effectively and makes a good contribution to the standards achieved. The school environment is effectively enhanced by a range of attractive displays and is maintained to a high standard of cleanliness by the conscientious caretaker. There are sufficient, spacious classrooms and other rooms which are well used for other purposes. The library is well stocked and organised for the development of pupils' sound reference skills. The new information technology suite and music suite are timetabled for use and allow for suitably resourced and focused teaching and make an effective contribution to standards in these subjects. The additional classroom, new resource room and special needs teaching area have added to the good quality of the accommodation. Outdoor accommodation is adequate in size. The school boundary has been secured with fences around the school and locks on all the doors. This addresses a concern highlighted at the previous inspection.
- 79 There are sufficient resources for the school's curriculum and range of pupils. While resources were judged as generally adequate at the previous inspection there were shortages noted in over half the subjects. Staff have worked hard and effectively to address these shortages and all subjects now have a satisfactory level of resources. There is a good range of pitched instruments for music which are making a satisfactory contribution to standards in this subject. There is a good number of books and a satisfactory collection of large books to support the literacy strategy and these have made a good contribution to improved standards in reading. Many classrooms have a whiteboard and all have a range of number lines, 100 squares, and number cards which are very useful teaching aids and are well used and making a useful contribution to standards achieved.
- 80 Additional money has been well spent on upgrading computers and software in ICT. In addition, headphones and tape-recorders have helped learning in English. Despite this expenditure, there is only just a satisfactory number of computers for the number of pupils. Resources for religious education are now satisfactory with an improved collection of artefacts. There are very good resources for physical education.
- 81 The school makes good use of the immediate local environment to stimulate pupils' interest in their work. This includes visits to local churches, including the Catholic and Church of England churches, and the local supermarket. Pupils also make visits further afield to enhance the curriculum to places such as Stapeley Water Gardens and a Sikh Temple in Telford. Visitors include the Mayor, the Onatti Theatre Company, the school nurse, youth workers and a National Children's Home representative.

85 **The efficiency of the school**

- 82 Financial planning to support educational developments is satisfactory overall. The headteacher and the finance sub-committee have been effective in maintaining staffing levels during a period of staff upheaval and falling pupil numbers. They give due consideration to alternative strategies to organise pupils to ensure that they continue to receive capable teaching and support. A larger than usual investment fund is being maintained to cover any overspends in the basic budget during this fluctuating period which will continue into next year. The school has been successful in its bid to join the National Grid for Learning. Part of the funding is directed well to provide a specialist support assistant to train teachers and support pupils. In addition, governors have approved spending from the school fund to improve the fabric of the building by providing furniture for the new computer suite.

- 83 The finance sub-committee oversees budget spending and has satisfactory knowledge of the school's income, expenditure and costs of resourcing. It takes a full part in budget projection and, closely informed by the headteacher, is involved in general monitoring of the school's needs. The school's education development plan over a period of three years is clear but budgeting implications are only just being calculated. Procedures for evaluating the cost effectiveness of spending decisions in terms of pupil achievement and progress are under-developed.
- 84 Funding for pupils with special educational needs is used well. Money from the local authority for these pupils is used directly to employ staff, who work with them very effectively. In addition, the special needs co-ordinator is released from class teaching to fulfil such necessary duties as liaising with outside agencies, supporting pupils and monitoring their individual education programmes.
- 85 Teaching and support staff are effectively deployed and work well together to help pupils make progress. Care is taken to ensure that all teachers have equality of access to support during the week. However, there are occasions when support staff are in classrooms when direct support is not required. They are not always fully briefed as to the expected learning outcomes of lessons. Accommodation and learning resources are used well. Rooms no longer needed as classrooms because of falling rolls have been converted very effectively into a music base and a temporary computer suite. Alcoves in corridors are also utilised well to house the library, provide a space for cooking and space for small groups to work.
- 86 Financial control and school administration are good. The very efficient school administrator keeps finances in good order. Administrative procedures are unobtrusive, support efficient day to day organisation and allow teachers to focus on pupils' learning. For example, there are good procedures for ordering, invoicing and spending and the school makes good use of computerised systems to improve the speed and efficiency of financial management. All but one of the recommendations of a recent audit report have been carried out. The head teacher is aware of the urgent need to complete a inventory of equipment and resources.
- 87 Children enter the nursery with below average attainment especially in language and social development. When they leave school at the end of Key Stage 1, their attainment is in line with national expectations. Pupils develop very good attitudes to learning and behave very well. Teaching is satisfactory overall. Taking into account these factors and average unit costs, the school provides satisfactory value for money.

91 **PART B: CURRICULUM AREAS AND SUBJECTS**

91 **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

88 Children enter the nursery the year before they are due to start school and attend either morning or afternoon sessions. They enter school the term in which they are five. They come with a wide range of abilities but their attainment at entry is broadly below the average for their age. There are weaknesses in their speaking and listening and social development. Children spend most of their fourth year in the nursery.

89 Children make good progress. By the time they are five in one of the four reception/Year 1 classes, children's attainment meets the average for their age in language and literacy, personal and social development, mathematics, knowledge and understanding of the world, creative development and physical development.

90 The quality of provision for under-fives is good overall. There has been a positive response to the two key issues from the previous inspection. Despite a change of teaching staff and a new form of organisation in the nursery, the high quality of learning experiences and the outstanding ethos has been successfully maintained. There are still effective personal and social links between nursery and reception classes which help children's smooth transition into school. The joint planning which was praised at the previous inspection has been temporarily halted while staff implement changes in the nursery and reception curriculum. There has been good and effective liaison over the literacy and numeracy initiatives and the reception teachers generally build satisfactorily on the good provision made in nursery in these areas. Teachers and support staff in nursery plan successfully for areas of learning for children under-five. They use assessment and child observations well to inform future planning and ensure good progression in learning. In reception classes the link between the areas of learning and the subjects of the National Curriculum is less clear. There are good examples of assessment informing daily planning in reception classes although this is not as consistent as nursery practice. There is good partnership with parents in their children's learning in all under-fives settings with particular good involvement of parents in sharing books and supporting reading. Nursery support staff are very experienced, well briefed and make a valuable contribution to children's attainment and progress. Reception teachers plan regularly together and hard working support staff are mostly used effectively.

91 The quality of teaching is good overall. Over two thirds of lessons in nursery were good, while in reception it was over a third. The rest of the teaching was satisfactory except one unsatisfactory lesson in a reception class. Lessons are usually well planned with clear targets for children's learning. However, in some lessons in reception the planning is not sufficiently specific to children's needs, lesson pace is slow and occasionally support staff are insufficiently briefed.

92 Children's personal and social development progresses well and by the age of five children achieve standards expected for this age. In nursery, most children are confident, understand and respond positively to classroom rules and routines. They gain a measure of self-awareness as they organise their own play or work in groups with or without adults. Children develop secure relationships with one another and with adults and learn to co-operate appropriately in group situations. They contribute to planning sessions or class discussions in suitable ways, show respect for each other's ideas by listening to one another carefully and speak out with increasing confidence and clarity. In reception children continue to make good progress in their personal and social development. They move between groups and settle to tasks sensibly. They show a social maturity and an increasing capacity to make sensible choices in their learning.

