

INSPECTION REPORT

DOBCROFT INFANT SCHOOL

Millhouses, Sheffield

LEA area: Sheffield

Unique reference number: 107048

Headteacher: Mrs S Clark

Reporting inspector: L A Furness
8245

Dates of inspection: 11th - 14th March 2002

Inspection number: 194241

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant School

School category: Community

Age range of pupils: 4 to 7

Gender of pupils: Mixed

School address: Pingle Road
Millhouses
Sheffield

Postcode: S7 2LN

Telephone number: 0114 236 8099

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Appropriate authority: The Governing Body

Name of chair of governors: Rev. E Percy

Date of previous inspection: 21st April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8245	L A Furness	Registered inspector	Mathematics Equal Opportunities	What sort of school is it? How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
19431	J Holmes	Lay inspector		How high are standards? Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
27677	D Davenport	Team inspector	Foundation Stage of Learning	How good are the curricular and other opportunities offered to pupils?
16761	M Hemmings	Team inspector	Special Educational Needs English as an additional language Science Geography History Information and Communication Technology Religious Education	
30781	W Stenton	Team inspector	English Art and Design Design and Technology Music Physical Education	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dobcroft Infants is an average sized school situated approximately three miles to the west of Sheffield city centre in a residential area consisting of mainly privately owned detached and semi-detached housing. It currently provides full-time education for 269 pupils, from 4 to 7 years of age. The proportion of pupils entitled to receive school meals free of charge is well below the national average, and the general attainment levels of children on entry to the school are above that expected for their age in language, literacy and communication and mathematical development. However their attainment in personal, social and emotional development matches that expected for their age. Approximately 11.5 per cent of the pupils are on the school's register of special educational needs, which is well below the national average. Nearly 1.1 per cent of pupils have statements of specific needs, which is slightly below the national average. Just under three per cent of pupils are from families belonging to minority ethnic groups and speak English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school. It provides a good level of care for its pupils. The teaching is predominantly good particularly in English and mathematics. Pupils attain good standards by the age of 7 and their achievement is satisfactory. The headteacher, governors and staff co-operate successfully to create a positive climate for learning. The school is well led and managed, and it provides good value for money.

What the school does well

- The successful implementation of the National Strategies has contributed effectively to the continuing high standards attained in the National Curriculum tests at the age of 7.
- Very good teaching is a strong feature of two of the Year 2 classes.
- Children are provided with a good start to their education in the Foundation Stage of Learning.
- Good leadership of special educational needs ensures that pupils with specific needs are well supported by the teaching assistants and consequently they achieve well.
- Relationships within the school are good and teachers successfully provide a supportive and safe environment for their pupils.

What could be improved

- The inconsistency in the quality of teaching impinges negatively on pupils' progress and achievement.
- Pupils have too few opportunities to use their information and communication technology skills.
- Pupils' awareness of what they need to do next to improve the quality of their work.
- Monitoring and evaluating teaching and learning in subjects other than literacy and numeracy.
- Preparing pupils more satisfactorily for life in multi-cultural Britain.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997 and since then the key issues identified in the previous report have been satisfactorily addressed. Nationally produced guidelines for the majority of National Curriculum subjects have been adopted, to ensure that learning is continuous throughout the school. Planning systems have also improved. In order to improve the teaching of art, training has been provided for teachers, a new programme of work adopted and to ensure that pupils have the opportunity to work at depth in this subject the school plans for regular enrichment weeks. Parents are provided with more information about curriculum coverage. Problem solving activities have been built

into the curriculum so that pupils have more opportunities to collaborate, solve problems and make choices. The school has also successfully implemented the National Literacy and Numeracy Strategies. The school has made satisfactory improvement since the previous inspection.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	A	A	A*	A
writing	A	A	B	C
mathematics	A	A	A	A

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

The table shows that for the past three years the results of the national tests in reading and mathematics at the age of 7 have been consistently well above the national average and well above average in comparison to similar schools. Where A* is shown, the school's results were very high and in the top 5% nationally. This very good attainment was partly because in 2001 a small number of pupils managed to attain Level 4 (the expected level for an 11 year-old) in reading. In writing the results were above the national average and matched the average for similar schools. In science on the basis of teacher assessment the pupils' attainment was above the national average and average in comparison with similar schools. Inspection evidence confirms that by the age of 7 the pupils' attainment at least matches the level expected for their age in reading, writing, mathematics and science with good evidence of higher attainment. Pupils progress and achievement overall is satisfactory. Pupils with special educational needs and English as an additional language make good progress overall, and they achieve well because of the good support that they are given. Regular assessments are carried out in the Foundation Stage of Learning and although the ability of the children is wide, by the time they enter Year 1, the majority achieve above the national expectations indicated by the 'early learning goals' in the six areas of learning. Although not a statutory requirement, the school does set targets for 7-year-olds. The targets set for 2001 were exceeded in reading and mathematics and narrowly missed in writing. The targets for 2002 are appropriately challenging and the school is on course to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and have a good attitude towards their learning. They are mainly interested and involved in their activities and contribute well to class discussions.
Behaviour, in and out of classrooms	Satisfactory. The behaviour of pupils is satisfactory both in class and around school. They display a satisfactory level of self-discipline but if the lesson lacks pace or pupils are insufficiently challenged some

	inappropriate behaviour by a minority of pupils occurs.
Personal development and relationships	Satisfactory. Pupils are encouraged to become confident and independent and have satisfactory opportunities to take responsibility in the life of the school. The relationships throughout the school are good and there is a good level of trust and respect shown.
Attendance	Satisfactory. Although attendance matches the national average attendance records are affected by parents taking their children on holidays during term time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Good	Good

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

Teaching and learning are good overall with evidence of very good teaching, occurring mostly in two of the Year 2 classes. In these lessons the teaching was particularly motivating and imaginative, and pupils were keen and enthusiastic to learn. Teaching in the Foundation Stage of Learning is mainly good. The staff have a good understanding of how young children learn and they work closely together to plan structured, interesting and stimulating activities that motivate the children and enable them to learn well. Good teaching and learning in English and mathematics reflect their high priority in the curriculum. The majority of teachers manage pupils in a consistently positive way and lessons often move at a brisk and lively pace. Lessons are well organised and well structured; pupils are clear about what they need to do and get on purposefully. Teachers provide suitable work for pupils of different abilities and pupils with special educational needs are well supported. However there are inconsistencies in the quality of teaching and learning and there is unsatisfactory teaching occurring in both Years 1 and 2. In the lessons where teaching was unsatisfactory, inappropriate behaviour was not managed effectively and expectations for learning were too low. This inconsistency negatively impinges on pupils' attainment and on their achievement. Although written marking is satisfactory, it is not used consistently to inform pupils of why their work is good and what they need to do next to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum complies with the requirements of the National Curriculum and is suitably broad and balanced. However, pupils have too few opportunities to use information and communication technology skills in the other subjects of the National Curriculum.
Provision for pupils with special educational needs	Good. Focused and frequent support, including that from knowledgeable teaching assistants, enables these pupils to make good progress.
Provision for pupils with English as an additional language	Good. Pupils with English as an additional language are effectively supported and make good progress.
Provision for pupils' personal,	Good overall. Pupils have a clear sense of right and wrong and they

including spiritual, moral, social and cultural development	develop well as individuals. Pupils respect each other and have a good understanding of their own cultures. However, they have a less well-developed understanding of the multicultural nature of Britain today.
How well the school cares for its pupils	Good. The school provides well for pupils' welfare, including good arrangements for child protection. Assessment procedures are satisfactory overall; they are good in literacy and mathematics but are not yet fully established in other subjects.

The school's partnership with parents and carers is satisfactory. The majority of responses from the parents' questionnaire and the parents' meeting indicated satisfactory support for the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear view of what needs to be done and is tackling priorities in a purposeful and systematic way. She gives a strong lead to staff and is effective in building a team that is committed to school improvement.
How well the governors fulfil their responsibilities	Good. Governors are actively involved and very supportive. They are well informed and effectively organised to enable them to influence the work of the school.
The school's evaluation of its performance	Satisfactory. Good use is made of performance and other data to guide future planning. Teaching and learning are monitored systematically in literacy and numeracy but not in other subjects.
The strategic use of resources	Good. The school makes effective use of its resources for the benefit of the pupils.

