

# INSPECTION REPORT

## **Breadsall Hill Top Infant School**

Derby

LEA area: City of Derby

Unique Reference Number: 112746

Headteacher: Mrs H King

Reporting inspector: Mr J Woodcock  
1624

Dates of inspection: 22-26 November 1999

Under OFSTED contract number: 707174

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:	County
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	St Andrews View Derby DE21 4ET
Telephone number:	01332 345131
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Howarth
Date of previous inspection:	25-29 March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr J Woodcock Registered Inspector	Mathematics Science Information technology Design and technology Music Physical education	Attainment and progress Teaching Leadership and management Efficiency
Mr D Haynes Lay Inspector		Attendance Attitudes, behaviour and personal development Pupils' support, welfare and guidance Partnership with parents and the community
Mrs S Walker Team Inspector	English Religious education Art Children under five Geography History	Curriculum and assessment Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources Equal opportunities Special educational needs

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## Main findings

### INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	127	(average), plus 52 part-time nursery children
Pupils with English as an additional language:	1.7 per cent	(slightly higher than most schools)
Pupils entitled to free school meals:	22.8 per cent	(slightly above average)
Pupils on register of special educational needs:	21	(below average)
Average class size:	25.4	

Pupils' achievements are broadly average when they start school although many have limited linguistic skills.

### WHAT THE SCHOOL DOES WELL

- The standards achieved by higher and middle attaining pupils in reading, writing and mathematics.
- The range and quality of pupils' writing are good.
- Pupils make good progress in information technology, design and technology and music.
- Pupils' attitudes to learning, behaviour and relationships with others are good.
- The effective monitoring of pupils' progress and the individual targets set for improvement.
- The leadership and management of the school are good.
- The professional development of staff.
- The quality of teaching is good in over 50 per cent of lessons.
- The use of educational care officers and other staff to support learning is good.

### WHERE THE SCHOOL HAS WEAKNESSES

- The wide variation in standards of mathematics from year to year, particularly for lower attaining pupils.
- I. Pupils' handwriting.
- II. The easy access to and storage of learning resources.
- III. The lack of a secure play area for children under five in the reception class.
- IV. The coordination of the teaching of literacy skills between the nursery and reception classes.
- V. The effective monitoring of the health and safety policy.
- VI. Procedures for monitoring attendance.

Breadsall Hill Top Infants is an improving school. Overall, pupils' progress is satisfactory. The quality of teaching has significantly improved since the last inspection. Trends show that, in the last three years, standards have improved in writing and been maintained in reading and mathematics but there have been some wide variations between some year groups in mathematics. The weaknesses are outweighed by the strengths of the school but they will form the basis of the governors' action plan, which will be sent to all parents and guardians at the school.

### HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

All the key issues of the last inspection have been tackled. The management of teaching and learning has been improved and the quality of teaching has risen significantly since the last inspection. Effective systems for monitoring performance have been introduced. Good opportunities are now being provided to enable pupils to develop independent and investigative skills, particularly in mathematics, science and design and technology. The curriculum has been re-structured; teachers' planning clearly identifies the purpose of the lessons and the tasks set to meet the differing needs of pupils, particularly higher attaining pupils who are now achieving higher standards. The information about teaching and learning is gathered systematically and used to improve the provision. Assessments of pupils' knowledge, skills and understanding are used well to inform planning. School and individual teachers' training needs are identified as part of the school development plan and as part of the arrangements for the appraisal of teachers. These form the basis of the good professional development programme for all staff.

Since the last inspection, standards have improved in English, mathematics, science, information technology, design and technology, and music. The management and efficiency of the school have improved significantly and are now good. School development planning is also much improved. The school has set realistic targets to help pupils do better in National Curriculum tests. The staff and governing body have a strong commitment to bringing about school improvement and to meet the agreed targets. The school's capacity to improve is good.

## STANDARDS IN SUBJECTS

The table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<b>Key</b>	
Reading	C	A	<i>well above average</i>	A
Writing	C	A	<i>above average</i>	B
Mathematics	C	B	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

This table is based on pupils who have now left the school. It shows that standards in the 1999 tests were average in reading, writing and mathematics. However, when compared with schools with pupils from similar backgrounds, attainment in reading and writing is well above average, while in mathematics it is above average. The teachers assessed attainment in science in 1999 to be average. The inspection found that standards, when compared with all schools, are average in reading, writing, mathematics and science. However, standards in handwriting are unsatisfactory and, in mathematics, standards are above average for higher and middle attaining pupils but well below average for lower attaining pupils. The test results in mathematics have shown wide variations over the past three years. Attainment in information technology and religious education is in line with those standards expected for pupils by the age of seven.

Inspection evidence shows that attainment in information technology, religious education, design and technology, geography and music have improved since the last inspection and the substantial majority of pupils now attain the expected level by the age of seven. Attainment in art, history and physical education has been maintained at satisfactory levels but children under five are not doing as well as they did at the time of the last inspection. Overall, the attainment of pupils with special educational needs and English as an additional language is satisfactory. There is no significant variation in the attainment of boys and girls.

## QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years
English	Satisfactory	Satisfactory
Mathematics	Satisfactory	Good
Science		Satisfactory
Information technology		Good
Religious education		Satisfactory
Other subjects	Satisfactory	Satisfactory

Overall, teaching is satisfactory; it is often good and has a positive impact on pupils' attainment and progress. This is a significant improvement since the last inspection. Teaching is satisfactory or better in 94 per cent of lessons; it is good or better in 54 per cent of lessons and very good in 8 per cent. However, 6 per cent of lessons show some shortcomings and are unsatisfactory. The teaching of pupils with special educational needs is satisfactory. Teaching is satisfactory in the nursery. Teaching in the reception class, Year 1 and Year 2 is satisfactory overall but is often good and occasionally very good. Teaching is good in mathematics, information technology, design and technology, and music. Overall, teaching is satisfactory in English, science, religious education, art, geography, history and physical education.

*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	Good.
Attendance	Satisfactory.
Ethos*	Pupils' attitudes to learning and their relationships with each other are good. The school's commitment to achieving higher standards and its capacity for further improvement are good.
Leadership and management	Good; there is good involvement of the governors and effective leadership by the headteacher and senior staff.
Curriculum	Curriculum planning is satisfactory. Subject policies and schemes of work are appropriate but are underdeveloped in mathematics. Procedures for assessing pupils' attainment and monitoring their progress are good. Provision for children under-five is satisfactory. No extra curricular activities are provided but staff give of their own time for the additional teaching of reading, particularly during the lunchtime break.
Pupils with special educational needs	Satisfactory; individual support for pupils with learning difficulties is effective; particular emphasis is appropriately given to literacy and numeracy.
Spiritual, moral, social & cultural development	Provision is good overall and it is rapidly becoming a strength of the school.
Staffing, resources and accommodation	Satisfactory overall; accommodation is used well; teachers and support staff work hard; the professional development of the staff is good. Learning resources are sufficient, are used well but easy access to them and their storage are unsatisfactory. The school lacks a secure playground for the reception class.
Value for money	The school gives good value for money. The school's income is well below the national average level for a school of this size.

\* *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
<p>VII. The pupils make good progress and standards are improving.</p> <p>VIII. The improving quality of teaching.</p> <p>IX. The good leadership and management.</p> <p>X. The positive attitudes and values that the school teaches.</p> <p>XI. Pupils' personal development.</p> <p>XII. Their children enjoy going to school.</p>	<p>XIII. The way the school handles complaints.</p> <p>XIV. The lack of some learning resources.</p> <p>XV. Limited information technology equipment.</p> <p>XVI. Cramped buildings.</p> <p>XVII. Lack of publicity about the school.</p>

Inspection judgements support the parents' positive views of the school. Over 97 per cent of parents are happy with the school; whilst three per cent have some concerns. The school has good procedures for handling complaints and manages issues concerning pupils' welfare with sensitivity and skill. The school has sufficient learning resources, these are used well but access to them and their storage are unsatisfactory. The school has sufficient resources for teaching information technology but computers, whilst still being serviceable, are rapidly becoming obsolete. The building was cramped in the school last year with one class working in the main hall. However, this is not the current situation and there are sufficient teaching areas for all the classes.

The headteacher and governors are seeking to improve communications with parents and have already developed good systems for sharing information such as newsletters and parents' meetings about the curriculum. They have made good provision for parents to meet teachers to discuss their children's attainment and progress but some parents have not yet taken full advantage of these opportunities. The headteacher is aware of the need to publicise the strengths of the school within the community.

## Key issues for action

1. The headteacher and the staff, with the support of the governing body, should include the following points for improvement in an action plan:

**Key issue 1:** raise standards in mathematics by:

- completing the policy and scheme of work;
- developing a portfolio of moderated work to promote a shared understanding about standards;
- monitoring regularly the attainment of the pupils in each class and year group and improving the consistency and quality of the provision for pupils with low attainment;
- improving the numeracy skills and mathematical vocabulary of lower attaining pupils;
- improving the focused teaching and learning support for targeted pupils.

(See paragraphs 6, 24, and 80-86)

**Key issue 2:** raise standards of handwriting by:

- providing training to improve teachers' knowledge of how to teach handwriting;
- provide more regular teaching of handwriting throughout the school;
- developing a portfolio of moderated work to promote a shared understanding about standards;
- sharing subject expertise and effective practice between members of staff.

(See paragraphs 9, 73, 76, 78 and 79)

**Key issue 3:** coordinate the teaching of literacy skills between the nursery and reception class by:

- identifying the key skills to be learnt;
- improving the direct teaching of these skills, particularly in the nursery;
- sharing the teaching objectives of lessons;
- using a common means of assessing the outcomes of children's learning and systematically recording the progress made;
- providing appropriate learning experiences for lower attainers to improve their linguistic skills.

(See paragraphs 6, 8, 23, 28, 60, 61 and 70)

**Key issue 4:** improve the access and storage of learning resources in all areas of the school.

(See paragraphs 38, 50, 55, 79, 86, 92, 112, 127 and 132)

**Key issue 5:** improve the provision for a secure area for outdoor play for pupils under five in the reception class.

(See paragraphs 50, 55 and 67)

1. In addition, the governing body should consider the following areas for inclusion in their action plan

- improving the monitoring of the health and safety policy.

(See paragraphs 38)

- improving the procedures for monitoring and promoting attendance.

(See paragraphs 17 and 36)

## **Introduction**

### **Characteristics of the school**

1. Breadsall Hill Top Infant School caters for pupils in the 3 to 7 age range; it serves the Breadsall ward of Derby and the surrounding area. There are 127 full-time pupils in the main school and 52 part-time in the nursery. The school is organised into five single age group classes, two classes per year and one reception class in addition to the nursery. Pupils are admitted to the main school in the academic year in which they are five years old and to the nursery after their third birthday. Overall, the school serves a mixed community with some pupils coming from less advantaged backgrounds. The proportion of pupils entitled to a free school meal is at 22.8 per cent, which is slightly above the national average but less than the last inspection. Evidence from baseline assessments carried out during the first term in the main school shows that pupils' attainment on entry is broadly average but there is a wide range of ability in some year groups, particularly in linguistic skills. The school has identified 18 pupils as having special educational needs; this is below the national average and is similar to the last inspection. Currently, two pupils have statements of special educational needs; this is broadly in line with the national average and is similar to the last inspection. The proportion of pupils from ethnic minority groups is similar to the national average. The proportion of pupils speaking English as an additional language is slightly higher than most schools.