- 93 Teachers' planning for children's personal and social development is very good. The organisation in nursery where children make choices about activities and the small groups of children in reception, gives very good support to their growing confidence and independence. All adults are warm and supportive. Children are well managed and this is underpinned by positive relationships. In nursery there is a good and appropriate balance of adult-directed and child-initiated activities. This is not as well achieved in reception. Teaching of the high number of special educational needs children is good. Close and effective liaison is kept with outside support agencies and the school's own special educational needs co-ordinator. These children receive good support and their progress is good
- 94 In language and literacy, children's speaking and listening develop from a low base and with good progress, standards are in line with those expected for this age at five. Children enjoy the activities provided and they have good very attitudes to learning. In nursery a strong focus is put on children's speaking and listening. Initially, a significant minority have under-developed speech. In reception children speak in sentences with a clearly developing vocabulary. By the time children are five attainment meets the average expected for this age. Children's knowledge of books develops well and by the time they are five, with good progress, standards in reading are in line with those expected for this age. In nursery children make a good start with their early literacy skills. They recognise their names. They listen to the teacher's reading of a story and join in repeated phrases. In reception, children know that words are read from left to right in English, read a few words and some read simple sentences. Most children progress well with their writing, and by the time they are five standards are in line with those expected for their age. In nursery, they understand that writing carries meaning as they write under their pictures with simple marks and some initial letters. They write their name with some letters correctly formed. Children in the reception classes can identify initial letter sounds of particular objects.
- 95 The quality of teaching for language and literacy is good. Teachers and support staff give it an appropriate emphasis from when the children first enter nursery. All adults engage children in planned speaking and listening when they talk with children as they work. In nursery they talk as, for example, children plan or review their activities, and in reception they talk as children are invited to comment on the story or take part in a game. In nursery, staff put a suitable focus on sharing books with children and encourage children to recognise their names and letter sounds. In nursery and reception, teachers satisfactorily encourage children to become aware of sounds of patterns of letters in rhymes and other familiar words as they explore stories together. In nursery the teacher and support staff competently and impressively support children in becoming early writers and this process is successfully built on in reception.
- 96 In mathematics, progress is good and by the time children are five standards are in line with those expected for their age. Children have very good attitudes to learning. They make a good start to early numeracy skills. In nursery children count members of their group to 14 and recognise there are "the same" number of boys and girls. They count sets of up to ten plastic fruits on a plate, remove a small number and some successfully work out how many are left. In reception, through practical activities, children understand and count confidently numbers to ten. They are beginning to understand simple addition problems of, for example "one more".
- 97 The teaching of mathematics is good in nursery. In reception it is mostly satisfactory and occasionally good. In the one unsatisfactory lesson, targets for learning were not made clear to the children and they wasted time. Occasionally support staff are insufficiently briefed on the specific target for children's learning and lessons lack pace. However, in both nursery and reception teachers plan appropriately for a wide range of activities to extend children's understanding of mathematical language and make good use of resources to help the children's understanding. Teachers in the nursery and the reception classes are successful at helping children learn how to read and record numbers, using pictures, objects and numerals.

- 98 In work to develop their knowledge and understanding of the world, children are given a good range of opportunities to explore the world around them. Teachers link these experiences appropriately to activities in the classroom and children make sound progress overall. They show good attitudes to learning. Children in nursery develop satisfactory skills as they instruct a programmable toy to move round the group. They recognise pictures of themselves, with their sense of the past developing slowly. Children in reception gain confidence with the keyboard on the computer. They explore materials and describe their properties with appropriate words.
- 99 Teachers make good provision for children to learn about themselves and the environment with effective use of a variety of resources, including visits to places of interest, to develop their knowledge and understanding of the world. Teachers and support staff make satisfactory use of computers to develop children's computer skills.
- 100 Progress in children's physical development is good and by the time children are five they achieve standards appropriate to their age. They enjoy the range of activities and show good attitudes to learning. In the hall and in their outside play areas, children in nursery and reception walk, run, jump and skip. Children in nursery show good control and co-ordination, for example as they hit the ball with the bat. Many children in reception make good attempts to hop and skip in their physical education lesson. During lessons, children use a range of cutting, painting, drawing, tracing, colouring and joining skills which aids progress in their manipulative skills and these develop well.
- 101 Teaching for physical development is good in nursery and satisfactory in reception. Staff provide a safe environment which is imaginative and challenging and encourages children to respond confidently with increasing skill. The variety of outdoor equipment in nursery and the planned physical education lessons for reception children give a good range of challenge. Children are encouraged to use space imaginatively and appropriately to build their confidence and agility. All under-fives staff suitably show children how to use tools, equipment and materials carefully.
- 102 Children make good progress with their creative development and by the time they are five they achieve standards appropriate for their age. They enjoy their creative activities and show good concentration and perseverance. Children in nursery use materials practically and imaginatively, successfully exploring an appropriate range of techniques to record their ideas and feelings as, for example they make their sock puppets and print with balls. In reception, children continue to experiment satisfactorily with a range of materials, for example they effectively print letters and paint pictures of faces. They begin to distinguish between sounds of a different pitch in music.
- 103 Teaching of creative development is good. Children are given suitable opportunities to respond and represent their ideas through drawing, painting, making use of malleable materials, retelling stories, dance and music, and there is satisfactory provision for imaginative play. Children in reception have good opportunities to sing and clap in their music lessons and in assemblies.
- 104 The nursery teacher in charge who is also area co-ordinator, and the early years co-ordinator in reception give positive leadership to their under-fives settings. There is a constant evaluation of provision. The early years co-ordinator in reception is concerned about the lack of continuity in planning and organisation between nursery and reception and there are clear plans to address this. There are good quality, well organised resources which are easily accessible to the children. The accommodation for nursery and the reception classes is good and enhanced by good displays. Classrooms are well organised and well used for the benefit of all the children. Children in nursery benefit from a safe outdoor play area.

English

- 105 The results of 1998 National Curriculum tests in Key Stage 1 show that in relation to national standards, attainment was below the national average in reading and close to the national average in writing. Teacher assessments showed pupils' attainment below the national average in speaking and listening. The percentage of pupils attaining the higher levels was below the national average. When compared with similar schools results were well below average in reading and below average in writing. At the time of the last inspection standards of attainment were described as in line with national expectations for speaking and listening and reading, and above average in writing. Scrutiny of results in 1996 and 1997 show standards in reading and writing rising in line with national trends. The judgement of inspection is that there is a significant improvement from the test results of 1998. The standards observed both in classrooms and in written work during the week of the inspection and the effect being felt from the National Literacy Strategy, show standards of attainment by the end of Key Stage 1 to be in line with the national average.
- 110 Four year olds enter school with attainment in English skills which is below average for their age. However, throughout the year they learn to use a growing vocabulary with greater fluency to express their thoughts and meaning, they listen and respond to stories, nursery rhymes and songs and take part in role play with other children with growing confidence. When they enter Key Stage 1, most have attained a level of English skills in line with those expected for their age.
- 106 Progress is generally good in reading and writing, as well as in speaking and listening. It is good for pupils at all levels, except in some Year 1/reception mixed age classes, where the needs of reception pupils are not always matched by the work provided for them. Pupils with special educational needs make good progress in English, appropriate to their abilities, with the help of the special educational needs teacher, the classroom teachers and the classroom support assistants. They are given individual targets to meet and sound educational plans to guide the direction and pace of their work. Pupils with English as an additional language and pupils from ethnic minorities make good progress with the support they receive. There is no significant difference in progress between boys and girls.
- 107 Throughout the key stage pupils make good progress in speaking and listening. Most pupils, from the earliest age, learn to listen to each other and adults with some attention. Their vocabulary increases in range, but it remains narrow, and although many are able to communicate their ideas clearly, sentence structure remains weak.
- 108 By the end of Key Stage 1, standards of speaking and listening are broadly average. Pupils communicate with enthusiasm in skilful question and answer sessions with teachers, but few can speak in a sustained or extended manner. Pupils lack opportunities for, and experience in, identifying situations which call for different forms of spoken language. There is insufficient opportunity for structured activities such as drama, though there is some role play in the curriculum and good practice was seen in a Year 1/2 lesson in which a character from a book was being 'hot seated' in preparation for writing a diary.
- 109 Throughout the school pupils make good progress in reading. Pupils progress in reading in reception, and development is accelerated in Year 1.