There are sufficient numbers of staff and they are appropriately qualified. Support staff are well qualified, experienced and committed to their work. The contribution they make to the standards the pupils attain fully justifies the money that the school spends on them. The governors are aware of the principles of best value and are beginning to evaluate the likely effect of spending on standards and achievement. The accommodation is satisfactory and it is adequate in size. Resources are adequate in almost all areas of the curriculum apart from in English and information and communication technology where they are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Children enjoy school. ▪ The school expects children to work hard. ▪ The school is making children more mature and responsible. 	<ul style="list-style-type: none"> ▪ Parents would like more information about how well their child is progressing. ▪ The school to work more closely with parents. ▪ The school to provide an interesting range of after school activities.

The inspection team agrees with parents that pupils enjoyed school and that they were expected to work hard. It was found however that opportunities for pupils to take responsibility and develop personal skills although satisfactory could be improved. With regards to information about progress the inspection team disagrees with the parent's perspective. The annual written report each year meets statutory requirements and contains targets for development and information about what the pupil can and cannot do. Parents are also given the opportunity each term to discuss progress with teachers when they are given a verbal report on pupil progress and the targets for improvement. The inspection

team found that the school does attempt to involve parents in the work of the school and disagrees with parents on this issue. The inspection team agrees that the school does not provide a wide range of after school activities but it does provide a wide range of interesting visits and experiences to enrich pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Over the past three years the results of the national tests in reading and mathematics at the age of 7 have been consistently well above the national average and well above average in relation to similar schools. In reading the results were very high and in the top 5% nationally. This is partly because in 2001 a small number of pupils managed to attain Level 4 (the expected level for an 11 year-old) in reading. This represents good achievement for these pupils. In writing the results were above the national average and matched the average for similar schools. In science on the basis of teacher assessment the pupils' performance was above the national average and matched the average in comparison with similar schools. The majority of pupils currently in Year 2 are working at levels expected for their age in reading, writing, mathematics and science and their achievement is satisfactory. Although not a statutory requirement, the school does set targets for 7-year-olds. The targets set for 2001 were exceeded in reading and mathematics and narrowly missed in writing. The targets for 2002 are appropriately challenging and the school is on course to achieve them.
2. Pupils with special educational needs and English with an additional language make good progress overall, and achieve well because of the good support that they are given. In English the recent national initiative of the 'Early Literacy Strategy' has been adopted by the school and is enabling some pupils who are in need of extra help with writing, spelling and phonic skills to achieve well. The good support of the teaching assistants is having an obvious impact on the learning of all these pupils. The pupils who are identified as gifted and talented achieve well in reading and satisfactorily in writing and mathematics.
3. A nationally approved assessment scheme used when children first start at the school shows that their attainment in language, literacy and communication and mathematical development is above that expected for their age, whilst their attainment in personal, social and emotional development matches that expected for their age. However by the time they enter Year 1 the majority of children achieve the 'early learning goals' in all six areas of learning and many exceed them. The children's achievement is good and this is because of the good teaching and challenging and varied work which ensures a good start to their education. However this good start is not rigorously built upon, as the inconsistency in teaching quality in Years 1 and 2 is negatively affecting some pupils' progress and their resulting achievement.
4. In speaking and listening attainment is above the level expected at the end of Year 2 and the pupils' achievement is satisfactory. Pupils listen attentively in most lessons, except when the pace of teaching slows. They speak articulately and with confidence, for example when discussing the story of Moses in religious education. They have a wide vocabulary which they use well to explain their ideas. This was seen during mental mathematics sessions when pupils clearly explained their calculation strategies or in class discussions when the pupils suggest a range of adjectives and describing phrases, to support their writing of 'super sentences'.
5. In reading the pupils' achievement is satisfactory. The majority of pupils read fluently, accurately and with understanding. They have a good knowledge of letter sounds and a wide range of strategies available to assist them to read unfamiliar words. Lower attaining pupils use both letter sounds and the context of the text to successfully help them read new words.

Higher attaining pupils understand how to use the library, know how to locate books and can use the front cover, index or contents to select what they would like to read or find out.

6. Although achievement in writing overall is satisfactory, the attainment of pupils at the higher levels does not sufficiently reflect the high standard of reading and range of vocabulary used by pupils in their oral work. In Year 2, higher attaining pupils write extended sentences using correct punctuation. They understand which words are nouns and adjectives, antonyms and synonyms and use them to make their writing more interesting to the reader. They write descriptive sentences about Goldilocks' appearance and character after their teacher role-plays the character for them. Lower attaining pupils write simple sentences and show a satisfactory understanding of sequence. However, their use of correct punctuation is less secure and there is limited use of interesting vocabulary. The pupils' achievement in spelling is satisfactory. Their awareness of how to split words into syllables is well promoted and their growing knowledge of letter sounds has given them a secure basis on which to build good skills in spelling. In their independent work they make sensible attempts at words they do not know. In handwriting, the pupils' achievement is satisfactory and by the age of 7 the majority of pupils are beginning to develop a clear handwriting style.
7. In mathematics the pupils' achievement is satisfactory. By the age of 7, the pupils have a good knowledge of basic number. They have a wide range of mental calculation skills and use appropriate mathematical vocabulary correctly to explain their different methods of calculation to the class or group. They think of a variety of ways of making different numbers, for example, $2 \times 9 = 18$ or $3+3+3 = 9$ then double it to make 18. Pupils used different strategies confidently and correctly. However, in some lessons, the pupils achievement is unsatisfactory when low level tasks, such as colouring activities are given which do not promote mathematical learning or thinking.
8. In science the pupils' achievement is satisfactory. The pupils in Year 2 have a good scientific knowledge and are able to use their developing scientific skills appropriately. They handle scientific equipment carefully and are aware of the need for a fair test when carrying out an experiment. When investigating simple electrical circuits, pupils know how to incorporate a switch to control a variety of devices, such as buzzers and bulbs. Most pupils show a good scientific vocabulary to communicate their findings, which is successfully developed by the scientific dictionaries that they build up during lessons.
9. In art and design the pupils' attainment matches that expected for their age and their achievement is satisfactory. By the age of 7, the pupils have a secure knowledge of colour and know more unusual names such as turquoise, sky blue, indigo and navy blue. They discuss sensibly whether colours should match or contrast and their work shows good use of colour to achieve the desired effect for example in selecting colours that the artist 'Hunterwasser' may choose. They have satisfactory observational skills and use these skills satisfactorily to pay attention to detail as is seen in portraits showing for example, eyelashes, spectacles and hair slides.
10. Attainment in physical education at the age of 7 is at the level expected and a minority of pupils are attaining above the level expected. The pupils' achievement is satisfactory. In gymnastic activities, Year 2 pupils warm up appropriately, use the space well, show good landing skills and many know the correct gymnastic position for finishing a sequence of movements. They combine several movements, including balancing, sliding and rolling, using different speeds, directions, levels and heights and are able to keep a moment of stillness during their sequence. Higher attaining pupils include forward rolls, headstands and cartwheels

in their performances. Most pupils are aware of safety in their physical education lessons and move apparatus safely and quickly. In dance activities pupils show imagination, sensitivity and grace in their dance movements and the majority concentrate well becoming absorbed in the character they portray. They competently and sensitively evaluate their own and each others performance in order to improve.

11. By the time they are 7 the majority of pupils meet the expectations of the locally agreed syllabus in religious education and their achievement is satisfactory. Year 2 pupils show an appropriate knowledge and understanding of Christianity and are developing their awareness of other major world faiths for example Judaism. They know about a range of religious festivals such as Christmas, Diwali and Easter and can explain the importance of each festival.
12. There was insufficient evidence to make a firm judgement on attainment or achievement in design and technology, geography, history, information and communication technology, and music.