2. The principal aim of the school is to provide a friendly, challenging, happy and secure environment appropriate to the present and future needs of the children. The main targets for improvement in the school's development plan are to implement the National Literacy Strategy; improve attainment in numeracy; develop further systems for monitoring teaching and learning and the use of assessment and baseline information; improve staffing levels and review job descriptions; improve the training of educational care assistants and mid-day staff; improve facilities in classrooms and outside areas, the decoration of the school and the provision of equipment, particularly computers; increase parental involvement in the life of the school and links with the community.

3. The school's target for Key Stage 1 in English is to raise the proportion of pupils achieving at least the nationally expected level to 80 per cent in National Curriculum tests by 1999 and 86 per cent by 2000. In mathematics, it is to raise the proportion of pupils achieving at least the nationally expected level to 79 per cent in National Curriculum tests by 1999 and 85 per cent by 2000.

## Key Indicators

### Attainment at Key Stage 1

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

Year	Boys	Girls	Total
1999	35	30	65

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	28	30	29
	Girls	27	29	27
	Total	55	59	56
Percentage at NC Level 2 or above	School	85	91	86
	National	82	83	87

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	28	28	29
	Girls	28	26	29
	Total	56	54	58
Percentage at NC Level 2 or above	School	86	83	89
	National	82	86	87

### Attendance

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

		%
Authorised Absence	School	5.8
	National comparative data	5.7
Unauthorised Absence	School	0.3
	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	8
Satisfactory or better	94
Less than satisfactory	6

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **5. Attainment and progress**

4.The results of the 1999 National Curriculum tests show that by the age of seven, pupils' attainment was close to the national average in reading, writing and mathematics. The number of pupils attaining higher levels was above average in reading but was average in writing and mathematics. Teachers' assessments in science show that pupils' attainment was broadly in line with the national average but below average for pupils attaining higher than the expected level. When compared with schools having pupils from similar backgrounds, standards are well above average in reading and writing and above average in mathematics and science. Trends over the last three years show that standards have improved in writing and have been maintained in reading and mathematics, although there have been some variations from year to year. Boys and girls achieve similar standards in reading, writing, mathematics and science. There is no significant variation in attainment between pupils of different ethnicity or background. Pupils with special educational needs achieve standards that are mainly below those expected for their age. Pupils with English as an additional language achieve standards similar to their peers. Since the last inspection, standards have risen in English, mathematics and science. The number of pupils underachieving has been significantly reduced, particularly the higher and middle attaining pupils; lower attaining pupils' linguistic and numeracy skills are not improving at the same rate. Overall, pupils' handwriting skills are below those expected by the age of seven.

5.Attainment in information technology is satisfactory; this is an improvement since the last inspection. Information technology is a developing subject in the school; good attention is given to policy development, planning, and the use of information technology across the curriculum. Since the last inspection, the school has maintained satisfactory standards in religious education. By the age of seven, pupils' attainment is in line with the expectations of the locally agreed syllabus for religious education. Since the last inspection, the school has maintained satisfactory standards in art, history and physical education and standards have improved in geography, design and technology and music, which are now in line with those expected for pupils by the age of seven.

6.Most children under five are beginning to attain appropriate knowledge, skills and understanding in language and literacy and mathematical development, particularly in the reception class where attainment is at the expected level. Their knowledge and understanding of the world, physical and creative development are broadly in line with those expected for children of this age. The majority make satisfactory progress in achieving the nationally agreed desirable outcomes for younger children's learning" and are prepared appropriately to start the National Curriculum. However, similar aged children in the nursery make slower progress and are not achieving the same levels of performance as their peers, particularly in the acquisition of linguistic and numeracy skills and in their knowledge and understanding of the world. This is not as apparently good as the last inspection report, although, accurate comparisons are difficult to make because of the different criteria being applied to this stage of learning.

7.Overall, pupils make satisfactory progress in English, mathematics and science. By the age of seven, the majority of pupils are beginning to talk about books and their authors. They read simple text and are improving their phonic skills to tackle unfamiliar words. Higher attaining pupils are improving the writing of imaginative stories using appropriate punctuation and spelling. However, pupils' progress in developing their handwriting skills is unsatisfactory. Counting skills are secure and the recall of number facts is improving. Pupils show an increasing understanding of place value. Knowledge and understanding of two-dimensional shapes are improving. Pupils show gains in measuring using standard and non-standard units. Progress in handling data is good. The pupils' progress in developing the skills of using and applying their mathematical knowledge is good. In science, pupils are improving their observational skills. They make satisfactory progress in improving their knowledge and understanding of living and non-living things. Pupils are developing a satisfactory understanding of materials and their properties. They are acquiring a good knowledge of light and its properties. Pupils make good progress in improving their investigative skills but the progress of lower attaining pupils is limited by their lack of recording skills and appropriate vocabulary to describe events.

8.Pupils make good progress in information technology, design and technology and music; progress is satisfactory in religious education, art, geography, history and physical education. By the age of seven, pupils are able to work practically with a variety of media to express themselves and represent the images they see. In design and technology, pupils are making good progress in improving their making skills and knowledge of the designing process. Progress in acquiring geographical knowledge and skills such as drawing maps, using coordinates and identifying weather symbols is satisfactory. Overall, pupils make satisfactory gains in their historical knowledge and skills but higher attaining pupils show good gains in their

understanding of the background and causes of the gun powder plot. In information technology, most pupils are developing good keyboard and mouse skills, and are improving their ability to use word processors, art programs and control technology. In music, pupils are improving their singing skills. They are acquiring good listening and appraising skills, for example in studying songs from other cultures. However, composing skills using tuned instruments are less well developed. In physical education, pupils are developing satisfactory gymnastic skills, but in dance, they show good gains in the use of gesture and contracting movements in response to Indian music. In religious education, they show an increasing understanding of Christian beliefs and other faith groups.

9. Pupils with special educational needs are supported well and make satisfactory progress. Records show that these pupils are improving their literacy and numeracy skills and that individual targets are achieved. There are clear procedures for monitoring their progress as they move between the stages of special needs provision.

### **Attitudes, behaviour and personal development**

10. Overall, pupils' attitudes, behaviour and personal development are good. They participate enthusiastically in lessons and apply themselves to tasks with good levels of concentration. Pupils respond well in discussions and willingly volunteer answers to questions. The school has worked hard and been successful to helping pupils' develop investigative skills such as in science and information technology in Year 1. This is an improvement since the last inspection. When working in groups, pupils share ideas and equipment efficiently and are proud of the work they produce.

11. Behaviour around the school and in the playground is good. At dinnertime, pupils' behaviour and the manners they exhibit are very good. A small amount of inappropriate behaviour was observed in some Year 2 lessons, which was not addressed by the teacher. The behaviour policy is effective. The staff, together with the children, have developed a set of simple, easy to understand and apply rules. The use of a teddy bear in all aspects of the policy makes it readily acceptable to all the children. There is no evidence of bullying or other antisocial behaviour and the children and parents confirm that this is not a problem in the school.

12. Relationships are good. Teaching and non-teaching staff listen carefully to the concerns of pupils, provide guidance, and support effectively. Pupils are confident and courteous in the presence of adults and will readily enter into discussion. In the playground, and particularly at dinnertime, pupils socialise well with each other and readily help each other in play activities such as skipping. Relationships between all the staff are good, which contributes to the positive atmosphere that exists within the school.

13. The personal development of pupils is satisfactory. All staff, including the midday supervisors and canteen staff, know the children well and encourage and support the children throughout the day. Some pupils assist in clearing the hall after dinner and are proud to work with the adult staff. Daily assemblies provide the opportunity for quiet reflection and prayer and the values of forgiveness, tolerance and knowing right from wrong are addressed. Playtimes are not planned as a time for developmental play, and a very limited amount of equipment is available for the children to use.

14. Pupils with special educational needs have positive attitudes towards their work, particularly when supported by educational care officers or parental volunteers. They behave well and work sensibly in small groups or individually and their relationships with adults are good.

### **16. Attendance**

15. Attendance is satisfactory. Overall attendance has improved since the last inspection and is now in line with national averages; there is a very small amount of unauthorised absence. Pupils are eager to attend and registration takes place promptly and quickly and does not delay the start of the teaching day. There are very few latecomers. Lessons start on time and the published timetable is closely adhered to throughout the teaching day.

### **17. Quality of education provided**

#### **17. Teaching**

16. The quality of teaching is satisfactory; it is often good and has a positive impact on pupils' attainment and progress. This

is a significant improvement since the last inspection. Teaching is satisfactory or better in 94 per cent of lessons; it is good or better in 54 per cent of lessons and very good in 8 per cent. However, 6 per cent of lessons show some shortcomings and are unsatisfactory. The teaching of pupils with special educational needs is satisfactory. Teaching is satisfactory in the nursery. Teaching in the reception class, Year 1 and Year 2 is satisfactory and is often good and occasionally very good. Teaching is good in mathematics, information technology, design and technology and music. Overall, teaching is satisfactory in English, science, religious education, art, geography, history and physical education. Teachers' planning has significantly improved since the last inspection report. The use of time and resources has improved and pupils are given appropriate homework.

17. In the best lessons, teachers are committed and work hard, providing effective teaching for their pupils. They are confident and frequently enthuse their pupils, for example in English in Year 1 where progress is very good. Most lessons are planned thoroughly and carefully with clearly identified learning objectives that are shared with the pupils. This contributes well to the improving standards and good progress made such as in an information technology lesson in Year 1. When teachers have high expectations of the pupils they teach, the rate of progress increases, for example in science when pupils studied the properties of light. Teachers' good knowledge and understanding of the National Curriculum is helping to raise standards, for example when pupils listened to and appraised music from a different culture. They make good use of a suitable range of teaching methods such as in design and technology when pupils made good progress constructing a winding mechanism. Teachers make effective use of direct teaching, group work, and individual support in mathematics when pupils study number sequences and two-digit numbers. They are particularly skilled in questioning pupils to challenge and extend their thinking such as science when pupils studied magnetic and non-magnetic materials. Effective use is made of the demonstration of particular skills, for example in gesture and rhythmic movements in dance. In most lessons, the pace is brisk, but teachers ensure that pupils are given sufficient time for consolidation, particularly when teaching reading to pupils with special educational needs. Most teachers manage pupils well. When teaching is less effective, the purpose of the lessons is unclear, introductions are too long and class routines are not clearly established such as in a Year 2 lesson in physical education. In some other lessons, too many new ideas are introduced, pupils become confused and the management of their behaviour is unsatisfactory, for example in a mathematics lesson in Year 1 and a geography lesson in Year 2. These factors adversely affect the standards achieved and the progress made.

18. Assessment information is used well to help plan work to the differing needs of pupils. Teachers mark work regularly and give appropriate verbal feedback to pupils on their performance. When this is combined with the use of constructive written comments to indicate how they might improve, progress is good, for example in English in a Year 2 class.

19. The quality of teaching provided for pupils with special educational needs is satisfactory. All staff take care to monitor the performance of pupils with special educational needs. Teachers have an understanding of the differing needs of the pupils and lessons are planned well. They use praise and encouragement and as a result pupils are keen to learn. Teaching is more effective when educational care officers, who are very well briefed, support pupils during lessons. However, it is less effective in some withdrawal groups when behaviour is not managed well. Communication between teachers and support staff is effective and this enhances the pupils' progress.