- 110 By the end of Key Stage 1, reading standards are average. Many pupils read with a reasonable degree of fluency. Many can discuss the stories they read and some have favourite books and authors. However, a minority read aloud without expression and some without understanding of what they are reading. A large proportion of pupils are enthusiastic about books. Pupils use appropriate strategies, such as word recognition and picture clues, to help them tackle unfamiliar words, but their skills in using phonics in their reading are not always fully developed, although it is clear that the implementation of the National Literacy Strategy is rapidly rectifying this situation. Those with a strong grasp of phonics can correct themselves with ease. Reading comprehension, however, is strong and many pupils use initiative and thought when extracting information from texts. Pupils select from the school's collection of coded reading schemes and take books home daily, together with reading records which are regularly annotated by teachers and parents alike. Teachers also keep their own regular reading records for individual pupils, in order to enhance their progress.
- 111 Throughout the school pupils make good progress in writing.
- 112 By the end of Key Stage 1, writing standards are average. Spelling is often sound, as are punctuation and sentence structure, and presentation is generally neat. Handwriting is taught in addition to other areas of English. The range of writing experiences provided is stimulating and pupils are given the opportunity to write creatively, for example, by writing new adventures of a familiar story character, such as the work on 'Winnie the Witch'. Topic work is not over-dominant and personal response is encouraged. Most pupils have sufficient grasp of the basic technical strategies of the language to take full advantage of these opportunities. Pupils are very willing to write and often do so in a sustained manner. Older pupils are taught some study and library skills and some can check their work with a dictionary or wordbook to ensure precision. Pupils learn to draft work and edit it to improve its finished quality. Standards of handwriting are variable, though by the end of the key stage most pupils can use joined writing.
- 113 Levels of literacy support pupils' learning satisfactorily in other subjects of the National Curriculum and religious education. For example, in mathematics and science pupils use appropriate vocabulary for the task. They talk of counting on 'one more' as they play their mathematics game and describe the properties of materials as they sort them in science. In history they do extended writing about the Fire of London, recording it successfully using information technology. In music pupils compose words to a song and give careful consideration to appropriate vocabulary.
- 114 Pupils' response to the subject is generally enthusiastic and they are capable of good concentration for quite long periods of time. When they receive stimulating class teaching they are keen to achieve, listen attentively and work well and co-operatively, showing a positive interest in reading, writing and speaking activities. Reception and Year 1 lessons seen using 'Where's my Teddy?' showed the high level of involvement often seen in literacy lessons. Occasionally when they are less involved in the lessons, especially when working in groups without direct supervision, they can become restless and lose focus on their work. Behaviour is generally very good in lessons and pupils show respect for books and other resources. Pupils often show initiative in their work, and they always work collaboratively and good-naturedly.
- 115 The quality of teaching is always satisfactory and often good; sometimes very good. Nearly 80 per cent of lessons were good and seven per cent were very good. The best lessons are characterised by well planned activities which have clear targets for the pupils' learning. These targets are identified in the effective linking of new learning to previous knowledge and experience, as in a lesson in Year 1 where pupils were developing a sense of chronology in writing, in order to sequence a story. Weaker lessons are less precise in planning targets for all age groups and sometimes they do not address reading, writing and speaking and listening evenly. Teachers generally have good subject knowledge and are conscientious and hard-working, making great efforts to encourage pupils' interest in the subject. Classroom management is usually good, as is control and discipline and pace is often brisk and productive. Not all teachers promote speaking and listening activities fully.

- 116 The National Literacy Strategy has been effectively implemented. New schemes of work are in place. These are useful documents designed to improve the clarity and focus of teaching. There is sound coverage in them of the National Curriculum programmes of study and their aim is to provide satisfactory progress and continuity in pupils' learning. The schemes of work are created to meet priority needs within the subject. Much work has been done by the co-ordinator in the last year to evaluate them to provide further opportunities to raise achievement. The implementation of the National Literacy Strategy is providing an added structure to teachers' planning which is already benefiting pupils and improving their attainment and progress.
- 117 Pupils' work is assessed individually and there is a portfolio of moderated samples as a guide to levels of achievement. The co-ordinator evaluates the curriculum in the subject with year group teachers, largely on an informal basis, but has too little opportunity to monitor the teaching of the subject. A full reading record is maintained for each child as a log of books read and there is a useful home/school reading book which is filled in by parents, as well as a writing workshop book with grades given to pieces of work.
- 118 The committed subject co-ordinator has ably led the staff in developing the National Literacy Strategy and planning the schemes of work. She has ensured consistency of progress and has done much to help and support teachers in their use of the new structure. Monitoring is taking place through evaluation of planning, monitoring of records and pupils' written work and informal staff discussion. The co-ordinator has set targets for the year in raising standards in English, and there is evidence to show that these were exceeded in 1999. The co-ordinator has attended training courses on aspects of English teaching and has reported back to the staff on these courses, so that knowledge and understanding of the techniques and structure of the National Literacy Strategy are widespread and successfully used by the teaching staff.
- 119 Learning resources are good in classrooms, where there is a good supply of inviting reading schemes and a good stock of fiction books. There is an adequate library, though this needs replenishing with a new stock of reference books. The library is used to introduce older pupils to research skills. Information technology is not extensively used, though more resources in software and hardware are in the process of being introduced.

124

124 **Mathematics**

- 120 By the end of Key Stage 1 pupils' attainment is in line with the national average.
- 121 The results of 1998 National Curriculum tests for seven year olds show that attainment of pupils was broadly in line with the national average. However, the percentage of pupils attaining high levels was below the national average. When compared with similar schools, results were below average. At the time of the last inspection, standards of attainment were described as in line with national expectations. Since then results have been above national averages and show steady improvement in line with national trends but decreased in 1998. The judgement of inspection week is that standards are improving and that lower and higher attaining pupils are achieving satisfactorily. A clear factor is the targeting of groups of Year 2 pupils for extra support.
- 122 Pupils enter Key Stage 1 with standards in line with those expected for their age.
- 123 Pupils make satisfactory progress throughout the key stage. There is an appropriate focus on counting skills. Although pupils' mental recall is satisfactory, it is slow. This was a weakness noted in the last inspection. Youngest pupils use their counting skills satisfactorily as they count forwards two or three spaces on the games board. In Year 1 pupils count accurately to 20. This is reinforced well as they play their mathematics games. They use resources well such as number lines and number cards as they add two single digit numbers and record their answer as a number sentence.