Pupils' attitudes, values and personal development

13. The pupils enjoy coming to school and have a good attitude towards learning. They are usually interested and involved in their activities and contribute well to class discussions. Every Friday, the pupils have good work celebrated alongside good behaviour, with the 'Citizen of the Week' award. The pupils are encouraged to think about others and the majority of them have a good sense of fair play.
14. The behaviour of the pupils is satisfactory both in class and around school. Pupils display a satisfactory level of self-discipline but if the lesson lacks pace or the pupils are not appropriately challenged some inappropriate behaviour by a minority of pupils occurs. There was no oppressive behaviour observed in the school during the inspection and there have been no exclusions in the past year.
15. Pupil's personal development throughout the school is satisfactory. Pupils have been involved in some school development issues, for example, by being consulted over playground improvements. The pupils are encouraged to become confident and independent through taking responsibility in the life of the school. For example, older pupils help new children settle into school routines; they set out benches for assemblies and answer the telephone at lunchtimes. Younger pupils are given responsibilities within the classroom, for example, tidying up and putting away resources. The 'Citizen of the Week' award effectively acknowledges the value of individuals and boosts the pupils' self esteem. The relationships throughout the school are good and there is a good level of trust and respect shown. The pupils, particularly in Year 2, are generally articulate and communicate easily with adults; they show a good awareness of the working of the school and of their environment.
16. Attendance matches the national average and is satisfactory. Attendance records are however, affected by parents taking their children on holidays during term time. Punctuality is satisfactory with a few pupils arriving late. The level of unauthorised absence is well below national average. Parents are good at notifying the school of absence. Contact is made with parents on the second day of absence if the school has received no reason for absence.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching and learning is good overall. During the inspection, teaching was at least good in approximately three fifths of lessons with approximately one eighth of lessons very good. The very good teaching occurred mainly in two of the Year 2 classes. However, the quality of teaching is inconsistent with approximately one in ten lessons unsatisfactory. This is similar to the findings of the previous inspection. Teaching is good in English and mathematics and satisfactory in science, physical education and religious education. There was insufficient evidence to make a firm judgement on the quality of teaching and learning in art and design, design and technology, geography, history, information and communication technology and music.
18. The quality of teaching in the Foundation Stage of Learning is good. The teachers, classroom teaching assistants and other helpers work effectively together as a team to create a caring and secure environment. They form good relationships with the children and have high expectations of their behaviour to which the majority of children respond well. The teachers' thorough planning, clear explanations, effective questioning techniques and good emphasis on developing literacy skills are having a positive impact on the children's learning. The varied range of well-planned activities and a good understanding of how children of this age learn create a happy, stimulating atmosphere in which children work and play well together and make good gains in their learning. Children feel secure in developing their learning through the constructive praise they receive from the teachers and teaching assistants. Teaching assistants are used effectively to support individuals and groups of children, including those with special educational needs. They are well briefed by the teachers, have a good knowledge of the children and make a positive contribution to their learning. However, insufficient attention is given to using the displays in the literacy and numeracy areas of the classroom, as a stimulus for teaching. Display in general is unsatisfactory and could be enhanced by using children's work for example, to illustrate stories told in literacy and by using a more varied selection of media.
19. The school has worked hard to implement the National Literacy and Numeracy Strategies and teachers are secure in their subject knowledge in both subjects. In numeracy there is a strong emphasis on mental mathematics and good use is made of oral and mental work at the start of lessons. Where teaching is good or better in both English and mathematics, management of behaviour is good. Lessons are taken at a brisk, lively pace, there is variety in teaching styles and the length of time spent listening to the teacher is appropriate for the age and abilities of the pupils. In these lessons tasks are well matched to different abilities. The pupils settle to their work quickly and enjoy what they are doing. Homework is used satisfactorily in both literacy and numeracy to improve the children's learning and is having a positive impact on the standards they attain. Pupils are encouraged to use their developing literacy and numeracy skills in other subjects. They do this effectively. For example, pupils use their writing skills to write accounts in history and in religious education. In science, pupils use different methods of recording including charts and graphs to record their ideas and findings.
20. However, inconsistencies in the quality of teaching in both Years 1 and 2 are causing underachievement in some pupils. Where teaching is unsatisfactory the pace is slow, and time is not used appropriately. Registration, religious education lessons or assemblies before the literacy or numeracy hour results in pupils sitting still for up to an hour before beginning their independent work and this is far too long. Plenaries, which are good opportunities at the end of lessons to assess learning outcomes, are not always valued or inclusive of all pupils. In one mathematics lesson seen in Year 2, a number of pupils were allowed to tidy the classroom instead of participating in the plenary session.

21. The teachers' expectations of pupils vary from unsatisfactory to good. Where teaching was good, as was seen in a science lesson for pupils in Year 1, there was good demonstration of the techniques to be used and effective management of group activities to ensure that pupils had a high work rate although working independently. In a lesson for pupils in Year 2 on investigating simple electrical circuits, the good questioning skills of the teacher enabled pupils to make good progress in their understanding of how to incorporate a switch to control a variety of devices, such as buzzers and bulbs. However, in some lessons in Years 1 and 2 pupils are not suitably challenged and the activities are not structured enough to allow good quality learning to take place. Occasional low-level tasks, such as colouring in activities, are given to the pupils which means that limited learning is taking place.
22. The use of day to day assessment is satisfactory and activities planned are mainly matched to the pupils' prior attainment. Day to day planning is adjusted appropriately as a result of assessments made. The teachers mark work conscientiously. However, although written marking is satisfactory it is not used consistently to inform pupils of why their work is good and what they need to do next to improve. Pupils do not have a clear understanding of what they need to do to raise the standard of their work
23. The teaching of pupils with special educational needs and those with English as an additional language is good. The special educational needs co-ordinator provides good support for teachers in drawing up the pupils' individual education plans and ensuring that targets deal with their difficulties. During class discussions, the pupils are asked specific questions matched to their abilities and in the majority of instances tasks are carefully matched to the pupils' needs. Teaching assistants give good support to these pupils. They form good relationships guiding them in their work by providing clear explanations, asking and answering questions and supporting them in recording their findings or thoughts. Higher attaining pupils or those who are identified as gifted and talented are also given tasks that are well matched to their prior attainment, allowing them to apply their knowledge and to think creatively.

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

24. The curriculum provided for the children in the Foundation Stage of Learning (the reception classes), is good. All six areas of learning are covered through an appropriate range of activities with good attention being given to communication, language and literacy, mathematics and personal, social and emotional development. When appropriate the relevant sections of the National Literacy and Numeracy Strategies are introduced.
25. The curriculum for pupils aged 5 to 7 is satisfactory. It complies with the requirements for the National Curriculum and is suitably broad and balanced. Religious education is taught in accordance with the locally agreed syllabus. However, insufficient time is allocated for the teaching of information and communication technology and pupils have too few opportunities to use information and communication technology skills in the other subjects of the National Curriculum.
26. The school has successfully implemented the National Literacy and Numeracy Strategies. These are having a positive impact on pupils' learning enabling them to achieve satisfactorily. There are appropriate programmes of work in place for all the other subjects of the National Curriculum, providing sound guidance for teachers in their planning. The school uses a planning system based on the nationally agreed guidance that is available to schools. Good emphasis is placed on linking all areas of the curriculum to literacy and the teachers' weekly

planning effectively reflects this. This is an improvement since the previous inspection. However, as at the last inspection the role of the subject co-ordinator is still under developed and some subject policy documents are out of date.

27. The provision for the pupils' personal, social and health education is satisfactory. There is an appropriate written policy in place and opportunities are built into lessons to promote the pupils' development. For example, in 'circle-time' and in assemblies pupils are encouraged to consider the thoughts and feelings of others and to be kind and caring both in and out of school. Regular visits to places of interest, for example, museums and farms and visitors to the school make a valuable contribution to the pupils' personal and social development. The pupils are helped to develop a healthy, safer life style through their work in science topics. Sex education and the dangers of misusing drugs and other substances are taught as part of the science and personal, social and health education programmes of work. The pupils' questions on these issues are dealt with sensitively.
28. The school provides an appropriate range of extra curricular activities. The football club for both boys and girls helps to develop the pupils' expertise in games whilst the twice weekly French Club develops the pupils' understanding of a different language and culture to their own. Good use is made of the local environment to enhance the pupils' learning in for example, history, geography, religious education and science. Enrichment weeks focus more specifically on the arts curriculum and provide good opportunities to enhance the pupils' creative and aesthetic development through music, art, dance and drama.
29. The school is committed to equality of opportunity and access for all pupils. Provision for pupils with special educational needs is good. The pupils' needs are effectively identified and appropriate targets are set to support these pupils. All teachers and support staff have a good knowledge of the individual education plans and the targets are linked to their specific needs. The higher attaining pupils are challenged well and problem solving mathematics sessions for pupils in Year 1 and Year 2 offer challenge and extend learning for the higher attaining pupils. Pupils with English as an additional language are supported appropriately and make good progress.
30. The school has developed successful links with the community and these make an effective contribution to the pupils' learning. Parents, grandparents and employees from local businesses work regularly with the pupils within the classrooms sharing their expertise, for example, by making models or playing musical instruments. Visits from the vicar and parents of other cultures and faiths help to promote the pupils' spiritual development, whilst musical and cultural development is enhanced by a visit from a local brass band. The school works well in partnership with the junior school to which Year 2 pupils transfer. As a result, the pupils are well prepared for the next stage of their education.
31. Provision for the pupils' spiritual, moral, social and cultural development is good. The provision for pupils' spiritual development is good. Assemblies provide a short time for prayer and reflection and reinforce the values and aims of the school. Through religious education lessons and 'circle-time' teachers show that they value the pupils' ideas and beliefs and give them time to reflect on how feelings can be communicated in different ways. Opportunities are given to celebrate the pupils' hard work and attitudes in school through the 'Citizen of the Week' award.
32. The provision for the pupils' moral development is good. The staff act as good role models and class and school rules are regularly referred to in order to reinforce positive behaviour.