## **The curriculum and assessment**

20. Overall, the curriculum and assessment are satisfactory; this is an improvement since the last inspection. The curriculum is broad and balanced. All subjects of the National Curriculum are taught and the school follows the locally agreed syllabus for religious education. The school does not teach sex education formally but answers children's questions as they arise. Similarly, the school teaches drugs education and health care through promoting the concept of 'good medicine'. Personal and social education is taught weekly in all classes and this is effective. The school makes suitable provision for equal opportunities in the curriculum.

21. The curriculum for children under fives is satisfactory overall. Teachers in both the reception class and the nursery plan to the six areas of learning and the nationally agreed desirable learning outcomes and follow similar themes. However, in practice, the curriculum is often taught successfully in the reception class through discrete National Curriculum subjects. The National Literacy Strategy is already in place. Work is matched well to children's ability. However, in the nursery, although planning is satisfactory, activities are offered to some children but not others, depending on whether they join the relevant group. The curriculum does not present sufficient challenge to all pupils, for example when too many similar activities are offered during the week. Although activities are planned, there is insufficient curriculum provision for literacy and mathematics, such as in displays to support pupils' learning.

22. Overall, curriculum planning is satisfactory; this is an improvement since the last inspection. Policy statements have been

developed for all subjects of the curriculum and are supplemented with long and short-term plans for each year group; these give good guidance to teachers. National guidelines have been appropriately integrated into the long term planning as necessary, for instance in history. The policies and schemes of work vary in quality, but the school is appropriately awaiting national guidance before making further amendments. The school has satisfactorily implemented the National Literacy Strategy and the National Numeracy Strategy. In mathematics, there is no overall policy or scheme of work to say how the National Numeracy Strategy and other aspects of the mathematics curriculum are to be put into practice and the headteacher and governors are working appropriately to resolve this issue. The curriculum for information technology is secure, it is taught both in specific session and as an integral part of other lessons.

23. Subject coordinators are increasingly involved in planning the curriculum and are beginning to develop ways of evaluating the effectiveness of short term planning on pupils' attainment and progress. They write half-termly plans, for example in history, geography and art and this is improving progression in pupils' learning. Individual teachers plan effectively for the differing needs of pupils in their class, although in some classes, insufficient attention is given to developing the linguistic needs of lower attaining pupils in mathematics. Higher attaining pupils are regularly provided with a suitable range of work and this aids their progression. English and mathematics are planned on a weekly basis, with additional time allowed every fortnight for the consolidation of elements that have proved difficult for pupils, and this is good practice.

24. The curriculum provision for pupils with special educational needs is satisfactory for under fives and good in Key Stage 1. They are given good opportunities to achieve standards appropriate to their age and abilities, particularly in withdrawal groups to support work in literacy and numeracy. Individual education plans for these pupils are of good quality, setting realistic targets that class teachers monitor closely to check if progress is being made. All the requirements of the special educational needs code of conduct are met in full. Teachers know their pupils well and provide appropriate work for them to do; this aids their progress. All pupils have equal opportunities and access to the curriculum, regardless of gender, ability or ethnic background. No additional provision is made for pupils' for whom English is an additional language; they speak and listen, read and write at a good standard.

25. The school has no provision for extra-curricular activities but good additional provision is made during the midday break for improving pupils' reading skills. The school makes good use of the local area to enrich the curriculum. There is a suitable range of activities such as book fairs and visits by storytellers to enrich the curriculum. Pupils are prepared well for the next stage of education through visits by, and discussions with staff from receiving junior schools.

26. The school's procedures for assessing pupils' attainment and progress are satisfactory, as is the use that is made of the information gathered. Subject coordinators track progression through the portfolios they keep on all aspects of pupils' work. The school has moderated pupils' work in English, science, information technology and design and technology to ensure that there is agreement on the attainment levels that pupils have reached. The school has a good moderation document to help them to do this. The school's teacher assessments for 1999 have been moderated by the local education authority and judged to be detailed and accurate. Reading records are of good quality and record what pupils know, understand and can do. Individual education plans are written well, form a good basis for teaching, and therefore help pupils to make progress. Personal targets are set for pupils in literacy and numeracy and these are referred to in lessons, particularly for lower ability pupils. Teachers plan differentiated activities on a regular basis, these are of good quality and based on assessment information. Teachers in the nursery and the reception class know their children well and keep careful records of what they can do. In the reception class, there are careful records kept of the small steps that children take in literacy and numeracy, but this is not the case in the nursery and is unsatisfactory. In both reception class and nursery, they use other appropriate records as a basis for further planning, for example in the nursery to move children to a more complex set of jigsaws.

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

27. The provision for the pupils' spiritual, moral, social and cultural development is good overall. This is an improvement since the last inspection.

28. The provision for spiritual development is good and this is an improvement since the last inspection. The school has an appropriate policy and this has aided planning. There is a planned programme of assemblies, which is pitched at an appropriate level. The current theme of forgiveness is used well in assemblies. Assemblies are effectively used to promote quiet reflection. Other good opportunities to promote reflection are seen routinely in classes such as when considering how an artist achieved a particular effect in his paintings. Pupils showed awe and wonder when a teacher in Year 1 used a computer well to demonstrate how different tones of colour can be created. The school uses opportunities for prayer effectively, for

instance a variety of prayers are said at the end of the morning. The current work on celebrations is used well to enable pupils to consider the spiritual element of other faiths. Religious education makes a good contribution to pupils' spiritual development. The provision for children under five in the reception class is good, for example they attend assemblies and say prayers at the end of the morning. The provision for pupils in the nursery is satisfactory. They have Divali posters and can sing a song about Divali, but there are no living things in the nursery and no opportunities for simple prayers. All statutory requirements for collective worship are fully met.

29.The provision for pupils' moral development is good. Assemblies are used well to reinforce the school's policy about expected behaviour. The Friday assembly, at which certificates are presented, recognises perseverance, kindness and helpfulness as desirable qualities. The school uses most effectively a series of commercial produced books, teddy bears and school songs, in order to promote acceptable behaviour in young children. Individual classes have written their own rules that reflect their growing awareness, for example of looking after lonely people. The school has charity collections which pupils enjoy. Effective links are made with religious education lessons, such as when children draw pictures, which say 'This is how I look when I am sad or happy'. Lessons in personal and social education are used well to explore for example 'fear'.

30.The provision for social development is satisfactory. There are appropriate monitor systems in classrooms and in the dining hall, such as when pupils wipe and stack chairs at the end of the meal. There are many opportunities to work in groups of all sizes and with a different combination of boys and girls. Although the school has no extra curricular activities there are out of school discos. Pupils regularly visit the local neighbourhood and this helps their awareness of the expected behaviour out of the classroom. They make trips to a local old peoples' home to deliver harvest gifts and this develops their social awareness of different age groups.

31.The provision for cultural development is good and this is an improvement since the last inspection. Pupils listen to a good range of music in assembly. During the inspection, pupils listened to the Beatles and Joan Baez and teachers linked their compositions to the appropriate period in history and the nationality of the singers. The recent study of celebrations has enabled pupils to listen to music from other cultures, for example India and they perform dances related to Divali. They draw Mendhi patterns and paint Rangoli patterns well. Pupils know where India is on a map and have recorded successfully basic information about the country. History is used particularly well to inform pupils' knowledge and understanding about their own and other cultures. Pupils learn about Breadsall and a good range of famous people, for example Florence Nightingale, Captain Cook and the pioneers of aviation. They learn about, draw and paint in the style of a wide range of artists such as Mondrian, Klee and Lowry. Storytellers visit the school and talk about their work, and there is a good range of literature in the library that reflects a broad range of authors and styles.

### **Support, guidance and pupils' welfare**

32.Overall, provision for pupils' support, welfare and guidance is satisfactory; this is similar to the last inspection report. Pupils are becoming increasingly confident, valued as individuals and treated with respect by staff. They are happy, secure and enjoy coming to school; a point emphasised by the parents. Teachers help give the pupils self-confidence and most want to do their best for their teachers and support staff. Most pupils relate well to the teachers and feel comfortable in taking their problems to them. These factors have a positive impact on pupils' academic and personal development.

33.Procedures for monitoring pupils' academic progress and personal development are good. The pupils are aware of their individual targets and the teaching staff encourage the pupils to attain them as a natural part of the learning process. During lessons, teachers use questions and answers to assess pupils' knowledge and understanding and to provide additional support when appropriate. Some marking of work, especially in English, provides useful suggestions to help pupils improve, but the quality and consistency of this varies between classes. Pupils' academic progress is monitored well by parent-teacher consultation sessions and through individual records. Year group team meetings are used to discuss and provide more effective monitoring and support for pupils. Personal development is monitored carefully through class discussion and by the regular recording of rewards and sanctions, meetings with parents and observation by staff. During lunchtimes pupils assist the midday supervisors with duties about the school, these pupils are pleased to help, look forward to their turn and the recognition they receive for helpfulness. Support and guidance for parents is available at the end of the teaching day when there is an opportunity for parents to discuss any problems with the class teacher; this they value highly. Pupils with special educational needs are supported well. Their progress is monitored carefully through their individual education plans that have clearly defined targets; these are reviewed frequently by staff and parents. Staff have access to and make good use of outside agencies to support pupils.

34.Procedures for monitoring pupils' behaviour are good. The appropriateness and the application of the behaviour and

bullying policies are a strength of the school. The rules are prominently displayed around the school and consistently applied by teaching and non-teaching staff. The personal and social education policy is clear, wide ranging and lessons are appropriately timetabled. Policies to monitor and improve attendance are unsatisfactory. Registers are held in the classroom all week with no whole-school overview of daily absence. The school does not follow up any unauthorised absence until the end of the week when a letter requesting information is sent to the parents; this is unsatisfactory. This delay detracts from the overall good level of care and concern shown for the pupils. There is no system of recognition or reward for pupils with a good attendance record.

35. Child protection procedures are very good. The procedures are managed well by an experienced member of staff and the policy contains practical advice for the teaching or non-teaching staff on how to react to a potential problem. Parents who help in the school receive good advice on child protection issues before working in classrooms.

36. The effectiveness of the implementation and management of the health and safety policy is unsatisfactory. Health and safety do not feature as a regular topic for the governing body meetings and the policy is not sufficiently school-specific to be a useful working document. Storage space is very limited. The school hall is cluttered with physical education equipment, dinner tables and chairs, and various teaching resources. This detracts from the air of order and calm that the school has worked hard to create. Throughout the school, there is a lack of attention to what must be stored and what space is available for this purpose. Regular risk assessments and the systematic testing of the fire alarm system are not carried out; this is unsatisfactory. First aid provision is satisfactory. There is a well-stocked cabinet in the school clerk's office, a small bag for daily use by the midday supervisors and an adequate number of trained members of staff. Good attention is paid to personal hygiene with pupils reminding each other to wash their hands. The standard of maintenance is satisfactory and the standard of cleaning is very good.

### **Partnership with parents and the community**

37. The partnership with parents and the community is satisfactory. The school prospectus is clear and comprehensive and includes good advice on how parents can assist their children's learning. Parents have good opportunities to attend curriculum evenings to ask questions about the curriculum, for example on the introduction of the National Numeracy Strategy. Parents are satisfied with the information the school provides about their children's progress in the annual report. They value the opportunity to discuss these at formal meetings with teachers. However, the annual report does not contain provision for pupil or parental written comments for those who are unable to attend. The response to the parents' questionnaire is very positive but there are a minority of parents who believe that the school does not handle complaints well. The school has good procedures for handling complaints and manages issues concerning pupils' welfare with sensitivity and skill. At the start of the day, there is a single point of entry to the school. This reduces the opportunity for parents to discuss concerns with teachers and to correct misunderstandings. The headteacher adopts a high visibility approach at this time welcoming children to school; parents value this. At the end of the teaching day, pupils leave the school directly from their classrooms and the dialogue between parent, pupils and teachers is good. The school office is not always open before and after school and this limits the opportunities for parents to make appointments or to share immediately any anxieties they have about their children. All parents agree that their children enjoy school and make good progress.