- 124 Pupils of all levels of attainment make satisfactory progress against their earlier learning. The current evidence suggests a satisfactory number of pupils attaining the higher levels in Key Stage 1. The good progress made by special educational needs pupils is helped by specific, targeted, skilful support in class and a determination on the part of teachers to involve special needs pupils in all aspects of lessons. Pupils with English as an additional language and pupils from ethnic minorities make good progress with the good support they receive. There is no significant difference in progress between boys and girls.
- 125 By the end of Key Stage 1, pupils' attainment is in line with the national average. They achieve satisfactory standards in numeracy. They are secure in the relationships between addition and subtraction and can work out answers and check their results. They can add or subtract numbers to ten in their heads slowly. They are beginning to gain confidence using appropriate vocabulary. This develops well, for example, as they sort and label "odd" and "even" numbers, name common shapes and describe some of their features. They use the vocabulary of measure suitably, such as when they write the time and use the terms "half" and "quarter" and "minutes" past the hour. They measure lengths accurately with centimetres and metres. Pupils recognise coins to the value of a pound and count in twos, fives and tens to 50. They successfully extract and interpret information presented in simple lists and tables. Higher attaining pupils use their developing mental strategies to work out simple times and find the difference between two, two-digit numbers.
- 126 There is no consistent evidence of whole school strategies for the promotion of numeracy across the curriculum. However, levels of numeracy support pupils' learning satisfactorily in other subjects. The youngest pupils record simple patterns with letters in information technology. Older pupils use number skills to support learning in geography, music and design and technology. They measure accurately, record co-ordinates in geography and use mathematical vocabulary with growing confidence.
- 127 Pupils enjoy their mathematics lessons. When given the opportunity, most are confident to explain to others how they work things out and most are happy to record answers on the board. The youngest pupils get great pleasure playing games and show a high level of maturity as they take turns and follow the rules. They work sensibly, independent of adults. Pupils mostly behave very well, although when the pace of lessons is slow, they find intense concentration difficult. They show a great deal of responsibility; in the way they apply themselves to tasks and in their relationships with each other. There are instances of pupils working collaboratively and showing initiative. They select apparatus appropriate to the task, treat it with care and return it sensibly to the correct place.
- 128 The quality of teaching is satisfactory and at the end of the key stage in the Year 2 classes it is good. Teaching is never less than satisfactory. Twenty two per cent of teaching is very good and 11 per cent is good. At the previous inspection teaching was described as sound with good features. On this inspection, the consistent strengths of the teaching include the quality of overall planning, the good management of pupils and the use of resources. Teachers are skilful at using games to help pupils' learning. In addition, most teachers have adept questioning skills which probe pupils' understanding and help individuals make satisfactory progress. They have worked hard to take on the National Numeracy Strategy with only very recent training. Lessons show a clear structure with introductions, group work and end of lesson sessions. While their subject knowledge is satisfactory there are still areas for development in teaching. For example, an appropriate focus is given to calculating mentally but there is not enough emphasis on quick mental recall. Equally the pace of lessons is not consistent. Occasionally introductory sessions are too long and end of lesson sessions are rushed. Targets for learning are not sufficiently reinforced. Teachers plan for three levels of ability and generally build satisfactorily on pupils' former learning. However, in mixed-age classes teachers do not always make targets for learning sufficiently specific for individual groups of children. Too little opportunity is given to pupils to explain their "workings out" or record on the board. Insufficient use is made of homework at the moment to reinforce pupils' learning. Staff are aware of this. There are plans for a Maths Library which will have a collection of games available to all pupils in the school.

129 Throughout the school the quality of marking of pupils' work is not consistent although every opportunity is taken to mark the work with the pupils and give immediate feedback. Teachers have made some good resources for number work. These resources are used well to aid pupils' understanding. Insufficient use is made of ICT to support pupils' learning which is a weakness from the last report which has not been satisfactorily addressed. Teachers mostly make sound use of assessment to group pupils and monitor pupils' progress regularly, and effectively plan the next steps in learning.

130 The co-ordinator leads satisfactorily with the headteacher as her shadow co-ordinator. They have made a sound start to the implementation of the National Numeracy Strategy and are building on existing sound practice. They are very aware of what still needs to be done. There is a good mathematics policy in place which includes a clear outline of the mathematics curriculum. Staff are evaluating the National Numeracy Strategy with their own rolling programme of work. However, there has not been a lot of professional development for staff in preparation for the numeracy strategy, although more is planned. The co-ordinator has monitored some teaching but not a lot. She has given reception and Year 1 classes exemplar lessons and led staff meetings. There is a useful portfolio of pupils' work which usefully covers all areas of the curriculum except liquid measure but the work has not been assessed to National Curriculum levels. The school has set realistic targets for pupils' achievement at the end of Key Stage 1 and there is evidence to show they have exceeded these in 1999. Resources for mathematics are sufficient, of good quality, well looked after and very well organised in each class and there is a further supply in a central store.

135 **Science**

131 Teacher assessment in 1998 indicates that 86 per cent of pupils, at the age of seven, achieved broadly in line with national averages with three per cent achieving beyond this. In comparison with similar schools the number of pupils achieving broadly in line with national averages was below average and those achieving at the higher level was well below average in 1998. There has been a significant improvement in the last academic school year with almost all pupils attaining broadly in line with national average and with just over a quarter of pupils achieving beyond this. Inspection findings confirm this improvement which is largely due to a greater emphasis on scientific investigation in lessons.

132 By the end of Key Stage 1, pupils accurately name the parts of a plant and higher attaining pupils know that the stem holds the plant upright. They compare insects, reptiles and mammals, recognising some of their differences and similarities. Pupils know that ice is frozen water and conduct experiments to find in which part of their classroom ice melts most quickly. They compare their results with predictions they made earlier. Pupils competently construct simple electrical circuits from batteries, bulbs and wires and higher attaining pupils realise that the more elements are added to the circuit, the weaker the light from a bulb becomes. Pupils find out which shoe goes furthest when pushed down a slope and make appropriate decisions about making the testing fair.

133 Pupils make satisfactory progress over time covering all aspects of the National Curriculum. They make good progress with their experimental and investigative skills. Pupils develop their scientific vocabulary well through the many opportunities they have to observe and describe in lessons. For example, when younger pupils compare shiny, smooth, soft and hard materials. Pupils use an increasing range of ways of recording their work using drawings, diagrams, lists, and charts. However, recording skills are rarely extended to include the use of information technology. Good progress is made in lessons when pupils are involved in discussion with their teachers and misconceptions are put right. Pupils with special educational needs make good progress due to the admirable support they receive from teachers and classroom assistants. Pupils with English as an additional language and those from ethnic minorities make good progress with the support they receive.