Pupils are successfully taught the differences between right and wrong and about the impact their actions have on others. Pupils are taught to be helpful and to show a respect for people and property.

33. The provision for pupils' social development is satisfactory and is promoted through the good relationships that exist throughout the school. The majority of the pupils, in particular the Year 2 pupils, work well collaboratively during group work and co-operate willingly with others. Class and school duties develop their sense of responsibility with older pupils showing consideration for younger ones as they settle into school. The pupils' social development is further enhanced by visits out of school and initiatives to help others, for example, the 'Operation Christmas Child Appeal'.
34. The provision for the pupils' cultural development is satisfactory. Visits out of school and visitors to the school successfully introduce the pupils to their own culture and extend their learning in a range of subjects, for example, science, history and geography. Some opportunities are also provided that broadens the pupils' appreciation of other cultures through assembly themes, literature and celebrations such as Chinese New Year and Eid. However pupils learn little about the range and diversity of cultures that exist within Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Overall the care of pupils is good and is similar to that recorded at the last inspection. Pupils are valued and their achievements celebrated. They are well known to their class teachers in particular and more generally throughout the school. Relationships within the school are good and teachers successfully provide a supportive environment.
36. Procedures for child protection are good and meet statutory requirements. The school adheres to the local agreement for child protection and the headteacher is the designated member of staff responsible and has attended recent training. Staff are aware of the necessary steps to take if they have a concern about a pupil. There is suitable liaison with other responsible agencies to ensure that additional help is available when needed.
37. The school, with appropriate governor involvement undertakes a responsible approach to health and safety. Governors undertake an annual check. The caretaker also reports on a daily basis if action is needed to remedy faults. Regular safety checks of equipment are completed and fire drills held at regular intervals. Statutory risk assessments are carried out informally but, as yet, are not formally recorded. Day-to-day priorities are notified to the caretaker who takes action as quickly, as is necessary.
38. There is a designated member of staff for first aid. The school keeps medical records including a small number of pupils with severe allergies. All staff are aware of the dangers of these pupils consuming unsuitable food and several staff trained in the use of the correct medication to treat extreme reactions. There are suitable procedures in place for recording accidents and informing parents where necessary. The governors regularly examine records of playground accidents so they can put right any possible causes of mishaps.
39. The staff, governors and parents have taken very effective steps to improve the drainage problems on the school site with decking and bark chipping to eradicate unpleasant muddy areas and have also created a safe area for the youngest children to play. This is an improvement since the last inspection.

40. Arrangements for helping children settle into school in the Foundation Stage of Learning are good. Children look forward to coming to school and feel safe and secure. Arrangements for meeting new children and their parents are effective and help children make a good start to their school life. Appropriate arrangements are also in place to ease the transfer of pupils to their next school. The planning systems adopted ensure that full assessment information is passed on to the adjoining junior school; a further improvement since the previous inspection.
41. Procedures for monitoring and promoting attendance are good but the school's efforts to maintain its good record on attendance is affected by parents taking their children out of school on holidays during term time. This detracts from their education. Records of attendance are properly maintained and comply with statutory requirements.
42. Procedures for monitoring and promoting good behaviour are satisfactory with an agreed system of rewards and punishments. The school has clear and effective systems for eliminating racism or bullying and takes positive steps to prevent incidents. However, the school's behaviour policy is insufficiently detailed, with an emphasis on how to address inappropriate conduct rather than using positive methods to promote good behaviour. Inconsistent behaviour management results in some confusion for the pupils as to what is acceptable behaviour. School and lunchtime rules are displayed and a 'Citizen of the Week' award celebrates good behaviour. The school is experiencing recruitment difficulties of midday supervisors. The level of lunchtime supervision is satisfactory and the positive reinforcement of the schools aims for good behaviour are beginning to be carried out to the satisfaction of the headteacher, as a result of training for the helpers.
43. Methods for monitoring and supporting the pupils' personal development are satisfactory. Opportunities are taken to promote self esteem and whole class discussion time is used to develop pupils self awareness and their ability to communicate as well as teaching aspects of caring, social and moral development. The pupils with special educational needs are well supported by individual education plans and effective teacher assistants. They are included in lessons as far as possible and make good progress. The school has identified a number of gifted and talented pupils and is making efforts to ensure that these pupils are sufficiently challenged in their learning.
44. The school has addressed satisfactorily the needs of parents for after school care by allocating space to the parent-run charitable trust who manage the 'Dash' club.
45. The school's methods for tracking the pupils' progress over longer periods of time are satisfactory. All requirements for statutory assessment on entry to the school and at the end of Year 2 are carried out. Information from a range of tests is used to keep track of progress, notably in literacy and numeracy. Groups of pupils who would benefit from a boost to their performance are identified and supported in their learning but the checking and evaluating of pupils' achievements in other subjects is inconsistent.
46. The school has improved its ways of assessing pupils' progress and makes good use of information from national and other tests to identify next steps in learning. The information is used well in literacy and numeracy to adjust planning and teaching, for example through additional time spent by some pupils in reading recovery or extra teaching in literacy. There are half termly assessments each term, which help teachers to know at what levels pupils are working and to use the information to plan their teaching. Pupils have individual targets for literacy and numeracy and performance in writing is analysed to pinpoint specific weaknesses and consequently indicate ways to improve. Assessment and record keeping procedures in

other subjects is less well developed, and this leads to the curriculum not always being matched to the needs of pupils, especially those capable of reaching higher levels.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school's partnership with parents and carers is satisfactory. The majority of responses from the parents' questionnaire and the parents' meeting indicated satisfactory support for the school. Parents felt that their children liked school, that the school expected the children to work hard and that the school was making their children more mature and responsible. The responses also indicated that some parents felt that the school did not keep them well-informed about progress, did not work closely with parents and did not provide an interesting range of activities.
48. The inspection team agrees with parents that the pupils enjoy school and that they are expected to work hard. It was found however that opportunities for pupils to take responsibility and develop personal skills were satisfactory and that pupils would benefit from more opportunities to take responsibility for their own learning. The inspection team disagrees with the parent's views on information about progress. The annual written report each year meets statutory requirements and contains targets for development and information about what the pupil can and cannot do. Parents are also given the opportunity each term to discuss progress with teachers when they are given a verbal report on pupil progress and the targets for improvement. The inspection team found that the school does attempt to involve parents in the work of the school and disagrees with parents on this issue. The inspection team agrees that the school does not provide a wide range of after school activities but it does provide a wide range of interesting visits and experiences to enrich pupils' learning.
49. The information provided to parents is satisfactory. The school sends out an annual diary of events and regular newsletters are sent to inform parents of forthcoming events. Parents receive newsletters about the curriculum each term and are given ideas about how they can help their children to improve. Parents show an enthusiasm for getting involved with their child's education particularly during enrichment week when they bring in artefacts to support pupils' creative development. Workshops have been run and are offered at times to suit working parents. The governors' annual report to parents is adequate but does omit a small number of items that are required. The school has an informative prospectus, which fully meets requirements.
50. The school has a Parent Teacher Association but it is not well supported on a regular basis. However, parents are prepared to help with specific projects. For example, the school has a playground improvement group who has done a great deal of work to improve the playground environment. Parents are supportive and do help in school and are involved in the library, the production of story sacks and providing help for craft and literacy activities. Sending out questionnaires over the last two years has canvassed parents' views on a variety of issues upon which the school has taken appropriate action.
51. The school provides appropriate homework to support learning in the form of reading and spelling. Until recently the school's stock of books available to go home was low and pupils were only able to change their home reading books once a week. Continuing investment in the book stock has now created more regular opportunities for pupils to change their home reading books.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The school is well led and managed. The headteacher has a quiet authority and encourages a corporate approach to decision making. She has a clear vision for the development of the school and is successful in pursuing strategies that offer pupils success in their academic development. She is appropriately supported by the staff who are beginning to work together to bring about school improvement. The school development plan is thorough and the appropriateness of the school's targets for development are good.
53. The headteacher is competent in identifying the strengths and weaknesses of the school. The action that ensues is beginning to be effective. She is vigilant in using the data and other information available to her to identify the areas that need improvement. Thereafter what is planned in terms of remedial strategy is logical and systematic and is evaluated for its success. For example, recognising that some pupils were capable of higher attainment the headteacher worked with a group of more able pupils resulting in them attaining Level 4 in the National Curriculum tests, a level that is expected for an average 11 year-old pupil. Through action of this quality standards at the age of 7 have been improved as have teachers' expectations of what pupils are capable of achieving.
54. The key issues identified in the previous report have been satisfactorily addressed. Nationally produced guidelines for the majority of the National Curriculum subjects have been adopted, to ensure that learning is continuous throughout the school. The system of curriculum planning has improved and full information about pupils' attainment is passed on to the junior school at the end of Year 2. In order to improve the teaching of art, training has been provided for teachers, a new programme of work adopted. To ensure that the pupils have the opportunity to work at depth in this subject the school provides regular enrichment weeks. Parents are now provided with more information about curriculum coverage, for example by receiving regular newsletters, verbal advice regarding spelling and reading homework and parent workshops to inform and consult them about the ongoing developments in the school. Problem solving activities have been built into the curriculum so that pupils have more opportunities to collaborate, solve problems and make choices. The school has also successfully implemented the National Literacy and Numeracy Strategies. Overall the school has made satisfactory improvement since the previous inspection.
55. The quality of teaching in literacy and numeracy is regularly and systematically monitored—now as a part of the schools' performance management structure. Staff are complimented on the strong features of their work and given an area for development. As a result of the monitoring the headteacher is very aware of the strengths and the weaknesses in the quality of teaching. Appropriate support and action has already been taken to address the identified areas of concern. However in subject areas other than literacy and numeracy, the monitoring and the evaluation of the quality of teaching and learning is less well developed. As a part of the school's initiative to develop the role of the curriculum co-ordinator, all teachers are being introduced to the concept of monitoring the quality of teaching and learning and how to give feedback in a supportive but useful way. The analysis of assessment data is thorough and a system for tracking pupils' progress in English and mathematics is in place. Although satisfactory, the school recognises that the tracking of pupils' progress is a developing area and needs to be refined. Targets for learning are given to pupils but the targets are not specific enough in some classes and few teachers refer to them when teaching.
56. The leadership of the special educational needs co-ordinator is good. She is committed and works hard to ensure that the recommendations of the Code of Practice are fully met. The co-ordinator and staff meet regularly to review the pupils' progress. The school is developing