38. Parental involvement in their pupils' learning is satisfactory. A home-school agreement was introduced at the beginning of the autumn term and is beginning to strengthen the partnership with parents. Parents are encouraged to help in the school. They attend regularly, receive help and guidance from the head teacher and work in classrooms to assist class teacher. Unfortunately, only a small number of parents take advantage of these opportunities. Parents help their children with reading and other homework. They and other family members regularly attend weekly assemblies when pupils take part in the celebration of their achievements during the previous week. Parents are appropriately involved in the education of pupils with special educational needs. They are invited to attend reviews and if they are not able to attend other means are found to keep them advised of developments.

39. Links with the community are satisfactory. Contact with the community is restricted to the grounds it shares with the junior school, visits to the local churches, the village and shops, and the local environmental study area; all these are used well to promote learning. Visitors to the school include local clergy, the school and dental nurses and the road safety officer. Regular visits are made to a local old people's home at harvest time and Christmas. All these experiences enhance pupils' social development. Some parents are concerned about the apparent lack of attention given to publicising the good education their children receive when compared with other schools in the community. The school is seeking to improve communications with parents and have already developed good systems for sharing information such as a newsletter and parent's meeting about the curriculum. However, the headteacher is aware of the need to publicise the strengths of the school.

Links with local industry and commerce as a means of enriching the curriculum are underdeveloped.

#### 41. **The management and efficiency of the school**

##### **Leadership and management**

40. Overall, the leadership and management of the school are good; this is an improvement since the last inspection. The headteacher provides good leadership and, together with the senior teacher, is providing a clear educational direction for the work of the school, which is focused on improving the quality of education and the raising of standards.

41. The school's clear aims are reflected in its strategy for improvement. The school development plan appropriately identifies short and long term objectives, costs are linked to the budget and time scales are realistic. Many of the targets set have been completed successfully on time, for example the raising of standards in English, mathematics and science for 1999. The headteacher and governing body have identified, with clarity, the priorities for the school covering a three year period, as well as the success criteria and systems required for monitoring the implementation of this strategic plan. School development planning has improved significantly since the last inspection report and is satisfactory.

42. The governing body is effective in supporting the work of the school. The governors act successfully as a critical friend to the head teacher. They have a clear understanding of their responsibilities and a well-developed system of committees with appropriate terms of reference; these work efficiently. The governing body is well informed about the work of the school and fulfils its statutory responsibilities by retaining oversight of the budget, plans and policies. They demonstrate a strong commitment to helping the school raise standards. Nominated governors regularly monitor the subjects of the curriculum and visit the school more regularly in order to ascertain the quality of education being provided. Targets are set with the headteacher for improvements to school management and the curriculum.

43. The monitoring and management of the curriculum is good; this is an improvement since the last inspection. All teachers have responsibility for an area of the curriculum; their job descriptions are constructed well and have been developed to reflect changing roles and responsibilities. Most coordinators are experienced and work well together sharing their skills and professional knowledge. The head teacher has extended their roles further, to include the monitoring and evaluation of teaching and learning across the school. This is beginning to be effective in sharing good practice and the identification and improvement of areas of weakness. The headteacher and coordinator have recently undertaken a detailed analysis of test and assessment data and this information has been used to set challenging but realistic targets for literacy and numeracy. Evidence from the inspection indicates that good progress is being made in achieving the targets set.

44. The school's aims, values and policies are documented appropriately after discussion and agreement between staff and governors. The values are promoted through all aspects of the life of the school and the implementation of policies is beginning to be monitored and evaluated effectively. The large majority of the parents support the values that are promoted by the school. The management of the National Literacy Strategy and introduction of the National Numeracy Strategy have been satisfactory; these are already having a positive impact on the standards of teaching and learning but have not as yet been reflected in National Curriculum test results. There is a commitment to providing equality of opportunity and access for all pupils, regardless of race, gender or ability. The management of the early assessment and identification of pupils with special educational needs ensures that efficient and effective support programmes are quickly administered. The special educational needs coordinator monitors pupils' progress effectively. The headteacher reviews annual test results for differences in performance by gender and ethnicity and takes appropriate action. The assessment coordinator provides effective leadership in linking assessment information firmly with learning objectives in the planning process and the tracking of pupils' progress as they move through the school.

45. The ethos for learning in the school is good. There is a strong emphasis on the importance of learning and pupils' personal development. Relationships between pupils and between staff and pupils are good. The school's aims are reflected in the good attitudes and behaviour of the pupils. The systems that are in place, together with the commitment and determination of the staff and governors, indicate that the school is well placed to continue its improvements.

##### **Staffing, accommodation and learning resources**

46. Overall, the staffing, accommodation and learning resources are satisfactory. This is an improvement since the last inspection. The school has a good number of teachers and an appropriate number of support staff. The school has made good

arrangements for staff development and this is an improvement since the last inspection. There is a satisfactory number of resources overall and this is an improvement since the last inspection. The accommodation is satisfactory overall, although it has some weaknesses of which the school is well aware.

47. The teachers are suitably qualified and provide the school with a range of age and experience. This term, there is a full time non-class based teacher as well as a non-class-based headteacher. This arrangement allows extra support to be given to lower ability pupils and to allow support in class in a wide range of subjects and this aids pupils' progress. There are sufficient education care officers to support pupils with special educational needs and they are well used in all classes. In the nursery, there are two part-time nursery nurses who are used well to support learning. However, there is no full-time general class assistance in the reception class, and this is unsatisfactory. The school meets the statutory requirement to have appraisal in place. The school has just entered the second phase of this, there is a timetable for observations and all staff have had appraisal interviews. The current priorities for staff development are appropriately literacy, numeracy, information technology and assessment. This training is having a clear impact on teachers' work in classrooms and pupils' progress. The school is in the early stages of numeracy training and still has the final module of literacy training to complete. All coordinators belong to the local education authority coordinator networks; they receive regular updates on new skills and resources and attend network meetings. This keeps them well informed and this enhances pupils' progress. The newest member of staff received appropriate mentoring from the school and attended regular meetings held by the local education authority for newly qualified teachers.

48. The accommodation for the effective delivery of the National Curriculum is satisfactory. There are sufficient classrooms for the number of pupils on roll, although the present reception classroom is rather small, which means that for example, both sand and water trays cannot be used at the same time to enrich pupils' learning. There is parental concern that the school is overcrowded because, in the last school year, some pupils were taught in the hall. Classes are not taught in the hall at present. The school is short of storage facilities but existing cupboards are too cluttered with obsolete resources and this is unsatisfactory. The caretaker and his team keep the school very clean, and the quality of display enhances the hall and classrooms. The school has been partially rewired and lighting is good in these areas but some classrooms and the hall are rather dark, particularly at this time of year; this adversely affects the learning environment. The hall floor is still suffering from a previous flooding and may need further attention. There is no secure outside play area for reception class children and from January there will be many children who will be under five; this does not allow them full access to the curriculum for children under five, particularly outdoor play to develop gross motor skills. There is a secure play area for children under five in the nursery, but it is bleak with no seating or playground markings and does not promote imaginative play well. The main playground has no seating areas for children who wish to sit quietly although it is marked out with games.

49. Overall, resources are satisfactory. In English, there is a shortage of taped stories and plays. Resources for mathematics and science are satisfactory. In information technology, there is an adequate range of equipment and resources but some are becoming obsolete. The school is aware that it has a limited range of artefacts to support teaching in religious education and history and plans to improve provision. In music, resources include instruments from other cultures and are satisfactory. Overall, resources for art are satisfactory but there is a lack of books about artists and their work. Overall, resources for other subjects are satisfactory but pupils do not have sufficient access to equipment because of unsatisfactory storage facilities; this slows the development of their independent learning skills. The school library is housed in a small area off the hall; it is a bright attractive place with carpets and a small number of chairs and tables. There is room for one group of children to work and is used well. The library predominantly contains children's books on science although there are many other collections of books in classrooms. At present, the skills, which children are learning in literacy lessons, for example about the use of index, glossary and content pages, cannot be successfully practised because not enough books possess these features.

## 51. **The efficiency of the school**

50. The finances of the school are managed appropriately but reserves are very low. The income received per pupil is well below average; it is being used well to maintaining the staff pupil-ratio, to provide good quality staff training and the provision for very effective educational care officers. Additional teaching staff that are provided by the local educational authority to reduce class sizes are used effectively. Spending decisions that results from the school development plan are debated fully and actively promote improving educational standards. The targets set for improving achievement in English and mathematics have been exceeded this year. Recently, more challenging targets have been agreed with the local authority.

51. Financial planning is satisfactory. The finance committee offers good support and critical friendship to the headteacher and appropriate advice for the school clerk. The finance committee receives regular reports from the headteacher using information from the school's computerised system and they monitor and review expenditure effectively. However, they do

not yet formally assess the impact of their decisions on standards but they have good first hand knowledge of developments through their regular visits to the school. Funding for special educational needs is used to provide effective support for pupils.

52.The day to day administration and control of the budget are satisfactory. The headteacher and the chair of the finance committee effectively monitor expenditure in relation to the budget. Purchasing arrangements are in place to ensure value for money is obtained. However, some fixed term contracts are becoming more expensive, for example cleaning and caretaker costs. The recommendations from the most recent audit report have been implemented fully. The school clerk undertakes all activities quietly, efficiently and effectively.

53.The accommodation and grounds are used appropriately to enhance the quality of learning. However, insufficient provision is made for a secure outdoor play area for children in the reception class. Overall, learning resources are sufficient and are used well but are not always accessible because of the limited storage space in the school; this is unsatisfactory. Staff are deployed well and educational care officers provide valuable support for all pupils, particularly those with special educational needs. The specific grant for in-service training is used effectively and teaching and non-teaching staff benefit from a good standard of professional development. This has contributed well to improvements made to the curriculum and the quality of teaching since the last inspection report. The senior management team has a good range of expertise, which is used effectively to provide good leadership and management.

54.Taking full account of the pupils' attainment on entry; the good attitudes and behaviour of pupils; satisfactory progress and average levels of attainment, which are above average when compared with similar schools; the improving quality of education provided, particularly teaching; against well below average income per pupil, the school gives good value for money.

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

### **56. Areas of learning for children under five**

55.A nursery and a reception class provide education for pupils under the age of five. Children attend part-time in the morning or the afternoon nursery class and receive full time education in the reception class. Parents are given helpful information about the school and are informed about their child's attainment and progress in learning. Most children start school with an average level of attainment but a significant number have limited linguistic skills. Those children who are almost five years of age, particularly in the reception class are making at least satisfactory progress in working towards the knowledge, skills and understanding expected in the nationally agreed six areas of learning.

56.The curriculum for nursery and reception children is planned on similar themes; during the inspection, it was that of celebrations. In the reception class, what is planned is taught using direct methods to all the children and they make at least satisfactory progress. Each week, there are a small number of planned activities that all pupils must participate in. Too often in the nursery, however, what is planned is not taught directly but is implemented through a selection of activities from which children can choose those that they are most interested in. This lack of balance between teacher directed and child-selected activity is slowing the children's progress. Some teaching takes place with a selection of children but there is no whole class teaching to extend all the children's learning. Teachers in the nursery and the reception class know their children well and keep careful records of what they can do. Teachers in the nursery use these as a basis for further planning, for example to move children to a more complex set of jigsaw puzzles. The teaching of literacy skills for similar age children in the nursery and reception classes at the time of transitional arrangements lacks coordination. These children do not experience the teaching of similar skills through appropriate activities, particularly for lower attaining children. They do not receive the same direct teaching methods and assessments of their achievements are not systematically recorded using a common format.