- 134 Pupils have positive attitudes to their work in science. Behaviour is very good and this is a significant improvement on the last inspection. Pupils in Year 2 become engrossed in making electrical circuits and are delighted and surprised when they find that the bulb lights. Occasionally, they become over excited and find it difficult to settle to recording tasks. Younger pupils in Year 1 work together well in pairs to search for objects made of plastic, metal and fabric in their classroom. Pupils listen attentively to their teachers and explain their scientific findings confidently to the class. They handle equipment with respect and tidy up quickly at the end of lessons. Recorded work is usually presented well with careful drawings and neat writing.
- 135 Teaching is good overall, which is an improvement from the last inspection. All lessons were satisfactory or better and over 80 per cent were good. Teachers' sound knowledge and understanding enables them to teach with confidence. They provide interesting and appropriate practical learning activities that motivate pupils. All teachers have very good relationships with their pupils and most have high expectations of them. Occasionally, teachers plan effectively to take account of pupils' previous learning but this is not systematic practice. As a result work is sometimes too easy for higher attaining pupils or inappropriate for pupils under five. Teachers use questioning well to help pupils to observe accurately and describe in detail. For example, when younger pupils are examining the texture of different materials. However, there are sometimes insufficient 'Why?' questions to test older pupils' understanding of the way a circuit works. The management of practical lessons is good but pace is lost in some lessons with younger pupils where discussion and observation go on too long and pupils lose interest. Simple homework tasks such as counting the number of appliances in the home that have batteries or plugs, are given infrequently.
- 136 Science is co-ordinated well. There is a sound policy. A new scheme of work based upon the local authority model is being built up at present to take account of the mixed age classes. Teachers of younger and older pupils plan together in age-related teams, which greatly aids consistency of provision from class to class. The co-ordinator's capable monitoring of a sample of teaching has resulted in an increased emphasis on investigating and experimenting. Day-to-day assessment is used well in lessons to guide teachers' interventions. There is no systematic procedure for assessing pupils on a regular basis. The situation remains similar to the last inspection. Opportunities to assess pupils' attainment are being built into the new scheme of work. A portfolio of work has been begun but does not reflect National Curriculum levels of attainment. The reasonable range of resources is organised well and teachers often supplement them with items from home. Classrooms are spacious and comfortably accommodate several groups of pupils working on experiments at the same time. Educational visits to Amerton Farm and Stapeley Water Gardens further enhance pupils' learning about animals and plants.
- 141 **Information technology**
- 137 Pupils' attainment is in line with national expectations by the end of the key stage and has improved since the previous inspection. Recent staffing difficulties meant that improvements in response to the criticisms in the previous inspection lost momentum. Development has accelerated during the last academic year with the appointment of a new co-ordinator and as result of a successful bid to implement the National Grid for Learning. The school has not received the improved hardware associated with this project but in the meantime has established an effective specialist information and communication suite with its existing resources. The suite is beginning to be used well to promote the teaching of pupils' basic skills and to extend their knowledge and understanding of information and communication technology and its uses. The suite and its facilities are being used equally effectively to provide training opportunities for staff to improve their level of subject expertise. A knowledgeable and very capable specialist support assistant has been appointed to support these initiatives. In addition, a very effective scheme of pupil support has been established with students from the local high school.

- 138 By the end of the key stage, pupils use 'return', 'space bar', 'delete' and 'caps' functions on the computer when word processing. They use the mouse effectively to activate icons such as 'print' and to control objects on the computer screen when designing an imaginary town. They use paint programs successfully, filling in and changing the colour of their pictures on screen before saving and printing. Pupils access information on CD-ROMS to support work about animals in science. However, links with other subjects are insufficiently well established.
- 139 Pupils make satisfactory progress overall. Good progress is made in lessons where students from the local high school give additional support. Pupils progressively gain in confidence developing the skills required to control the computer through the keyboard. They consolidate and extend learning by regular practice. Pupils in Reception learn the functions of the tape recorder keys which gives them access to story tapes in the listening corner in their classrooms. In Year 1, pupils recognise that different types of switch control electrical appliances. The lack of suitable programmable toys means that skills acquired in the Nursery are not extended through to the work in school. Pupils with special educational needs and pupils with English as an additional language and those from ethnic minorities make good progress with the support they receive.
- 140 Pupils are eager to work in the computer suite. They watch teacher demonstrations with great interest. Where necessary, they share work on the computer well with a partner. Pupils talk sensibly and confidently to their 'friend' when working with high school students. Occasionally, when there is less support, younger pupils become distracted as they struggle with spelling. Pupils treat the equipment with respect.
- 141 The quality of teaching is satisfactory overall with some good and unsatisfactory teaching. In three lessons, teaching was good in two and unsatisfactory in one. Some teachers lack knowledge and understanding in this subject but are well supported by the specialist assistant and by careful time tabling of the student support. In implementing the new arrangements in the computer suite teachers with larger classes do not always allow pupils sufficient access to the computers. Planning is sound and ensures that pupils in parallel classes have the same provision. However, it is not equally successfully in taking into account the differing attainment levels and experience of pupils in mixed age classes. For example, younger pupils could not proceed with their task because of worries over spelling and for higher attaining pupils tasks were sometimes too easy.
- 142 Information technology is co-ordinated competently. There is a sound policy in place. A new scheme of work based upon the local authority model and that of the Qualifications and Curriculum Authority is being built up at present. Teachers of older and younger pupils plan together in age related teams. This provides a sound framework for the development of skills and understanding. Day to day assessment is used effectively to guide teacher intervention when pupils are working in the suite. A simple skills assessment sheet was introduced last academic year but there are no systematic procedures for assessing pupils' progress and attainment through the school. In reporting to parents teachers effectively indicate what pupils can do. The co-ordinator has had insufficient opportunity to monitor teaching. The number of computers will be increased dramatically when the National Grid for Learning comes on line enabling the present computers to be returned to classrooms, where they are more easily accessible to enhance work in other subjects. An after school computer club once per week is very effective in further extending pupils' skills in information technology.
- 147 **Religious education**
- 143 By the end of the key stage, the attainment of the substantial majority of pupils is consistent with the expectations of the locally Agreed Syllabus.
- 144 Pupils enter Key Stage 1 with standards in line with those expected for their age.

- 145 The majority of pupils make satisfactory progress in relation to their prior attainment. Those with special educational needs, English as an additional language and those from ethnic minorities make good progress with the support they receive. Pupils in the reception classes understand that some places are special like home, school and church. They have an understanding of why places of worship are important and can identify some of the features that make them different from other buildings. Year 1 pupils have thought about God's creations and recorded their ideas about those they feel are the "most wonderful". In lessons on the Sikh religion they have found out about the work of the Guru Nanak. Overall pupils make satisfactory progress in their knowledge of the Bible and the stories in it. They become aware of the fact that people worship in many different ways and have different customs, for example, the Jewish Bar Mitzvah. They develop in their ability to take part in discussions and take it in turns to speak.
- 146 By the end of Key Stage 1, pupils understand the importance of the cross as a symbol of the Christian religion. They are able to identify places where the symbol of the cross is most likely to be found, for example, cemeteries, and on top of churches. They know the crucifixion story and are aware that Jesus died on the cross because he loves them. Pupils across the key stage are aware of the importance of prayer as a way of talking to God. They have listened to, and discussed stories from the bible, for example, the story of the Good Samaritan and Jesus meeting his disciples. Pupils are beginning to understand the importance of friendship, sharing and trust and they have an understanding about how their actions can cause others to be happy or sad.
- 147 Pupils have positive attitudes to lessons. They discuss issues thoughtfully and listen to and appreciate the points of view of others. They ask relevant questions and are willing to give their ideas about the topic being discussed. They are well behaved and listen attentively to their teachers
- 148 Teaching is satisfactory overall and is sometimes very good. Only three lessons were observed. Two were satisfactory and one was very good. Teachers have sound subject knowledge and plan their lessons well. Relationships with pupils are good and the teachers have generally good class control. Teachers' knowledge of the subject is generally satisfactory. They make good use of pictures, stories and artefacts to illustrate their lessons. Where teaching is very good a range of different teaching aids are used, pupils' questions are dealt with sensitively and their views are given the respect they deserve. The use of work sheets is a feature of many lessons and these are well chosen to suit the range of ability in the class. However, in some classrooms these are overused and the range of experiences given to pupils are in consequence limited. Teachers mark pupils' work but there is no consistent use of assessment information to plan future lessons.
- 149 The subject co-ordinator has established links with the local education authority's advisory service and is keen to ensure that religious education is properly organised and appropriately taught. The school has addressed the criticisms made in the report of February 1996 and is now complying with the statutory requirements for collective worship. In response to the report, the school has reviewed its coverage of religious education in all areas and increased its provision in those areas where it was thought to be weak, for example, coverage in more depth of religions other than Christianity. The school's action plan identifies areas of religious education that still need to be developed. Resources for teaching the subject are generally satisfactory and in some areas good, for example, the provision of artefacts from religions other than Christianity. The school is aware of the need to increase the number of artefacts available for the Christian religion. Planning is based on the locally agreed syllabus and learning objectives are clearly identified. The monitoring of provision within the subject is being developed by the school with the use of lesson observations and the creation of a portfolio of pupils' work. The school has established good links with a number of local places of worship and has a wide range of people visiting the school to talk to the pupils about religion.