good inclusion procedures, for example pupils with specific difficulties working in a mainstream classroom. The school identifies gifted and talented pupils and has satisfactory systems in place to meet the needs of these higher attaining pupils. The funding available for special educational needs and for pupils with English as an additional language is carefully managed and specially funded staff work effectively with groups of pupils.

57. The governing body meets all statutory requirements and is supportive of the headteacher and staff. They are committed to the school and are playing an ever-increasing part in school development. Because the headteacher keeps governors regularly and honestly informed they understand what the school does well and what could be improved. They play a significant role in shaping the school's future development and are determined, together with the headteacher, to maintain high standards and improve pupils' achievement
58. Financial management is good. Financial planning is linked clearly to the school development plan and spending is carefully monitored. The finance committee meets regularly to review spending decisions. The governors are aware of the principles of best value and are beginning to evaluate the likely effect of spending on standards and achievement. They are appropriately involved in budget decisions and assist the headteacher in prudent and wise spending. Day-to-day administration is effective and satisfactory use is made of information and communication technology in this work and to manage the budget and monitor performance.
59. Staff are adequate in number and are appropriately qualified. The job-share arrangements in Year 2 works very well. Support staff are well qualified, experienced and committed to their work. The contribution they make to the standards the pupils attain fully justifies the money that the school spends on them. A conscientious caretaker satisfactorily maintains the accommodation. It is adequate in size. Resources are satisfactory in almost all areas of the curriculum apart from in English and information and communication technology where they are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to maintain high standards the governors, headteacher and staff should:

- (1) **eliminate the inconsistencies in the quality of teaching by:**
- improving the use of time in lessons as well as considering the activities that pupils have been engaged in prior to a new lesson beginning;
 - raising teachers' expectations of what pupils are capable of achieving;
 - improving classroom management and organisation skills including the management of behaviour;
 - continuing to monitor and evaluate teaching and learning and provide critical and useful feedback to teachers.
- (paragraphs: 3, 7, 14, 17, 20, 21, 71, 72, 76, 80, 81, 83, 88, 105 & 109)
- (2) **use information and communication technology (ICT) skills more effectively in the other subjects of the National Curriculum by:**
- ensuring that pupils have sufficient time to develop their ICT skills;
 - providing any necessary training for staff who lack ICT expertise;
 - improving assessment and record keeping procedures;
 - planning systematically for the use of ICT skills to be developed in relevant contexts in each National Curriculum subject.
- (paragraphs: 25, 78, 85, 90, 95, 100, 103, 104, 105, 107, 111 & 121)

(3) develop the pupils' awareness of what they need to do next to improve the quality of their work by:

- developing pupils' self assessment skills by providing pupils with learning targets which relate to National Curriculum levels and indicate clearly what pupils must do to move through a National Curriculum level;
- using written marking as a tool for improving pupils' work;
- ensuring that pupils have the time and support to address the issues identified by the written marking comments;
- regularly monitoring and evaluating the pupils' progress and from this information set subsequent targets for pupils ensuring each pupil makes at least satisfactory progress in relation to their prior attainment.

(paragraphs: 22, 55, 77, 84, 89, 103 & 121)

(4) improve monitoring and evaluation procedures in subjects other than literacy and numeracy by:

- providing training for all subject co-ordinators on how to monitor teaching and learning effectively;
- allowing time for the monitoring and evaluation activities to occur;
- ensuring that the information from the monitoring activities is evaluated and used to improve the quality of teaching and learning.

(paragraphs: 26, 45, 46, 55, 95, 100, 103, 107 & 121)

(5) preparing pupils more satisfactorily for life in multi-cultural Britain by:

- developing pupils' understanding of other people's religious convictions and cultural traditions within Britain.

(paragraph: 34)

In addition to the above, the governors should consider including the following more minor issues in their action plan:

- improve the quality and use of display
(paragraphs: 18 & 94)
- amend the behaviour policy to include the positive methods to promote good behaviour
(paragraph: 42)
- the governors annual report to parents to meet statutory requirements
(paragraph: 49)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	23	16	6	0	0
Percentage	0	13.5	44.2	30.8	11.5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one point nine percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	269
Number of full-time pupils known to be eligible for free school meals	N/a	2

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		31

English as an additional language

	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.9

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	47	55	102

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	45	45	46
	Girls	53	53	53
	Total	98	98	99
Percentage of pupils at NC level 2 or above	School	96 (95)	96 (97)	97 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	46	46	46
	Girls	53	49	52
	Total	99	95	98
Percentage of pupils at NC level 2 or above	School	97 (93)	93 (94)	96 (94)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	5
Bangladeshi	0
Chinese	0
White	167
Any other minority ethnic group	7

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	26.9
Average class size	29.8

Education support staff: YR – Y2

Total number of education support staff	13
Total aggregate hours worked per week	208

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2000-2001
	£
Total income	528546
Total expenditure	518380
Expenditure per pupil	1826
Balance brought forward from previous year	30300
Balance carried forward to next year	40466

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate; 26.4

Number of questionnaires sent out	265
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	2	0	0
My child is making good progress in school.	40	50	3	0	7
Behaviour in the school is good.	34	54	4	0	8
My child gets the right amount of work to do at home.	21	56	10	3	10
The teaching is good.	49	37	3	0	11
I am kept well informed about how my child is getting on.	16	51	21	4	8
I would feel comfortable about approaching the school with questions or a problem.	50	37	9	0	4
The school expects my child to work hard and achieve his or her best.	47	46	0	0	7
The school works closely with parents.	29	47	17	3	4
The school is well led and managed.	40	49	1	0	10
The school is helping my child become mature and responsible.	44	47	1	0	8
The school provides an interesting range of activities outside lessons.	11	31	33	6	19

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. Children aged under 5 are taught in three reception classes. They are admitted into school in the September or January of the school year in which they become five and admission time is dependent upon when their birthday falls. Consequently, until Christmas, there were only 2 reception classes – the third class being established for the youngest children in January. Currently there are 89 reception children in the school.
61. A nationally approved assessment scheme is used when children first start at school. This shows that children's attainment in language, literacy and communication and mathematical development is above that expected for their age, whilst their attainment in personal, social and emotional development matches that expected for their age. However by the time they enter Year 1 the majority of children are achieve the 'early learning goals' in all six areas of learning and many exceed them. This good start to their education is a direct result of the good teaching and challenging and varied work.
62. Most of the children have had some pre-school experience from a wide range of providers. As a result it is difficult to liase effectively with these groups before children start at school. However there are some good systems in place, for example, visits to the school in the summer term and comprehensive information packs, which help ease the transition from pre-school into reception. Good induction procedures ensure that children settle quickly into their new routines.