### **Personal and Social Development**

57.The majority of children in the nursery achieve the level expected for their age and they make satisfactory progress due to sound teaching. They play alongside each other sharing toys and equipment equably. Children relate to all the adults in the nursery and are willing to ask them for help, for example in tying aprons for practical activities. A few children are very independent and go off and start activities such as model making by themselves. Most children concentrate on their activities for a reasonable length of time and some persevere when they are particularly interested in the task.

58.Almost all children in the reception class achieve the nationally agreed desirable learning outcomes and a few exceed them. They make good progress due to good teaching. They concentrate well on the tasks set and persevere with those which they find challenging. Relationships with the range of adults who work in the school are good and children are confident in approaching them for help. They enjoy learning and this is obvious from their response to the teacher.

### **Language and Literacy**

59.Many children in the nursery achieve below the level expected for their age and they are making slow progress. Teaching and planning are not sufficiently challenging. The nursery lacks large labels and captions, to make it a rich learning environment. Books are not routinely placed in the main room of the nursery where they are freely accessible to all children nor are they included as a routine choice in sessions. Consequently, children's book knowledge is not well developed. They comment on pictures in books that are read to them and occasionally join in the chorus of simple repetitive words. Many children can recognise their own names, although some need adult help to do so; very few have the skills to write their own name, for example on their paintings. The majority can make short comments on things that are important to them or to demand attention.

60.Most children in the reception class have achieved some elements of the desirable learning outcomes, for example in speaking and listening. Many have not yet done so in the more formal elements of reading and writing because of the limited preparation they receive before entering the reception class. Their classroom is full of information on letter sounds and words and books are freely available. The National Literacy Strategy is in place and teaching is good, taking all opportunities to extend children's learning. Children are beginning to record and represent what they want to say. A few older and more able children write familiar words but other children need adult help to do so. All children can confidently recall familiar poems such as "Cabbage, crisp, crunchy cabbage". About half the children join in the repetitive lines in an unfamiliar story. A few older and more able pupils read confidently from known text and place familiar words into short sentences. Children are making at least satisfactory progress. However, similar aged children in the nursery and reception classes have not developed

similar linguistic skills, particularly the lower attaining children.

## **Mathematics**

61.Children in the nursery do not reach the level expected for their age and are making slow progress. Progress is limited by children’s lack of linguistic skills. The nursery is not full of the large numbers, attractive friezes and displays normally expected and teaching and planning does not contain sufficient challenge. A few older or higher attaining children name the shapes they cut out of paper and count how many shapes they have created. With adult help, some children can count the number of frogs left on a log.

62.Most children in the reception class have reached some elements of the desirable learning outcomes, for example in counting and number rhymes; a minority have not yet done so in the more formal elements of mathematics due to the lack of preparation they receive before they enter the reception class. Their classroom is full of information on numbers and shapes. Teaching is good and full of opportunities to extend children’s knowledge, for example working out with a number line how many children are present if two are absent when the register is called. They are beginning to sort and order numbers up to ten and some children are beginning to write numbers. They have a good repertoire of number rhymes, which they sing regularly and this is effective in supporting their learning. Children are making at least satisfactory progress.

## **Knowledge and Understanding of the World**

63.Children in the nursery are below the level expected and are making slow progress because of limited linguistic skills. Overall, teaching is satisfactory. However, not all children systematically experience the direct teaching of a particular activity, such as making Indian sweets. Children in nursery play and explore sand and water with a variety of containers, some of which offer more challenge than others. A few children can successfully operate the computer ‘mouse’ to dress a teddy.

64.Children in the reception class are in line to attain the desirable learning outcomes and are making at least satisfactory progress. Teaching is good and challenging activities are planned. They are aware of the uses of information technology and use it regularly as part of their lessons. Children use the arrow keys to move a robot around a maze to match letters to sounds and a few can use the “mouse” to put together a complex car. When they succeed, they are proud of the printed car and willing to offer other children a chance to copy it. Pupils are able to program a “roamer” robot using simple commands and understand how to repeat simple routines. They make sandwiches and crispy cakes to eat at their party as part of their work on celebrations.

## **Physical Development**

65.Children in the nursery attain the expected standards and make satisfactory progress. They play confidently on a variety of climbing apparatus. Children are beginning to move confidently and with increasing control and coordination on a variety of wheeled toys. There is a secure play area but it is rather bleak and offers little stimulation for pupils. Teachers plan a rota of activities for the week but it seldom offers sufficient variety and range of things to do. Some children can cut out accurately using scissors. They thread cotton reels, tissue circles and buttons with ease. Children tackle increasingly complex variety of jigsaws, although these are too often offered as a regular activity. Planning for the development of physical skills indoors includes too many tabletop activities.

66.Children in the reception class are in line to attain the desirable learning outcomes and they make at least satisfactory progress. Teaching is good. The vast majority of children move around the hall in a controlled manner. They move like balloons, twisting and turning in a skilful manner making good use of the space available. Children listen to the music and to their teacher’s instructions except for a small minority of boys who have not yet grasped the use of the stop signal. Children in the reception class do not have use of a secure outdoor play area for the development of the full range of physical skills; this is unsatisfactory.

## **68. Creative Development**

67.Children in the nursery attain the expected standards and make satisfactory progress. Teaching is satisfactory in the lessons seen. They daub white “squidgy” paint onto a sheet of perspex, spread it out carefully and print off the results. They print with fruit and vegetables and achieve colourful results. With adult intervention, they successfully take the roles of customers and shop assistants in the class shoe shop.

68.Children in the reception class attain the desirable learning outcomes and make at least satisfactory progress. Teaching is good. Children use a range of materials to construct simple houses. Some modify their buildings and know from experience

that glue needs time to dry. They paint colourful pictures of the way in which they have travelled or paint bonfires on black paper. Higher achieving children draw and colour neatly. They sing tunefully.

70. **English, mathematics and science**

70. **English**

69. The results of the 1999 National Curriculum tests show that by the age of seven, pupils' attainment is in line with the national average in reading and writing but well above average when compared with schools having pupils from similar backgrounds.

70. In reading, 85 per cent of pupils achieve Level 2 or above; this is in line with the national average and 70 per cent achieve Level 2B or above, this is also in line with the national average. Thirty four per cent of pupils achieve Level 3; this is above the national average. Boys and girls achieve similar standards. A scrutiny of assessment results from previous years indicates that standards have improved during the last three years. When compared with schools having pupils from similar backgrounds, performance is above the national averages at Level 2, well above average at Level 2B and well above average at Level 3. Evidence from the inspection confirms that, overall, attainment is improving and is in line with national averages for all schools. There is no significant variation in attainment or progress between pupils of different ethnicity or background. Pupils with special educational needs achieve standards that are appropriate for their ages and abilities. Since the last inspection, standards have improved for all pupils.

71. In writing, 91 per cent of pupils achieve Level 2 or above; this is above the national average and 57 per cent achieve Level 2B or above, which is in line with the national average. Eight per cent of pupils achieve Level 3; this is in line with the national average. Boys and girls achieve similar standards. A scrutiny of assessment results from previous years indicates that standards have improved during the last three years. When compared with schools having pupils from similar backgrounds, performance is well above the national averages at Level 2, above average at Level 2B and above average at Level 3. There is no significant variation in attainment or progress between pupils of different ethnicity or background. Pupils with special educational needs achieve standards that are appropriate for their ages and abilities. Evidence from the inspection confirms that, overall, attainment is improving and is in line with national averages for all schools. However, standards in handwriting are below the national expectations for most pupils. Since the last inspection, standards have improved for all pupils.

72. The school has satisfactorily implemented the National Literacy Strategy. The range of writing that pupils undertake and their confident use of 'writing frames' to support their learning is a strength of the school. Information technology is used well to support teaching and learning in the subject.

73. By the age of seven, pupils talk with confidence and listen carefully in most lessons. All pupils including lower achieving pupils are beginning to acquire some specialist vocabulary from other lessons, for example "boneshaker". In other subjects, pupils organise their writing well using words like "next", "finally" and "meanwhile", to organise their information. They write good quality book reviews, describing the plot, their favourite part of the story, and the characters. Higher attaining pupils express opinions, which are based on information from the text. When working in their extended writing sessions, pupils commonly produce more than a page of text. Their stories are developed well with a familiar setting, a beginning, middle and ending. Some pupils use successfully features that they have seen used in books such as outlining a word with a star shape to illustrate their work. Spelling skills are variable; higher achieving pupils are fairly accurate and use a good range of vocabulary. The spelling skills of the other pupils are developing well and the pupils are encouraged to use a variety of strategies to improve their work. Pupils have a good knowledge of books and are comfortable talking about features such as author, title and illustrator. They use non-fiction texts and have a clear idea of the usefulness of the content page, index and glossary. Higher attaining pupils read familiar and unfamiliar books with expression. By the age of seven, the majority of pupils have secure phonic skills and read stories for pleasure. They enjoy discussing their reading books. Most pupils recognise pictures and context clues. Some pupils understand the difference between non-fiction and fiction books and when given the opportunity and appropriate materials, are beginning to use content and index pages.

74. Overall, pupils make satisfactory progress in reading and writing but progress in handwriting is unsatisfactory. Pupils make the best progress in Year 2. Scrutiny of pupils' previous work shows a steady progress in the amount that pupils write from Year 1 to Year 2. The most able pupils show a sophisticated use of words that connect different parts of sentences such as "moreover". Higher attaining pupils are suitably challenged by the work they are given. Lower ability pupils receive work that is matched well to differing needs. Those who are withdrawn for additional help, read the same 'Big Books' as their peers. Education care officers are used well to support them and they make satisfactory progress. Pupils have opportunities to practise handwriting but letter formation is not improving in some classes because of teachers' lack of knowledge in teaching these skills and progress is slow.

75. Pupils have a positive attitude to literacy. They concentrate on the task set and behaviour is generally good throughout all lessons. Occasionally, a few pupils, mainly boys, are off task and disobedient. Pupils show respect for books and handle the ones they are reading with care. They are willing to take responsibility to clear away after lessons. Pupils work well together, share resources where necessary and have good relationships with their peers and adults.

76. Overall, teaching is satisfactory; it is often good and occasionally very good. This is an improvement since the last inspection. When teaching is very good, the teachers have very good subject knowledge, questioning is used very effectively, lessons are planned well and pupils make quick progress. Most teachers' knowledge and understanding are at least sound and often better and expectations are satisfactory. However, expectations are not sufficiently high for the pupils in some withdrawal groups and this adversely affects pupils' progress. Some teachers' lack sufficient knowledge of teaching the skills of handwriting, expectations are low in this aspect of the subject and pupils' progress is unsatisfactory. Overall, teachers use an appropriate range of methods and strategies, particularly during the literacy hour. Education care officers are briefed well and used effectively to support pupils' needs. Occasionally, teachers would benefit from an extra pair of hands, for example when pupils work on handwriting within the literacy hour. Teachers make appropriate comments that help pupils to improve their work. In Year 2, teachers make good use of time to teach spelling effectively to small groups of pupils. Homework is used effectively to support learning with pupils taking their books home regularly and returning them on the agreed day.