154 **Art**

- 150 By the end of Key Stage 1 attainment is in line with the standards expected of pupils of a similar age. Pupils show strengths in observational and drawing skills.
- 151 The evidence is taken from the small sample of lessons observed, discussions with teachers, discussions with pupils, scrutiny of pupils' work, the colourful displays around the school and discussions with pupils. Displays of pupils' work in art, in classrooms and in corridors, enhance the quality of the school environment.
- 152 Pupils enter the key stage with attainment in line with standards expected for pupils of a similar age. Throughout Key Stage 1, progress in art is satisfactory and pupils with special educational needs have full access to art lessons and progress satisfactorily. Pupils' progress in observational and drawing skills is good. Pupils with English as an additional language and those from ethnic minorities make sound progress with the support they receive.
- 153 In the reception classes and, to a greater extent and with more direction, throughout the rest of Key Stage 1, pupils experience a wide range of materials and techniques, through which they develop sound skills and begin to use them effectively. They are able to make repeated patterns and prints and observational drawings, such as the illustrations of pastel and paint self portraits in a reception classroom, and they use the skills of drawing, painting, collage and the use of clay. They make good progress in the development of observational skills and demonstrate increasing control of tools and materials, as observed in lessons on the use of sketching pencils to record the shape of objects being studied in history and science by the use of shading. They learn to recognise visual elements such as colour, pattern and texture and are able to discuss these in relation to their practical work. Pupils in Year 1 had grasped a sense of perspective and shape, seen in the clay figures of animals after a visit they had made to a farm. Year 2 pupils had produced some good still life drawing, as well as some close observation of historical tools seen at a museum, using shading and proportion carefully. Pupils record their observations with pencils, pastels, chalk and paint. They begin early to match colours successfully and mix and blend them, as seen in a Year 1 class where pupils were mixing thick paints and using them to paint their own choice of appropriate objects. Pupils make collages, using fabrics and other materials, in the style of Matisse in some Year 2 work seen. Their work is often original and imaginative, such as some pictures of sunflowers in the style of Van Gogh in strong, bold colours. They begin to recognise the styles of a few famous artists and acquire a sense of appreciation of art, though this area of the scheme of work is less developed than others. Some older pupils begin to review and evaluate their work as it progresses, as well as working with greater precision and control. Many develop good drawing skills and are able to record their observations with an increasing degree of accuracy. In Year 2, pupils begin to cope with more complex shapes and develop a sense of composition and perspective. However, little art from different cultures is used to give the pupils a sense of the richness and variety in mixing different influences and techniques, apart from some work seen on African masks. Information technology is not used effectively in the subject.
- 154 Pupils' response to art lessons is good. They concentrate well, respond to teachers' suggestions and make thoughtful choices in use of materials for collage and colours for painting. They apply themselves well to the tasks set and have a deserved sense of pride in their finished work. They enjoy the way in which they are encouraged to experiment and explore a range of materials and methods and look on lessons as periods of creative endeavour, to be enjoyed. Pupils use materials sensibly and independently, they behave well and make the most of art activities.

- 155 The quality of teaching was satisfactory in the few lessons it was possible to observe. Most teachers have some knowledge of art and are effective in communicating their interest to the pupils. They intervene sensitively and make helpful suggestions to enable pupils to improve their work. Some teachers are able to demonstrate technical skills and, although the policy is in need of review and the schemes of work are being re-written, the co-ordinator provides carefully thought out plans to aid other teachers. Detailed planning by the co-ordinator ensures that all teachers feel secure in their teaching of the subject. At the moment, a scheme to plan coverage of famous artists is being formulated. There is no formal assessment in the subject, though a full portfolio is used to provide evidence of progression. Pupils receive good verbal support to help them develop, as well as much individual attention. The new and enthusiastic co-ordinator is presently drawing up extensive schemes of work, which fit into the curriculum plan, using topics as inspiration.
- 156 Resources are held accessibly in or near classrooms and they are comprehensive, although there are too few reference books. Other resources, such as visits by the school to a local museum, or new designs for the school playground, are well used as stimuli to initiate collaborative art work. The visual environment of the school is a strength. Good cross-curricular links are made, with stories in English and with science and history.
- 161 **Design and technology**
- 157 Pupils' attainment is line with standards expected for pupils of a similar age.
- 158 Only two lessons were observed during the inspection owing to timetable arrangements. Judgements have been made on these and on the scrutiny of pupils' work, displays around the school and interviews with teachers.
- 159 Pupils enter the key stage with attainment in line with standards expected for pupils of a similar age. Throughout the key stage pupils' progress in design and technology is satisfactory. Pupils with special educational needs and English as an additional language and those from ethnic minorities make good progress with the support they receive. Younger pupils design and make houses from a range of construction kits after looking at the features of houses on posters and outside the school. They describe the houses in simple terms noticing, for example where the windows are placed in bungalows and terraced houses and incorporating them effectively in their designs. They improve their skills of cutting and sticking with tape when making a box to carry their 'scrumptious pizzas'. Older pupils develop their skills further, carefully marking out and measuring to construct moving pictures made with slider or pivot mechanisms. They finish their pictures with colourful and neat crayoning. Work on improving their school playground gives them a good opportunity to participate in a 'real' design project.
- 160 By the end of Key Stage 1, pupils cut with accuracy and join and shape with a variety of materials, for example, to make a moving puppet out of card. They carefully plan a carrying box for a pet, having due regard to comfort and safety. The planning, making and evaluating process is effectively established. They examine corkscrews, pliers and whisks, discussing how they work and whether they are fit for their purpose.
- 161 Pupils' attitude to design and technology is good. Younger pupils co-operate well when constructing their houses and listen patiently as their classmates explain their designs. Older pupils produce careful drawings of what they would like their playground to look like and show great pride when their feature is incorporated in the overall design.
- 162 The quality of teaching is satisfactory. Teachers have suitable knowledge and understanding of the subject, maintaining discussions with the class appropriately. They plan learning activities that will interest the pupils and help them make progress across a range of skills, for example, making a dancing man and designing a sandwich. In the two lessons seen there was no evidence of the shortcomings of the previous inspection. Teachers give suitable encouragement through positive comments on pupils' designs such as 'Super instructions!'

163 Design and technology are co-ordinated competently. The co-ordinators' knowledge and understanding have improved recently through work with a local adviser. There is a sound policy in place. A new scheme of work based upon the Qualifications and Curriculum Authority model is being built up at present. Teachers' planning for older and younger pupils in age-related teams provides a sound framework for the development of skills and understanding. Since the introduction of the National Literacy and Numeracy Strategies the work is planned in alternate half-termly blocks which enables pupils to make steady progress through the school. Resources, including tools, are adequate for the work to be covered. Pupils in Year 2 can further extend their skills at an after school club once per week.