Personal, social and emotional development

63. Teaching is good and emphasis is placed on a wide range of well-planned activities to develop this area of learning. As a result the children achieve well and by the time they leave the reception stage the majority achieve the early learning goal and many exceed it. The children settle quickly into school life where a happy and secure atmosphere is created for them within the classroom. The majority of children play amicably, share resources and co-operate willingly with adults and each other. 'Circle-time' is used well to create a calm and quiet atmosphere for reflection and discussion and the more boisterous children respond well to this. The teachers work hard to emphasise behaviour that is acceptable and that which is not. This has a positive impact on those children whose behaviour is quite challenging. Children are able to undress themselves for physical activities with minimal help, fold their clothes neatly and look after their own personal hygiene. Children's attitudes to lessons are very positive and the majority of them carefully follow the instructions given by the adults working with them. The staff provide good opportunities for the children to become increasingly independent. For example, children register themselves in the mornings, become fully involved in classroom tasks and tidy up after activities.

Communication, language and literacy

64. The children make good progress in this area of learning and the majority of them are on course to exceed the requirements of the early learning goal by the time they leave reception. Teaching is good with aspects of the National Literacy Strategy being introduced satisfactorily. The teacher and support staff place a great deal of importance on teaching the

basic skills of reading and writing and in giving the children play activities that have a direct impact on children's speaking and listening skills. These skills are developing well. For example, teachers and classroom teaching assistants make good use of appropriate costumes to enliven stories. The children listen attentively to stories and respond well, talking enthusiastically about what they like and dislike expressing themselves clearly. When choosing a book children hold it the right way, understand that words and pictures carry meaning and are aware that print is read from left to right. They recognise and read their own name, the names of familiar objects within the classroom and key words within stories. The children are beginning to associate sounds with patterns, words and letters and to read familiar words with increasing accuracy. The children enjoy mark making and basic writing experiences and confidently use a wide range of implements for drawing, scribbling and writing. Many of the children write a recognisable simple sentence and make reasonable attempts at words with which they are not familiar.

Mathematical development

65. The children make good progress in their mathematical development and the majority are on course to achieve beyond the level expected by the end of the reception year. Where appropriate the relevant sections of the National Numeracy Strategy are introduced. Teaching is good and well planned activities such as the counting and sorting of objects and sequencing of patterns, together with practical activities for measuring and understanding of shape and space, all contribute effectively to the children's progress. By counting, ordering and adding together children show a good understanding of numbers up to 10 which they record in a variety of ways and consolidate through number rhymes. The children can recognise and make repeated patterns. They know the names of common regular shapes, for example, square, circle and triangle. Well-planned practical activities encourage the children to weigh and measure everyday objects using non-standard measures and they can record their findings accurately. These activities together with sand and water play effectively develops the children's mathematical language, as they are encouraged to use terms such as 'more than, less than, biggest, smallest, full and empty'.

Knowledge and understanding of the world

66. The children achieve well in this area of learning and the majority of them will exceed the early learning goal as they enter Year 1. Teaching is good with activities planned to stimulate the children's curiosity, develop their powers of observation and encourage them to ask questions. As children work on the termly theme of 'Journeys' their geographical knowledge is developed through activities such as walking around school, the local area and Clipstone Forest. They children can record the main features of these different environments through simple maps, writing, drawings and paintings. In their science work, the children can correctly identify parts of the body and understand why some materials float and others sink. They use their senses well to explore and describe the world around them, for example, by listening to sounds heard in different environments and by feeling a range of materials to describe their characteristics. The children gain a sense of times past by making comparisons between old and new toys, for example, teddy bears and trains, by making their own family albums and by visiting Weston Park Museum. They show an interest and enjoyment in all their practical activities which, whilst making learning fun, also make a good contribution to the development of their literacy skills.

Physical development

67. The children achieve well in this area of learning and the majority of them will exceed the early learning goal as they leave reception. The quality of teaching is good and the teachers' effective planning ensures that children have good opportunities to improve their manipulative skills by using scissors, holding pencils and brushes, threading, rolling, completing jigsaws and using small construction apparatus. In a physical education lesson the children demonstrated well different ways of moving, for example, jumping, hopping, skipping and jogging. Their awareness of their own and each others space is developing well as is their ability to work at different levels and stop at a given signal. Through careful questioning the children can understand the effect of exercise on their bodies as they talk about their heart beating faster and their head feeling hot. Well-planned outdoor activities further develop the children's co-ordination skills, extend their vocabulary and reinforce the need to take turns and share fairly. Although good use is made of the large outdoor play area on a daily basis to allow the children freedom of movement, there is a lack of large climbing and balancing equipment and insufficient numbers of wheeled toys for them to push or pedal.

Creative development

68. The majority of children achieve well in this area of learning and will exceed the early learning goal by the time that they leave the reception class. The children are given many opportunities to draw, paint and to make objects using a variety of media. They make pictures, using sticky paper, in the style of Kandinsky and use their good manipulative skills to fold and weave paper and friendship bands. The structured play areas fire the children's imagination as they play out the role of train driver, ticket collector and passengers and they enjoy writing and drawing about what they see from the train window. In dance they show good control and use of space as they effectively create wave and water movement in response to a musical stimulus. The children participate well in musical activities. They explore how sounds are made and how they can be changed, for example, from quiet to loud sounds. They are able to keep time with the teacher as they clap out various rhythms and join in repetitive patterns within a song. They enjoy singing songs and rhymes and add actions imaginatively.

Teaching, Learning and the Curriculum

69. The curriculum is well planned to cover all areas of learning and particular emphasis is placed on language, literacy and communication, mathematics and personal, social and emotional development. The staff plan well together and the clear learning objectives provide an effective focus for the children. Detailed weekly plans show what work is to be covered in each area of learning and what skills the children are expected to learn through the well-structured activities. Future planning is based on the weekly evaluations of what children have achieved. This good quality planning has a positive impact on the standards the children achieve. Assessment, recording and reporting procedures are thorough and enable all staff to monitor effectively the progress that each individual child makes in all areas of learning. Initial assessment is carried out appropriately and this information is used to plan subsequent learning experiences. Regular targets are set to show the children the next steps in learning. There is effective involvement with parents who are encouraged to help in classrooms and on visits, and to run the library. The good termly newsletter keeps parents informed about what their children are learning. Satisfactory arrangements at the end of the year ensure that the relevant information about children's attainment and achievement is given to parents and passed onto the Year 1 teachers.

ENGLISH

70. Standards in reading have been maintained since the last inspection. Pupils' performance in the National Curriculum reading test in 2001 was well above the national average and well above average in comparison with similar schools. This is partly because in 2001 a small number of pupils managed to attain Level 4 (the expected level for an 11 year-old) in reading. Also this high attainment reflects the proportion of time allocated to the teaching of reading, the high level of support given by parents in hearing their children read and the successful early intervention by the school if pupils are finding learning to read difficult. There is however a slight downward trend in writing attainment since 1997. Although the percentage of pupils attaining the expected level for writing in the National Curriculum test was above the national average the number of pupils attaining the higher standard of writing at level 3 matched the national average. Overall standards in writing matched that of schools with a similar intake of pupils.
71. The pupils in the current Year 2 class are attaining similar standards to the previous year's cohort of pupils. Many pupils enter Year 1 with above average ability and their achievement and progress by the end of Year 2 is satisfactory. Variations in the quality of teaching and learning are affecting the achievement and progress of some pupils.
72. Attainment in speaking and listening is above the level expected for the pupils' age by the end of Year 2. Pupils have many opportunities to develop their skills and extend their vocabulary through group work and whole class discussion. For example, discussion was used effectively to support learning in the discussion of the story of 'Jamil' when Year 2 pupils were able to suggest a range of interesting adjectives and describing phrases, to support their writing of 'super sentences'. The majority of pupils speak articulately and with confidence, for example when discussing the story of Moses in religious education. The teachers provide good models for extending pupils' vocabulary in all subjects; this results in good levels of speaking by Year 2 pupils. The pupils listen attentively in most lessons, except when the pace of teaching slows and this results pupils becoming restless and inattentive. In these lessons, instructions are either not followed or ignored as the noise levels rise and pupils are unable to hear properly what the teacher is saying. Listening is less well developed especially when behaviour management has shortcomings or lesson introductions are too lengthy.
73. In reading, pupils' achievement is satisfactory with evidence of good achievement by higher attaining pupils. The majority of pupils read fluently, accurately and with understanding. They make satisfactory progress in developing their phonic skills, their strategies to read unfamiliar words, and their confidence and fluency in reading. Lower attaining pupils use phonic and contextual clues successfully to help them read new words. Pupils read to adults frequently at home and this helps their progress. The time given to guided reading outside the literacy hour is also helping to maintain the good standard of reading since the last inspection. Older pupils understand how to use the library, know how to locate books and can use the front cover, index or contents to select what they would like to read or find out. The 'Reading Recovery' programme is used well, with the support of trained parents to help pupils who are finding reading difficult. The introduction of the new national 'Early Literacy Strategy' also helps pupils who need extra guidance and support in their reading skills.
74. Although achievement overall in writing is satisfactory the number of pupils attaining the higher level, does not sufficiently reflect the high standard of reading and the wide range of vocabulary used by the pupils in their speaking activities. The school has undertaken effective research into styles of teaching and learning, especially that of boys but in some classes the good recommendations are not being followed. The consequence of this is that pupils of average or above average ability, particularly boys do not always achieve their full potential in