77. The leadership and management of the subject are good. The coordinator is enthusiastic, has a clear vision for the development of the subject and is having an impact on raising of standards. The professional development of staff is good, particularly for teaching the literacy hour. However, some teachers do not have a secure knowledge of teaching handwriting. Some teachers have good expertise in teaching handwriting skills but their knowledge and skills are not shared sufficiently with colleagues. The curriculum is balanced well with good emphasis given to reading and writing but handwriting skills are not systematically taught throughout the school. Satisfactory monitoring procedures have been introduced, enabling the coordinator to assess the effectiveness of the planning and the progress of pupils. A portfolio of moderated pupils' work is used well to share ideas with other staff and generate interest in the subject. However, it lacks sufficient explicit examples of work to promote a shared understanding about standards in handwriting. Classrooms provide a good learning environment for the development of literacy. In the best rooms, displays show how literacy lessons are developing and pupils follow with interest the suggested procedures. The school has now purchased a satisfactory range of texts for implementing the National Literacy Strategy. Overall, resources are satisfactory. Classrooms contain a suitable number of books but there is a shortage of taped stories for pupils to take full advantage of the many multi-headset listening posts provided. These are not easily accessible because of limited and inappropriate storage. The library is attractive but contains some inappropriate books that do not contain features such as a content page, index and glossary to help pupils find the information they need. The school has been successful and exceeded the agreed targets set for English in 1999. Recently, more challenging targets have been agreed with the local authority.

## **Mathematics**

78. The results of the 1999 National Curriculum tests show that by the age of seven, standards are in line with the national average when compared with all schools and above average when compared with schools that have pupils from similar backgrounds. Eighty-six per cent of the pupils achieved or exceeded Level 2, the level expected nationally of a typical seven year old; this is slightly below the average but 57 per cent achieved Level 2B or above, which is better than most school. Twenty three per cent of pupils are high attaining and achieved Level 3, and this is the same as most schools. Boys and girls achieved similar standards. A scrutiny of assessment results from previous years indicates that standards have slightly declined during the last three years. Evidence from the inspection shows that, overall, attainment is improving and is in line with national averages for all schools. There is no significant variation in attainment or progress between pupils of different ethnicity or background. Pupils with special educational needs achieve standards that are appropriate for their abilities. Since the last inspection, standards have improved for all pupils but a lack of mathematical vocabulary and less secure linguistic skills limit lower attaining pupils' progress, particularly when working from text books and worksheets.

79. The school places appropriate emphasis on numeracy. Many lessons begin with a short but purposeful numeracy session that focuses pupils' minds and develops their mental agility. It prepares them well for the next stage of the lesson. This approach is having a positive impact on pupils' numerical skills. However, it is too early to judge whether the recent introduction of teaching key words and phrases is improving standards, particularly for lower attaining pupils. The improvement of numeracy skills through other subjects is developing well, for example in science and geography.

80. By the age of seven, the majority of pupils can count forwards and backward from any two-digit number. Many pupils are able count to a hundred and mentally add and subtract numbers to 10 and beyond. They have an increasing understanding of

place value and that multiplication is repeated addition. The majority understand halves and quarters and can identify common two and three-dimensional shapes. Pupils are able to measure using non-standard units of weight, capacity and length. They collect data and draw block graphs using information technology skills, for example when finding out about pupils' favourite toys. Their ability to make independent decisions as they use and apply mathematics is developing well.

81. Overall, progress is satisfactory. In previous years, pupils' attainment has varied widely, particularly higher attaining pupils, but with the more effective monitoring of progress and improvements in teaching, higher attaining pupils' progress is now more consistent. Progress for the substantial majority pupils is rarely less than satisfactory. When slow progress does occur it is linked to a small amount of unsatisfactory teaching. Year 1 pupils are consolidating their knowledge of numbers up to 20. They are acquiring and using correct mathematical vocabulary. Pupils make good progress in improving their estimating skills. They show an increasing understanding of place value and progress is good. However, the unsatisfactory management of behaviour by some teachers slows pupils' progress. The majority of Year 2 pupils are making good progress in improving their multiplication skills; higher attaining pupils' progress is very good. They show an increasing understanding of place value, particularly when counting using money. In both year groups, lower attaining pupils are consolidating rather than extending their knowledge of numbers and progress is slow; it increases significantly when they acquire the appropriate language to express themselves and receive good support from educational care officers. Pupils with special educational needs make appropriate progress in improving their numeracy skills.

82. Pupils' attitudes to learning are good. Most pupils work with sustained interest and concentrate well on the tasks set. They respond well to teachers' questions and behaviour is good in almost all lessons. Pupils work well together in pairs or in groups, successfully sharing information and ideas. They are motivated well, particularly when the pace of lessons is brisk and practical activities are varied. Pupils respond well to praise, follow class procedure successfully and show initiative when working independently, for example in a Year 2 lesson on two digit numbers.

83. Overall, teaching is good. Teachers have good subject knowledge and lessons are planned well. The tasks set meet the differing needs of pupils and good attention is given to pupils with special educational needs; this enables all the pupils to make progress. In the best lessons, a good balance is achieved between exposition, discussion and practical work. Teachers have clear aims, which they share with the pupils, a variety of good experiences are provided, and lessons proceed at a brisk pace. They place good emphasis of developing pupils' mathematical vocabulary; this improves progress, especially that of lower attaining pupils. In a Year 2 lesson, from the introduction, pupils are actively involved; suitable tasks are given to each ability group who worked sensibly, allowing the teacher to discuss work with others and assess their particular needs. In Year 1, pupils' interest is held when cubes are used to teach number bonds, but some teaching is unsatisfactory due to the unsatisfactory management of pupils' behaviour. The scrutiny of work from the previous year indicates that work is marked consistently and that written comments are used to set targets and challenge pupils' thinking.

84. The leadership and management of the subject are satisfactory. The new coordinator is beginning to give colleagues a sense of direction and appropriate support. Currently, the policy and scheme of work are incomplete but the governors have approved an action plan after discussion with the local authority, which will match the school's curriculum closely to the National Numeracy Strategy. Staff are receiving appropriate training to implement the National Numeracy Strategy. Parents were given the opportunity to find out about how it will help their children. Monitoring procedures have been recently introduced enabling the coordinator to assess the effectiveness of teachers' plans and the tracking of pupils' progress. Even so, insufficient attention is given to monitoring the wide variations in attainment between year groups and between pupils of differing ability. Teaching is planned to meet the differing needs of pupils but the means of supporting targeted pupils by more focused teaching is less well developed. The subject lacks a completed portfolio of moderated pupils' work to develop a shared understanding about standards. However, the use of assessment to inform short term planning is good. Resources are satisfactory; they are used well but some are not easily accessible to pupils because of limited and inappropriate storage. Pupils' progress is formally assessed each term and the results from these and National Curriculum tests are analysed well to identify weaknesses and to develop ways of raising standards. The school has been successful and exceeded the agreed targets set for mathematics in 1999. Recently, more challenging targets have been agreed with the local authority.

## Science

85. The results of the 1999 teacher assessment shows that by the age of seven, pupils' attainment is broadly in line with the national average with nine out of ten reaching the expected standards and one in ten exceeding it. The later figure is below the national average. When compared with schools having pupils from similar backgrounds, attainment is above average for the majority of pupils and average for the higher attaining pupils. Boys and girls achieve similar standards. Evidence from the inspection confirms that attainment is improving. There is no significant variation in attainment or progress between

pupils of different ethnicity or background. Pupils with special educational needs achieve standards that are appropriate for their ages and abilities. Since the last inspection report, standards for all pupils have improved.

86. Pupils in the reception classes start National Curriculum work with a natural curiosity of the world around them. Year 1 pupils can sort materials by their magnetic properties. They understand that all wooden objects and some metal materials are not magnetic. Pupils are able to identify different sources of light and know the difference between night and day. They know that humans and animals are similar and can name the five senses they use to explore their environment. Pupils predict, with increasing accuracy the animals and birds that visit the school grounds. Year 2 pupils investigate the properties of light and know that the shadow of an object becomes larger the further it is placed away from a light source. They are able to predict the position of the sun by looking at shadows of people in a photograph. Pupils know that the earth rotates on its axis and that the sun shines on different parts of its surface during the day. Some higher attaining pupils understand that night-time is caused by places being in the earth's shadow. By the age of seven, pupils can conduct a fair test and their understanding and knowledge of life and living processes, physical processes and materials is satisfactory.

87. Overall, progress is satisfactory; it is often good. When progress is at its best, teachers have very good subject knowledge. They are skilled in asking questions that challenge and extend pupils' thinking, particularly higher attaining pupils, such as seen during a Year 1 lesson on light sources. Year 2 pupils make satisfactory progress in understanding night and day and the complex movements of the earth and moon in orbit around the sun. However, they are acquiring knowledge about light and its properties, particularly shadows, and progress is good. In both year groups, pupils are improving their investigative skills but progress, particularly for lower attaining pupils is limited by a lack of recording skills and appropriate vocabulary to describe events.

88. Pupils' attitudes to work are good. They enjoy their lessons and are responsive to the challenges and tasks presented. Pupils are willing to demonstrate their knowledge in answer to questions, for example when talking about shadows and magnetic and non-magnetic materials. They work cooperatively in small groups and share resources and ideas sensibly such as seen in a Year 1 lesson on magnets. In most lessons, pupils work with sustained interest and concentration but some lower attaining pupils become restless, for example when moving out of doors to view the sun.

89. Overall, teaching is satisfactory; it is often good. Most teachers are confident in the subject matter being taught. They have good knowledge of the definitions and key ideas such as in the work on light and materials. When teaching is at its best, the work challenges pupils, the vocabulary used is demanding and explanations are good. Lessons are planned well, of brisk pace and the tasks set meet the differing needs of pupils. A good balance is achieved between experimental work and the acquisition of knowledge, skills and understanding. Pupils are encouraged to modify their ideas because of new experiences, for example in discovering that not all metals are magnetic. Relationships are good and pupils are managed well; this enhances learning and encourages good progress.

90. The leadership and management of the subject are good. The coordinators work well together and have a clear vision for the development of the subject and the raising of standards. The policy and scheme of work give good guidance to teachers for planning work; the curriculum is broad and balanced and is being adapted to follow the Qualifications and Curriculum Authority's advice. Monitoring procedures have been introduced enabling the coordinators to assess the effectiveness of the planning and the progress of pupils. A portfolio of moderated pupils' work is used well to share ideas with other staff and to generate interest in the subject. The assessment of pupils' attainment is good. Resources are satisfactory; they are used well but some are not easily accessible to pupils because of limited and inappropriate storage, for example study boxes containing delicate equipment in the hall. The school grounds are beginning to be used for teaching sciences. Visits, for example to the local nature reserve, enhance pupils' learning about plants, animals and the seasons.

## 92. **Other subjects or courses**

### **Information technology**

91. Progress is good and most pupils attain standards normally expected by the age of seven, which is an improvement since the last inspection report. Pupils can produce short pieces of writing using the word processing program and use the space key to separate words. They are familiar with the directional keys, know how to produce upper and lower case letters and use the return key to start a new line. Higher attaining pupils are able to edit their work using the backspace key. Pupils are developing a familiarity with the keyboard to locate letters quickly. They show gains in their manipulative skills by using the mouse and cursor to drag and drop word sounds such as "ou" and "ow" when sorting combinations of letters during a literacy hour in Year 2. Pupils are confident using the mouse, for example when using an art program in Year 1.