168 **Geography**

164 Pupils' attainment in geography is in line with the standard expected for pupils of a similar age with some of the more able achieving above that expected.

165 No geography lessons were observed during the inspection and judgements are based on a scrutiny of pupils' work, discussion with the subject co-ordinator and teacher's planning.

166 Pupils enter the key stage with attainment in line with standards expected for pupils of a similar age. Pupils in Year 1 understand the use of simple plans and have designed their own, showing their route to school. They understand the use of postal addresses and the position of their own homes and those of their friends. They are beginning to understand the importance of symbols on maps and charts. The more able pupils have produced some good examples of weather charts using symbols. Some less able pupils have designed their own symbols for use on weather charts. Pupils in Year 2 are able to find positions on a grid using co-ordinates. They are able to follow directions such as left and right and are able to use them to plot a route round the school. They understand the use of compass points as a means of indicating direction.

167 The majority of pupils are making satisfactory progress in their ability to think geographically and use the correct vocabulary for the subject. Pupils with special educational needs, English as an additional language and those from ethnic minorities make good progress with the support they achieve. There are examples of good presentation, particularly by some of the more able pupils. However, a minority of pupils are producing work which is untidy and lacks care.

168 On the basis of the evidence available, the teaching of geography is broadly satisfactory throughout the key stage. Teachers' planning for the subject is good with clear identification of learning objectives. Using the scheme of work, teachers ensure continuity and the methods used to teach the subject show variety. However, although they are suitable for the work being done and the ability of the pupils there is evidence of the over-use of worksheets in some classrooms. Marking is confined to ticks and brief words of praise.

169 The subject is well managed and the scheme of work provides a broad and balanced experience for the pupils. The school's action plan for 1997-1999 demonstrates that the co-ordinator has a clear view of what needs to be done to improve the overall provision of the subject. Monitoring of the subject by the co-ordinator is not done on a planned basis. However, the co-ordinator has a good understanding of the standard of geography throughout the school. Assessment and record keeping are under review by the school and the formation of a portfolio of work and the identification of areas for development in the action plan shows its commitment to improve its provision in this area. Resources for the subject are adequate with recent emphasis on the provision of cross-curricular links, for example, the use of Big Books to link literacy and geography. Good use is made by the school of the local environment. The resourcing of the subject has improved since the report of February 1996.

174 **History**

- 170 Pupils' attainment in history is in line with the standard expected for pupils of a similar age, with some of the more able achieving above that expected
- 171 Only one lesson was observed during the inspection and therefore judgements are based on a scrutiny of pupils' work, discussion with the subject co-ordinator, teachers' planning and the schemes of work.
- 172 Pupils enter the key stage with attainment in line with standards expected for pupils of a similar age. Pupils across the key stage make satisfactory progress. Those with special educational needs, English as an additional language and those from ethnic minorities make good progress with the support they receive. Pupils in reception have some understanding of how things change over time, for example, they look at how they themselves have changed from birth. Year 1 pupils understand that their homes and the things they use in them have changed since the beginning of the century. More able pupils are able to arrange pictures of clothes irons into chronological order. In Year 2 pupils are able to put some events into chronological order and, during work on houses, describe changes over time identifying what is different. They understand that historical information can be obtained from a number of different sources. Pupils understand that individuals can influence the way we live, for example, the work Year 2 pupils have done on Thomas Eddison and his inventions. They are able to produce eye-witness accounts of historical events such as the Great Fire of London.
- 173 From the available evidence, pupils' progress in history is satisfactory. Pupils cover suitable material and develop their understanding of time passing and where to obtain evidence. They develop their understanding of chronological events and their ability to place objects in the proper time frame. They develop their ability to think historically with work on eye-witness accounts. Pupils with special educational needs are well supported in history and make good progress.
- 174 The attitude of the pupils towards the subject is satisfactory overall with some good examples. Pupils respond well to lessons, particularly where the use of artefacts is a feature.
- 175 They listen attentively to stories and take an active part in discussions. Where pupil response is good they show enthusiasm for the work in hand and are very well behaved. The work they produce is of a sound quality. The work done by some Year 2 pupils on the Great Fire of London with some effective cross-curricular links in song, dance, music and drama is of good quality and shows real effort.
- 176 Teaching across the key stage is sometimes good and never less than satisfactory. Where teaching is good, artefacts and other resources are used to considerable effect and teachers adopt an encouraging, calm and enthusiastic manner. Good use is made of stories and eye-witness accounts to gain the interest of pupils. Worksheets are generally chosen carefully with the ability of pupils as a consideration, but for some more able pupils they lack challenge and have little value educationally. There is also a tendency to overuse worksheets in some classrooms. Teachers have a sound subject knowledge and make good use of resources outside the school such as the Market Drayton Archives and local museums. These are used to enhance the quality of lessons and the standards attained. Information technology and literacy are well used to enhance coverage of the subject and pupils have produced a booklet giving their eye-witness accounts of the Great Fire of London using word processing with various styles of fonts. Planning is generally sound but the use of assessment to inform future planning is not consistent overall. Overall pupils are well managed and encouraged to talk about their work.

177 The subject is well managed and the scheme of work provides a broad and balanced experience for the pupils. The schools action plan for 1997-1999 demonstrates that the co-ordinator has a clear view of what needs to be done to improve the overall provision in the subject. Assessment and the recording of pupils' progress are under review by the school and the formation of a portfolio of work and the identification of areas for development in the action plan shows its determination to improve provision in history. The co-ordinator monitors work in the classroom but not on a planned basis. The provision of artefacts and other teaching resources is satisfactory. The school makes good use of local amenities such as museums and central archives.

182 **Music**

178 By the end of Key Stage 1, attainment is in line with standards expected for pupils of a similar age in both performance and in lessons, offering pupils a worthwhile experience.

179 At both key stages pupils' response to the subject in singing in assemblies and in music lessons in general is one of involvement and enjoyment of the activities. Pupils are full of interest and motivation, showing mature and ready response to the music and to the direction of teachers. The recorder groups and the choir are strong in the school, demonstrating musical achievement and a spirit of teamwork, together with pleasure in creativity.

180 Pupils enter the key stage with attainment in line with standards expected for pupils of a similar age. Throughout Key Stage 1, pupils make satisfactory progress. Pupils with special educational needs, English as an additional language and those from ethnic minorities make good progress with the support they receive. Curriculum music lessons enable pupils to acquire knowledge of the skills of dynamics and accuracy of pitch, rhythm, co-ordination and duration. From the earliest age pupils become accustomed to different rhythms and are able to clap them and combine them with body movement, as seen in a Year 1/Reception class responding to various percussion instruments. They combine listening and appreciation with some acquisition of knowledge of composers and their works, such as the appreciation of Saint Saens' 'Carnival of the Animals' observed in a Year 1 class, though there is room for development in this area of the schemes of work. They can also understand what they are doing in practice. They have familiarity with many musical terms; they can tell the difference between some different instruments, different styles of playing, patterns and varied rhythms. The basic elements of music are acquired with eagerness and pleasure. As they proceed through the school, their understanding and knowledge deepen. Pupils learn to improvise a chord sequence vocally, responding to groups of three or more beats.