writing. In Year 2, the higher attaining pupils know the names of letters sounds, they understand which are nouns and adjectives, antonyms and synonyms. They write interesting descriptive sentences about 'Goldilocks' appearance and character after their teacher role-plays the character to them. This technique is one of the successful strategies the school is using to help structure pupils' ideas for writing. Teaching is at its best when teachers use these effective interactive methods. Spelling and handwriting achievement are satisfactory and the majority of pupils are developing a pleasing handwriting style. Pupils are able to spell simple words correctly.

75. Pupils with special educational needs and those with English as an additional language are well supported by the school in their English lessons. Teaching assistants support and intervene effectively and enable the pupils even those with severe emotional and behavioural difficulties to access the curriculum and feel included and valued. These pupils make good progress in literacy. Gifted and talented pupils are also identified and supported well as is shown by some pupils attaining Level 4 in the National Curriculum reading tests.
76. The quality of teaching is good overall, but varies between classes. Where teaching is good or better, management of behaviour is effective. Lessons are taken at a brisk, lively pace, there is variety in teaching styles and the length of time spent listening to the teacher is appropriate for the age and abilities of the pupils. In these lessons tasks are well matched to varying abilities, pupils settle to their work quickly and enjoy what they are doing. Where teaching is less satisfactory, the pace is slow, tasks are completed carelessly, pupils become bored and a low level of disruption then affects their learning. Registration and lessons or assemblies before the literacy hour result in some young pupils sitting still for up to an hour which far is too long. The school has worked hard to implement the National Literacy Strategy and teachers are secure in their subject knowledge. However inconsistency in the quality of teaching in both Years 1 and 2 are causing underachievement in some pupils.
77. The quality of marking of pupils work is inconsistent. Whilst some comments praise and encourage the pupils, few teachers set targets to show pupils what to do next or to identify ways to improve their work. Teachers' expectations of written work are not high enough. Pupils often make careless mistakes because they have spent limited time thinking before recording their ideas. Satisfactory use is made of homework to extend pupils learning, for example in reading and spelling.
78. The leadership and management of the subject overall are good. The subject co-ordinator has a clear understanding of attainment in English and what needs to be done to improve further, especially in the raising of attainment in writing for more able pupils. She has a sound knowledge of the pupils' strengths and weaknesses in the subject and has worked hard with the headteacher to analyse pupils' progress. Secure methods have been put in place to ensure that all staff are aware of how to encourage pupils to achieve the necessary levels in writing by comparing writing between classes and year groups. This is already having a beneficial effect on results in half termly assessments. The use of information and communication technology to support the teaching of English is limited. There are satisfactory links to other subjects in the opportunities provided for discussion, and where appropriate writing or reading activities are linked to the topics being studied by pupils. English satisfactorily supports pupils' spiritual, moral, social and cultural development. Resources are good and effectively support the curriculum. The school has added to its stocks of reading books for more able pupils since the last inspection and this has helped raise achievement because the pupils are extended and challenged in their reading. There has been satisfactory improvement since the last inspection.

MATHEMATICS

79. The percentage of pupils attaining the expected level in the National Curriculum tests in mathematics by the end of Year 2 in 2001 was well above the national average and well above average in comparison with similar schools. The percentage of pupils attaining the higher level was also well above the national average. There were no significant differences in the attainment of boys and girls. Since 1997 the school's results have consistently been well above the national average although the gap in 2001 between the national results and the schools' results is not as wide as it was in 1998 and 1999. However, this is because national attainment overall in mathematics has improved. Good teaching in the basic skills, the good support for pupils with special educational needs and ability groupings in Year 2 have all been factors in maintaining the school performance in mathematics.
80. Attainment of the pupils in the current Year 2 classes is good but their achievement is satisfactory as variations in the quality of teaching is negatively impacting on some pupils' achievement and progress. Pupils with special educational needs and those with English as an additional language receive good support and this helps them to make good progress and their achievement is good. The good support of the teaching assistants is having an obvious impact on the learning of these pupils. The pupils who are identified as gifted and talented make satisfactory progress.
81. The quality of teaching and learning is good although it varies from very good to unsatisfactory. In the best lessons clear explanations and explicit instructions were linked to challenging activities in which expectations were high. This, however, was not always the case and in some unsatisfactory lessons in Years 1 and 2, the pupils were not always sufficiently challenged or productively engaged in their work. Plenaries, which are good opportunities at the end of lessons to assess learning outcomes, are not always valued and do not include all pupils. In one lesson seen in Year 2, a number of pupils were allowed to tidy the classroom instead of participating in the plenary session.
82. Pupils throughout the school demonstrate good acquisition of number skills and a good knowledge of basic number. There is a strong emphasis on mental mathematics and good use is made of oral and mental work at the start of lessons. In the best lessons, the pupils are encouraged to develop their own thinking and explain their different methods of calculation to the class or group. For example, in a good Year 2 lesson, pupils were given good opportunities to demonstrate their knowledge to the class when they explained to each other the many different ways of making 18. Pupils used different strategies confidently and correctly. In situations like this the encouragement and motivation of the class teacher is having a positive impact on learning. Pupils' moral and social development are also developed well as pupils listen carefully and respectfully to each others' ideas.
83. In Year 2, the pupils are taught mathematics in ability groups and in the best lessons good teaching ensures that they are appropriately challenged. However, in those lessons in Years 1 and 2, where teaching was seen to be less than satisfactory, activities provided for pupils were not suitably challenging or sufficiently structured to allow good quality learning to take place. In general, oral and mental starters are a strong point of numeracy for pupils aged 5 to 7 but the quality of activities during independent learning time is sometimes questionable. For example, in one lesson a capable pupil spent the whole time colouring, a low-level task in which limited mathematical learning was achieved.

84. Procedures for the assessing pupils' attainment are good. A thorough analysis of pupils' results has taken place and the information obtained is used effectively to guide curriculum planning in the subject. A new record keeping system is being tested in Year 1 but the final system should be adopted as soon as possible so that it can begin to make a positive impact on pupils' performance and achievement. The school has begun to introduce a system of target setting and tracking pupil progress but as yet this is not rigorous enough to ensure that all the pupils are making sufficient progress in mathematics. Written marking although satisfactory does not help the pupils to improve the quality of their work and raise their attainment. Pupils are not fully aware of their immediate 'next steps' in learning, nor do they know how they might achieve them and when they have been achieved. The use of homework to extend or consolidate pupils' learning is satisfactory.
85. Limited evidence was seen as to how teachers are using information and communication technology to support learning. Teachers do not incorporate information and communication technology well enough into classroom activities as an aid to learning. A computer suite has recently been installed in the school and this is beginning to improve provision. In one lesson in the computer suite, Year 1 pupils were given the opportunity to try and input information into a programme to produce a graph or pie chart. However, their knowledge of the programme was limited and time was wasted as pupils tried hard to remember how to input the information. Computers within the classroom are not utilised sufficiently to support teaching and learning in numeracy.
86. Leadership and management of mathematics in the school are satisfactory. The subject co-ordinator for mathematics is relatively new to the role and is beginning to develop the expertise she needs to take the subject forward. The policy has been recently reviewed and rewritten but as yet has not been ratified by the governors. The co-ordinator now needs to be more active in the monitoring and evaluation of mathematics so as to find out the quality of teaching and learning in the subject within school. All elements of an well-implemented National Numeracy Strategy are in place and teachers are using the numeracy framework for their planning to ensure that learning is continuous throughout the school. Resources for mathematics are accessible and are of satisfactory quality and quantity to meet the requirements of the National Curriculum for mathematics. The subject co-ordinator recognises the need to carry out an audit to determine needs for the immediate future. Improvement since the last inspection has been satisfactory.