92. Pupils in Year 1 make good progress. They are improving their skills of working with a mouse and gain confidence using the appropriate program, for example when creating “rangoli” patterns in a religious education lesson. Their keyboard skills are developed further by learning commands such as shift and return. Year 2 pupils show gains in their knowledge and skill in using an art program to create a picture using continuous lines, blocks of colour and the spray tool. They are improving their word processing skills, for example when re-drafting and correcting mistakes in English.

93. Pupils’ attitudes to the subject are positive. They enjoy using the computer and talk enthusiastically about their experiences. Pupils are keen to discuss their work and demonstrate what they have learned. They listen carefully to instructions, most behave well, show respect for equipment and work sensibly when sharing workstations. Pupils are becoming independent, confident learners. Some pupils are developing an understanding of the uses and contribution of computer technology to the world in which they live.

94. Teaching is good. Teacher confidence and competence have improved significantly since the last inspection. The aims of the lesson are shared with the pupils; this includes the key words to be learnt during the session such as load, save and print. Lessons are planned well, interesting and of good pace. The tasks set are matched well to the differing needs of the pupils. Better teaching is characterised by clear demonstrations of the skills to be learnt, for example in using the tool bar of a paint program. Teachers ask relevant questions to check pupils’ knowledge, skills and understanding. They rotate pupils regularly in well-balanced groups to take full advantage of the computer facilities and to promote learning.

95. The leadership and management of the subject are good. The new coordinator is giving the subject a clear sense of direction and is supported well by a knowledgeable colleague. The policy and scheme of work give good guidance to support planning and are increasing teachers’ confidence in their ability to teach the subject. The subject’s action plan is constructed well, is achievable and realistic. The coordinator provides good technical support and is becoming increasingly involved in the training of staff. The monitoring of teachers’ planning and sharing of effective practice is good. A portfolio of pupils’ work is used well to share ideas with other staff and to generate interest in the subject. The assessment of pupils’ attainment is good. Resources are satisfactory and are used well; this is an improvement since the last inspection. However, some machines although still serviceable are rapidly becoming obsolete. The coordinator is helping teachers to gain confidence in using information technology to support learning in other subjects such as in English, mathematics, art, geography, history and religious education.

#### 97. **Religious education**

96. Progress is satisfactory and most pupils attain standards that are in line with the expectations of the locally agreed syllabus by the age of seven. This is an improvement since the last inspection. There are no significant variations between pupils of different gender or backgrounds. Pupils with special educational needs make appropriate progress in their knowledge of different faith groups.

97. Pupils in both year groups are studying the religious stories of a range of faith groups. Pupils in Year 1 draw pictures of Rama and Sita with appropriate simple captions and sequence three pictures to retell the story. They are able to recall some of the events and stories from previous lessons. Pupils draw and colour basic Mendhi pictures to illustrate what they have been learning. In Year 2, pupils show sound awareness of the story of Lakshmi. They know that Hindu people welcome Lakshmi by leaving gifts, food, and divas, and that they make Rangoli patterns on their doorsteps. Throughout the school, pupils have studied Guru Nanak and his journeys and produce satisfactory work in a variety of forms. They reflect appropriately on the qualities which make a friend, for example, “I like x because she makes me laugh.”

98. Pupils’ attitudes and response to the subject are good. Year 2 pupils concentrate on their work and behave well in lessons. Throughout the school, pupils are willing to talk about what they are doing and thinking. In Year 1, a pupil who was dressed in a sari, was very proud of being chosen as a model. Pupils work hard and persevere to complete the task set such as when they produce Mendhi patterns. They are courteous and trustworthy. Pupils handle books and artefacts with care. They show respect for other values and beliefs in their study of different faiths.

99. Teaching is satisfactory; it is often good; this is an improvement since the last inspection report. Teachers’ knowledge and understanding of the subject is satisfactory and based on recent and relevant training. They make good links with other subjects, such as art, and this is effective as shown in the examples of Rangoli patterns seen in displays around the school. In the best lessons, teachers are prepared well and set clear expectations of the amount of time allocated for tasks. Education care officers are used well to support pupils’ learning.

100. The leadership and management of the subject are good. The enthusiastic coordinator is beginning to have an impact on raising standards, sharing effective practice and increasing other teachers' confidence. The local authorities agreed syllabus is used well by teachers for planning a balanced programme of learning. Good emphasis is given to the study of Christianity. The school has good plans to develop the subject, for example by having visitors from other faiths. There are satisfactory resources but the school lacks sufficient artefacts because it has recently changed the religions it studies. Religious education makes a good contribution to pupils' spiritual, moral and cultural development and to the ethos of the school.

## **Art**

101. Progress is satisfactory and the majority of pupils' attain standards normally expected by the age of seven. There are no significant variations in the progress made by pupils of different gender or backgrounds. Pupils with special educational needs make appropriate progress in improving their drawing and painting skills. The overall quality of teaching and pupils' attitude and response to the subject has improved since the last inspection.

102. Pupils in Year 1 produce three-dimensional art by carefully folding strips of paper into a concertina pattern and overlaying a variety of different coloured paper strips. They experiment in mixing black and white paint to produce strips of colour in varying tones from light to dark. Some pupils draw pleasing autumn pictures using chalks. In Year 2, pupils produce attractive work in the style of Van Gogh's 'The Wheatfields' using pastels, paint and charcoal. The best examples capture the movement of the wind successfully. Pupils draw portraits of their partners using an appropriate awareness of light and shadow. They use techniques, which they have learnt previously, such as smudging the chalk to produce effective work. Their drawing and observational skills are used to good effect in other areas of the curriculum, for example in history when pupils' keen eyes have captured the costume details of the gunpowder plotters effectively.

103. Pupils respond well to the subject and have positive attitudes to their work. They work collaboratively when drawing portraits, each taking it in turn to be the artist and the model. Pupils concentrate well to observe the details of their partner's face and persevere to obtain the effect that they want. They are proud of what they have achieved and anxious to share the results with others. One pupil had used the paint program on a computer to produce patterns of black, grey and white tones and was delighted with the printed results. Behaviour is good because pupils are motivated well by their teachers.

104. Teachers' knowledge and understanding of the subject is at least satisfactory. Lessons are prepared well. Teachers' use a suitable range of resources to support learning. There is a clear introduction to lessons outlining the skills and techniques pupils are going to use. Lessons build on previous work well and this promotes pupils' learning. Education care officers are briefed well and effectively used to enable all pupils to play a full part in lessons. Teachers use their time effectively to move around the class and the constructive suggestions that they make help pupils to make progress in their work.

105. The leadership and management of the subject are satisfactory. The present policy and scheme of work gives appropriate guidance on the development of pupils' knowledge, skills and understanding as they move through the school. Evidence from the coordinator's portfolio of previous work shows that pupils study the required programmes of study. There are sufficient basic resources for teaching but no additional money to support developments in the subject, such as artwork from other cultures. The school is short of books on famous artists and their work. Art makes a good contribution to pupils' spiritual and cultural development. Pupils are given opportunities to reflect on the skills that artists use in their work and the effects which they achieve such as in a Year 1 class where pupils considered the tones Munch used in his picture 'The Scream'. They study a good range of artists' work, for example Monet, Mondrian, Lowry and Klee. The quality of display around the school makes a good contribution to its ethos. Information technology is used well to support learning.

## **Design and technology**

106. Progress is good and the majority of pupils' attain standards normally expected by the age of seven, which is an improvement since the last inspection. There are no significant variations between pupils of different gender or backgrounds. Pupils with special educational needs make appropriate progress in improving their making skills.

107. Pupils are developing their construction skills and knowledge of materials. In Year 1, the majority of pupils are beginning to generate ideas through shaping, assembling and re-arranging materials, for example when making a winding mechanism to illustrate a nursery rhyme. They can explain successfully how they are using and joining materials to make a

working model. Pupils make good progress in evaluating and improving their models. They use tools with increasing skill, particularly the lower attaining pupils. Pupils in Year 2 use pictures from a story about Indian culture to make shadow puppets. They are able to select appropriate materials and join them using glue and tape. Pupils discuss, with increasing confidence improvements to their working models using correct technical language. They test each puppet, using an appropriate light source, to evaluate the effectiveness of the finished product. Higher attaining pupils show an increasing understanding of the design and making process. Pupils are improving their measuring skills when weighing ingredients to make crunchy biscuits.

108. Pupils' attitudes and response to the subject are good. They express interest and discuss their work and ideas enthusiastically. Pupils take a pride in what they have made. They select and use resources carefully and show awareness of the need to work safely and neatly. Pupils' behave well and work together in a sensible manner sharing ideas and materials. They show initiative when refining their models such as in a Year 2 lesson on shadow puppets. Pupils enjoy the opportunities to cook, particularly when supported effectively by non-teaching staff.

109. Teaching is good. Most teachers have good subject knowledge, which they use well to encourage pupils to find different solutions to design problems, for example when making lifting mechanisms in Year 1. They use the correct terms to help widen the pupils' vocabulary and place good emphasis on health issues such as washing hands regularly when working with food. Lessons are carefully planned, pupils are managed well and the tasks set meet the differing needs of pupils. Teachers are skilful in managing pupils who become excited by new experiences when making a clock in a Year 1 lesson. They use questions well at the end of lessons to assess pupils' knowledge, skills and understanding and to inform planning.

110. The leadership and management of the subject are good. The coordinator shows commitment and understanding as to how the subject should develop. The policy and scheme of work give good guidance to teachers for planning work and the curriculum is broad and balanced. Staff training has been effective in improving teachers' confidence and pupils' attainment is improving. Learning resources are satisfactory but pupils do not have easy access to equipment because of unsatisfactory storage facilities. Portfolios of pupils' planning and evaluations, photographs and working models are used well to share ideas with other staff and generate interest in the subject.

## **Geography**

111. Progress is satisfactory and the majority of pupils' attain standards normally expected by the age of seven, with a significant minority of pupils achieving above this level. This is an improvement since the last inspection. There are no significant variations between pupils of different gender or backgrounds. Pupils with special educational needs make appropriate progress in improving their skills.

112. Pupils in Year 1 draw simple maps of their route to school including significant features that they see on their journey, for example the local church or the 'late shop'. However, lower achievers are still confused about items that are used to illustrate a picture, such as 'the sun', and symbols which are used on a map. Pupils make simple maps of the interior of the school and higher attaining pupils successfully label their work with appropriate key words. In one class, they are clear about how they travel to school, for example by car or on foot. Pupils help their teacher to compile a block graph of these journeys using a computer program and are able to interpret the results. In Year 2, pupils write appropriate facts they have learnt about life in India, for example that there are different coloured taxis, and some pupils know the name of the capital city. Higher attaining pupils compare and contrast life in India with their own lives; they do this well. Pupils draw maps of the school that show good details and write a set of instructions on how to get around the school. They draw treasure island maps with increasing skill, using coordinates to locate key features and the best examples are carefully labelled. Pupils know that symbols can be used on maps to indicate different types of weather. They write about their likes and dislikes of various types of weather, for example 'I like the sun because it brightens up my day'. Pupils organise their writing well.

113. Overall, pupils' attitudes and response to the subject are satisfactory. Scrutiny of previous work shows that pupils take care with their work. Pupils settled to work reasonably well, but some are restless for a variety of reasons, including illness during the week of the inspection. They are interested in their work and want to share it with interested adults. When lessons are not well managed, pupils' behaviour is unsatisfactory.