181 Teaching is satisfactory overall. During the inspection it was only possible to see a few music lessons, but in those seen careful planning was a strong feature, giving them a structure that built on previous learning for most pupils. Teaching is marked by a range of strategies and approach which stimulates pupils' interest and introduces them to the ideas, concepts and practice of music. Class control and management are very good, because the lessons are so greatly enjoyed and anticipated by the pupils. Assessment is satisfactory. It is measured individually, often on the spot, and by outcome, especially in performance, by good feedback to pupils.

182 Many opportunities exist in the school for musical activities, such as recorder and music clubs and an enthusiastic choir. Pupils with special educational needs have full access to the subject and often take great pleasure in performance work.

183 The teaching of music is co-ordinated by a music specialist, who is also a part-time class teacher and, in the last year, she has been joined by another class teacher who is full-time. Since the last inspection, there have been several changes in the organisation of the subject which have delayed the review of the schemes of work. The co-ordinators are at present reviewing the policy and developing new schemes of work to provide comprehensive coverage of the subject. As yet, there has been little opportunity for training and evaluation of the success of the commercial scheme used, but it is planned for in the next academic year. There has been some opportunity for the sharing of teaching methods by the co-ordinators through observation of

teaching, though this has not been extended to the rest of the school. The co-ordinators keep specific examples of work to share with other class teachers.

184 The co-ordinators direct the subject with vigour and enthusiasm. Pupils learn to enjoy music as well as beginning to understand it. Pupils' awareness of their musical heritage is well provided for and enhanced. In the week of the inspection, music was shared and enjoyed at assemblies; songs were well known and sung. The range of hymns is in process of being extended. There was some evidence in planning and work done of music from other cultures being used, such as the playing of tabla music to reinforce the concept of rhythm. Resources are generally sound and put to good use. The department is fortunate in having a high quality, spacious music room, forming its own good creative environment. Information technology, as at the time of the last inspection, has not yet been securely integrated into the music curriculum, but there is now a wide range of taped music to develop pupils' knowledge of the music of other cultures.

189 **Physical education**

185 By the end of Key Stage 1, attainment is in line with standards expected for pupils of similar age.

186 Pupils enter the key stage with standards expected for pupils of a similar age. Throughout the key stage, pupils' progress including pupils with special educational needs, English as an additional language and those from ethnic minorities is satisfactory. Pupils show good co-ordination and control as they run, hop and skip. They use the space well when warming up their bodies for gymnastics and understand that exercise makes their heart beat faster. In gymnastics, Year 2 pupils jump well, landing on one or two feet safely and neatly. Linking jumps together and joining them with other movements is less well developed. Pupils learn to throw and catch bean bags, quoits and balls correctly and accurately. Year 2 pupils in the folk dance club follow the rhythm of the music and patterns of a simple dance well.

187 The broad and balanced programme of work enables pupils to make satisfactory progress in games, gymnastics, and dance. Younger pupils practise conscientiously to refine and improve their skipping when using ropes. Older pupils successfully transfer their jumping skills from the floor to working on benches and mats. Pupils with special educational needs make good progress in lessons through appropriate support from classroom assistants. Swimming is included in the programme for Year 2 pupils in the summer term. Pupils make good progress in swimming. Most of those who start as non-swimmers gain in confidence and swim short distances sometimes using buoyancy aids. Higher attaining pupils improve their strokes to swim at least 25 metres and some progress to learn survival skills.

188 Pupils enjoy physical education lessons. They all change into the smart white school kit. Behaviour is very good even on occasions when the pace of lessons is slow. There is no evidence of the noisy behaviour noted in the previous inspection. Pupils listen carefully and respond appropriately to their teachers' instructions. They concentrate well and younger ones persevere to improve their skills when skipping with a rope. Older pupils lift and carry apparatus with care, co-operating well. They take turns fairly when working on benches and mats in gymnastics.

189 The quality of teaching is satisfactory. Teachers set a good example by changing into appropriate clothing. Lessons are well organised and teachers give due regard to safety. Planning is generally satisfactory but activities are limited in range during most lessons. Teachers ensure that appropriate warming up activities begin each lesson. They often join in and are good models for their pupils. Teachers help pupils to refine single skills well but teachers' limited knowledge and understanding curtails the development of variety and range of movement. Limited opportunities are given for pupils to describe their own and others' work. The school plans to address these weaknesses following the co-ordinator's monitoring of teaching.

190 Physical education is co-ordinated competently. The policy is sound and is due to be updated. A new scheme of work based upon commercial schemes and books, is being effectively built up at present. The co-ordinator's competent monitoring has already recognised the need for specialist help to improve both the scheme of work and her own subject knowledge. Resources have been greatly improved since the last inspection and are now very good. A new climbing frame and mats have improved the apparatus for gymnastics and there is an extensive range of games equipment including soft rugby balls and mini-hockey sticks. Both the hall and playground are spacious and attractive giving pupils good working spaces. Teachers' day-to-day assessment is used well to guide intervention during lessons and reports to parents give a good picture of pupils' achievements. Pupils in Year 2 can further extend their movement skills through the admirable range of extra curricular clubs such as cricket, folk dancing and skipping and through visits from coaches in tennis and football.

195 **PART C: INSPECTION DATA**

195 **SUMMARY OF INSPECTION EVIDENCE**

191 The team consisted of five inspectors who spent a total of 16 days in school over four consecutive days.

- 68 lessons seen;
- assemblies, registration periods and discussions with pupils, amounting to 41 hours of inspection;
- observations were made of pupils arriving at school and at lunchtime;
- meetings were made before the inspection with the headteacher, staff and the chair of the governing body;
- during the inspection, daily meetings were held between the reporting inspector and the headteacher, there was also a meeting with members of the governing body, and planned discussion took place with the staff;
- inspectors examined the work of a representative sample of pupils from all year groups; over 40 pupils were heard read by inspectors;
- documentation provided by the school was analysed both before and during the inspection; the reporting inspector held a meeting before the inspection attended by 7 parents, and the responses to a questionnaire for parents about the quality of education provided by the school were analysed.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	165	4	44	18
Nursery Unit/School	54	1	13	

Teachers and classes

Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent)	9
Number of pupils per qualified teacher	18.3

Education support staff (YR – Y2)

Total number of education support staff	10
Total aggregate hours worked each week	102.5

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	2
Number of pupils per qualified teacher	27

Education support staff (Nursery school, classes or unit)

Total number of education support staff	5
Total aggregate hours worked each week	115

Average class size:	20.6
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Financial data

Financial year:

1998/1999

	£
Total Income	411,660
Total Expenditure	444,635
Expenditure per pupil	1,539
Balance brought forward from previous year	57,481
Balance carried forward to next year	24,506

PARENTAL SURVEY

Number of questionnaires sent out:

239

Number of questionnaires returned:

88

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	43	52	2	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	41	56	0	2	0
The school handles complaints from parents well	15	56	28	1	0
The school gives me a clear understanding of what is taught	28	64	6	2	0
The school keeps me well informed about my child(ren)'s progress	25	60	8	7	0
The school enables my child(ren) to achieve a good standard of work	32	61	7	0	0
The school encourages children to get involved in more than just their daily lessons	33	52	12	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	25	56	13	6	0
The school's values and attitudes have a positive effect on my child(ren)	36	56	6	2	0
The school achieves high standards of good behaviour	30	60	7	2	1
My child(ren) like(s) school	52	47	0	1	0

NB: Percentages of responses are rounded to nearest integer, sum may not = 100%
 Percentages given are in relation to total number of returns, EXCLUDING nil replies.