114. Overall, teaching is satisfactory, but with a small amount of unsatisfactory teaching. Teachers make appropriate use of a range of adults to support pupils' learning and this allows all pupils to make satisfactory progress. The tasks set are matched well to the differing needs of pupils. The knowledge and understanding that teachers have of the locality enables them to quickly correct pupils' misunderstandings. In a few lessons, the pace of work is slow and this adversely affected the

pupils' progress.

115. The leadership and management of the subject are good. The subject is coordinated effectively. Curriculum planning makes good use of the local area. Visits to Breadsall village to compare features with the area around the school are used well to promote learning. Arrangements for the professional development of staff are good. There is a sufficient range of maps and globes around the school and teachers make good use of these in other lessons to point out other countries. Information technology is appropriately integrated into lessons, for example to place weather symbols on a map of the British Isles. The subject makes a good contribution to pupils' spiritual and cultural development, for example when they study life in other countries such as India. Opportunities for reflection are developed well when pupils are given opportunities to state their likes and dislikes or to compare and contrast different life styles.

## **History**

116. Progress is satisfactory and the majority of pupils' attain standards normally expected by the age of seven, with a significant minority of pupils achieving above this level. There are no significant variations between pupils of different gender or backgrounds. Pupils with special educational needs make appropriate progress in increasing their knowledge.

117. Pupils in Year 1 make an effective 'time line' using pictures of lamps from the Romans to the present day. They place artefacts into similar groups of lights that were used in the past and those that are used today. However, they have insufficient knowledge to place candles accurately but are aware that candles are used today. In Year 2, pupils show good knowledge of the lives of famous people. They write impressive letters as though from hospitals in the time of Florence Nightingale. In work about Guy Fawkes, they write interesting accounts of the discussions between the plotters and higher attaining pupils show a good grasp of the underlying causes of the gunpowder plot. Pupils record imaginary conversations between two lamplighters by using speech bubbles effectively. Lower attaining pupils draw pictures that record the work of lamplighters and some use information from previous lessons to include 'boneshakers' as contemporary detail. Pupils use their art skills effectively to record what they know and their writing skills to organise their work.

118. Pupils' attitudes and response to the subject are good. They are enthusiastic about their work and keen to talk about it to interested adults. Pupils handle artefacts with care. They behave well in lessons and persevere to produce good quality work.

119. Teaching is at least satisfactory and is often good. Teachers have good knowledge and understanding, which they use to tell stories accurately to bring history to life. In the best lessons, the teaching proceeds at a good pace, there is a variety of challenging activities and the tasks set meet the differing needs of pupils. Teacher use the correct historical terms to develop pupils' language. Other adults are briefed well and play an appropriate role in the lesson and this aids pupils' progress.

120. The leadership and management of the subject are good. The enthusiastic coordinator has developed a well-organised portfolio of pupils' previous work, which shows the wide range of the work covered. The arrangements for the professional development of staff are good. There is a sufficient range of resources but the school does not have sufficient artefacts to support the program of work. History makes a very effective contribution to pupils' spiritual, moral and cultural development. Pupils learn about moral dilemmas and reflect on people's lives in previous times such as lamplighters. They learn about the history of places in the locality, for example the school and church in Breadsall village, and compare and contrast them with their own school and local church.

## **Music**

121. Progress is good and most pupils attain standards normally expected by the age of seven, which is an improvement since the last inspection. They are improving their listening, appraising and performing skills but composition work is less well developed. Pupils with special educational needs are supported well and make good progress.

122. Pupils in Year 2 make good progress in listening to music from other cultures. They recognise and appraise the use of repeating and changing patterns of sound such as when studying the camel herder's song from Kenya. Pupils respond to the lead voice, are able to follow increasingly complex sound patterns created by the chanter, and associated instruments. They show gains in understanding on how to use different instruments to develop a group composition. In Year 1, pupils make very good progress in identifying the tonal quality of sound, for example those made by drawing, cutting, swimming and children's voices. They perform simple songs following high and low patterns of notes and phrases. Pupils sing well with good pitch and intonation at assemblies but have limited experience of playing and composing using tuned instruments.

123. Pupils' attitudes to the subject are good. They participate in lessons with real enjoyment and listen with interest and sustained concentration. Pupils are highly motivated by the enthusiasm of the teacher. They are keen to answer questions and share their observations sensibly with others. Pupils participate actively in lessons and confidently demonstrate their skills such as when conducting small group performances. Music contributes well to their spiritual, social and cultural development.

124. Most of the teaching is undertaken by a specialist teacher and is often very good. Teachers' plan effectively. Lessons are structured well and are of good pace. Good use is made of pupils' prior knowledge and skills to challenge and extend their learning. Teachers have very good knowledge and understanding of the subject and this leads to sustained learning by pupils and an enthusiasm for music lessons. They have high expectations, demonstrate well, and encourage pupils to use their imagination. Assessments of pupils' achievements are used well to plan the next stages of learning.

125. The leadership and management of the subject are good. Very good use is made of the coordinator's specialist skills, particularly in teaching listening, appraising and performing skills to all classes. The policy and scheme of work give good guidance for teachers' planning and the development of knowledge, skills and understanding. The curriculum is monitored effectively through informal communications with other teachers and the scrutiny of their plans. There is an appropriate range of untuned instruments that are used well, but there is a lack of tuned instruments for performing and composing. Some class teachers lack confidence in teaching the subject, particularly composition skills. The access to musical materials and instruments is in the process of being improved. The coordinator successfully leads many of the school's musical projects and is supported well by other staff. Pupils are provided with good opportunities to perform for an audience such as in assemblies and termly concerts.

## Physical education

126. Overall, progress is satisfactory and most pupils attain standards normally expected by the age of seven, which is similar to the last inspection report. There are no significant variations between pupils of different gender or backgrounds. Pupils with special educational needs make appropriate progress.

127. Pupils in Year 1 make satisfactory progress in planning and performing simple sequences such as travelling movements using the floor and apparatus. They use apparatus imaginatively but the quality of their movements lacks refinement. However, higher attaining pupils improve their landing skills after advice from the teacher. Pupils are able to discuss the importance of warming up and cooling down at the beginnings and ends of lessons. In Year 2, pupils make very good progress in dance. They move well and understand the use of gesture and contrasting movements when constructing a story about Divali. Pupils know about using shapes, different levels of working and hand movements in response to Indian dance music. Progress in gymnastics is unsatisfactory. Pupils can use different parts of their body to travel between and on different sets of apparatus. However, they do not plan and evaluate their performance systematically and the quality of movement does not improve during the lesson.

128. The majority of pupils show positive attitudes to physical activities and work well in pairs and in teams. They behave well in most lessons. Pupils listen carefully and respond to the teachers' instructions and praise with enthusiasm. They are able to move equipment with skill and show an awareness of safety issues. Pupils work with sustained interest and concentration, particularly in dance. However, they become restless when too much time is given to setting out the apparatus; noise levels are high and instructions are not followed.

129. Overall, teaching is satisfactory. In the best lessons, teachers have very good subject knowledge, for example in dance. They are able to analyse pupils' movements and give them perceptive feedback. Most lessons are structured well, of brisk pace and challenge pupils intellectually and physically. Teachers plan most lessons as part of a unit of work to develop pupils' skills. They make the lessons exciting and rewarding for the pupils such as in a Year 2 lesson which used Indian music to stimulate pupils' imagination. Pupils' demonstrations are used well to illustrate teaching points. Most teachers achieve a successful balance between exposition, discussion and practical work. Pupils are managed well and resources are used effectively to promote learning. When teaching is unsatisfactory, the aims of the lessons are not achieved and the tasks set do not build on pupils' prior knowledge and skills, for example in planning, performing and evaluating gymnastic sequences. Teachers' instructions are not followed, lessons are of slow pace, pupils are not managed well and the routines to be followed in setting apparatus are not secure.

130. The leadership and management of the subject are satisfactory. The coordinator has appropriate subject knowledge, which is used to help plan lessons to a common format throughout the school. The policy and scheme of work gives good guidance for the development of knowledge, skills and understanding. Pupils participate in games every year as part of a balanced programme. Resources are good and are used well but insufficient attention is given to the access and storage of small apparatus. The hall floor was recently badly damaged by floodwater and has been re-layed; this has slowed the development of gymnastics during the last year.

## **PART C: INSPECTION DATA**

### **Summary of inspection evidence**

131. The inspection team consisted of three inspectors. They observed 54 lessons or parts of lessons, covering all subjects of the National Curriculum, over five days. Additional observations included assemblies, registration sessions and extra-curricular activities. All teachers were observed on a number of occasions. A total of 34.5 hours was spent in gathering evidence from lesson observations.

132. Pupils' work was scrutinised and discussed with them for a further 10 hours. Samples of pupils' work representing the various attainment levels of the pupils in each age group were examined; work examples included past and present work. A sample of pupils from each class was heard to read over a period of three hours. Informal discussions were held with many pupils, both in lessons and around the school.

133. Documentation provided by the school including policies, curriculum statements and plans, school portfolios, teachers' plans and record books, pupils' individual portfolios, financial statements and attendance registers were analysed. Inspectors considered the views of 6 parents who attended a meeting with the Registered Inspector and written responses from 22 parents. Inspectors held discussions with the chair and members of the governing body, the headteacher, teachers, and a wide range of support staff. Discussions with teaching staff focused mainly on their work as curriculum coordinators and their teaching.

## Data and indicators

### Pupil data

Data for 1999	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 – Y6	127	2	18	29
Nursery Unit	26	0	3	0

### Teachers and classes

#### Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent):	7.1
Number of pupils per qualified teacher:	17.9

#### Education support staff (YR – Y2)

Total number of education support staff:	3
Total aggregate hours worked each week:	49

#### 135. Qualified teachers (Nursery class)

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	26

#### 135. Education support staff (Nursery class)

Total number of education support staff:	2
Total aggregate hours worked each week:	33
Average class size:	25.4

### Financial data

Financial year: (based on 210 on roll for 1998/99):

1998/99
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	£
Total Income	294179
Total Expenditure	297980
Expenditure per pupil	1418
Balance brought forward from previous year	12903
Balance carried forward to next year	9102

## PARENTAL SURVEY

Number of questionnaires sent out:

178
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Number of questionnaires returned:

22
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### 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	32	59	9	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	37	55	4	4	0
The school handles complaints from parents well	37	26	26	11	0
The school gives me a clear understanding of what is taught	38	57	5	0	0
The school keeps me well informed about my child(ren)'s progress	28	59	9	4	0
The school enables my child(ren) to achieve a good standard of work	29	67	4	0	0
The school encourages children to get involved in more than just their daily lessons	25	55	15	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	36	64	0	0	0
The school's values and attitudes have a positive effect on my child(ren)	33	57	10	0	0
The school achieves high standards of good behaviour	33	52	10	5	0
My child(ren) like(s) school	55	45	0	0	0

### Other issues raised by parents

Almost all the parents hold the view that Breadsall Hill Top School is an improving school. They believe that most pupils are making good progress and that standards are improving. Parents believe that the quality of teaching is good. They value the information they receive and support fully the values taught by the school. Parents believe that the headteacher and staff are approachable and readily available and that the leadership and management of the school are good. Parents are very satisfied with the personal development of their children and the help and guidance they receive. Their children enjoy going to school.

A few parents expressed a concern that the school is too defensive when handling some complaints. Other parents are concerned about the cramped nature of the buildings and the apparent lack of learning resources, particularly for information technology. Some parents believe that the school does not publicise its strengths sufficiently with the local community.