SCIENCE

87. The teacher assessments for 7-year-olds in 2001 indicate that the pupils' performance was above the national average and average in comparison with similar schools. The number of pupils reaching the higher levels was well above the national average and was above average in comparison with similar schools. This shows that pupils are making satisfactory progress through the school and achieving satisfactorily in relation to the good skill levels that they show on entry to Year 1.
88. The quality of teaching is satisfactory overall but is inconsistent. There are examples of good and unsatisfactory teaching in Years 1 and 2. Most teachers plan their lessons thoroughly and ensure relevant resources are available, so that no time is lost when the pupils begin their group activities. They are able to effectively explain to the pupils the purpose of the activities and, as a result, the pupils have a clear understanding of what is expected of them. The pupils in Years 1 and 2 are given many opportunities to develop their knowledge and understanding of scientific ideas by being involved in structured practical activities. This is an improvement since the last

inspection. Within these activities the pupils are effectively taught the basic skills of making close observations. The attitudes of pupils to their work are satisfactory and they show interest and enjoyment in their activities. They handle scientific equipment carefully and appreciate the views of other pupils during the introduction and plenary session of the lessons. Most pupils are well behaved and listen attentively, so that they are able to give relevant answers to the teachers' questions.

89. Where teaching was good, as was seen in a lesson for pupils in Year 1, there was good demonstration of the techniques to be used and effective management of group activities to ensure that pupils maintained a high work rate. In a lesson for pupils in Year 2 on investigating simple electrical circuits, the good questioning skills of the teacher enabled pupils to make good progress in their understanding of how to incorporate a switch to control buzzers and bulbs. However, in similar lessons in parallel classes, the pupils made unsatisfactory progress because the teachers were unable to successfully manage the activities to enable pupils to gain an appropriate understanding of the ideas being taught. Some teachers do not use marking in an effective way to show pupils what they need to do next to improve their work. As pupils pass through Year 2, they learn how to handle simple scientific equipment carefully and safely. Pupils are satisfactorily taught to record their findings in a variety of ways including graphs, tables and charts. The investigations are well structured, so that pupils build up their skills in a systematic manner. As a result, by the time that they are 7, most of them show good skills in carrying out a simple, fair test with help from their teacher. Most pupils show a good scientific vocabulary to communicate their findings, which is successfully developed by the scientific dictionaries that they build up during lessons.
90. The curriculum is satisfactory but there are not enough opportunities for pupils to enhance their work through the use of information and communication technology. There is satisfactory leadership and management, but the monitoring and evaluation role of the subject co-ordinator is underdeveloped, so that she is not able to successfully evaluate the effectiveness of teaching in the subject. The progress of pupils with special educational needs and pupils with English as an additional language is good throughout the school, as a result of the well-structured support that they are given. There is satisfactory use of literacy skills by the pupils in their report writing and in their labelled scientific drawings and diagrams. The pupils also show that they are able to make satisfactory use of their numeracy skills, as was seen in the work of pupils in Year 2 who have taken accurate measurements during an experiment to find out how far toy cars travel on different surfaces. Planning procedures are effective and provide teachers with clear information about the key learning intentions and skills to be taught. The assessment procedures enable the school to record the attainment of pupils, but the information is not being used effectively to set targets for improving the attainment of individual pupils. Resource provision is adequate and allows for a range of practical activities to be carried out. The accommodation is spacious enough for collaborative group work, which makes a positive contribution to the pupils' social and moral development. The current provision in the subject shows satisfactory improvement since the last inspection.

ART AND DESIGN

91. Attainment in art and design is at the level expected by the age of 7. This is an improvement since the previous inspection when attainment was judged to be below that expected for the pupils' age. The quality of pupils' work has improved because of the wider range of opportunities that are available to them and pupils' achievement is satisfactory

92. Pupils of all abilities experience a satisfactory range of materials. They show good use of colour to achieve the desired effect, for example in selecting the colours that the artist 'Hunterwasser' may choose. The pupils' observational skills develop satisfactorily and attention to detail is seen in the work on portraits showing for example, eyelashes, spectacles and hair slides. The scrutiny of work shows evidence of the pupils using a range of media; paper, wax resist, fabric, sketches, colour mixing, observational drawings and paintings. There are good examples of the pupils' paint handling skills, including mixing and matching paint for a range of pictures, which is an improvement since the last inspection. There are some samples of work from the children in the Foundation Stage of Learning which provide evidence of ability well above the level expected. However the school is not building sufficiently on the talents of these high achieving children and only satisfactory progress is made by the age of 7. Pupils in Year 2 have a secure knowledge of colour and know more unusual names such as turquoise, sky blue, indigo and navy blue. This was evident in a Year 2 lesson. Pupils displayed good social skills as pupils sensibly discussed whether colours should match or contrast when the two halves of the picture are joined together.
93. There was insufficient evidence to make an overall judgement on the quality of teaching and learning but in the two lessons observed one was satisfactory and the other was good. There is evidence that teachers plan well, using the Local Education Authority suggested programme of work. Where teaching is at its best there is good classroom-management. The pupils enjoy art and work with enthusiasm. Ample time is allowed to discuss individual likes and dislikes about a famous artist and the pupils' social and cultural development is satisfactorily promoted in this subject. In the same lesson the pupils are also encouraged to extend further their learning of names of colours when one pupil notices a name 'jungle green' on her pencil. The teacher makes use of this as a learning opportunity and pupils were encouraged to read the other names from their pastels or crayons. This effectively extends their colour vocabulary. In both lessons observed the teachers used purposeful questioning to extend the pupils' knowledge of the chosen artists technique and use of colour. As a result pupils use colour more effectively in their pictures.
94. The leadership and management of the subject are satisfactory and improvements have been made since the last inspection. However the range of work currently displayed around the school is very limited and the quality of display work is unsatisfactory and lacking in stimulus. Scrutiny of written planning and the lessons seen, indicate that the teachers' subject knowledge is more secure than at the time of the last inspection. The range of different media is wider and there are good opportunities for extending artwork during 'enrichment weeks'. There is however a lack of evidence of three- dimensional work.
95. There are significant responsibilities of the subject co-ordinator that are underdeveloped. There are no formal methods of assessing pupils' progress or the learning of key skills in art and design. Checks on the effectiveness in planning, teaching and learning are not carried out therefore weaknesses are not identified and used to improve provision. Resources are sufficient to support the curriculum but the use of information and communication technology in art is under developed.

DESIGN AND TECHNOLOGY

96. At the time of the previous inspection attainment in design and technology was satisfactory but there was insufficient evidence available to judge whether standards have improved or declined. During this inspection there was insufficient evidence also to make a judgement on the quality of teaching and learning as only one lesson was seen.

97. The quality of teaching and learning was satisfactory in the one lesson seen. The teacher made use of the correct technical vocabulary; pupils were given a design sheet and had sufficient opportunities to develop their design skills in making moving pictures using levers, flaps and sliders. One pupil designed a picture of a plane moving across the sky pulled by a lever. The teacher however did not develop the pupils' wider knowledge of levers and their use. The pupils' design skills are at an appropriate level for their age, as pupils in Year 1 suggested the correct places to fit their lever in order to make the moving picture work. In Year 2 pupils have had the opportunity to make cardboard cars with moving wheels. Their work is of a satisfactory quality.
98. The school has adopted the nationally produced guidance for design and technology. Through the planning associated with this programme, skills in design and technology are taught explicitly, which is an improvement since the previous inspection. A scrutiny of teachers' planning indicates that Years 1 and 2 pupils receive a broad balance curriculum. Opportunities for collaborative work are seen in the planning documentation but none was seen during the inspection.
99. The pupils with special educational needs and the pupils with English as an additional language are taught in mixed ability classes and this is specifically planned to give opportunities for the less academic pupil to achieve well which helps to raise their self esteem. When specific difficulties arise, for example if a pupil is not confident using scissors or has problems of spatial awareness the special educational needs co-ordinator is informed and appropriate support put in place. Support is also given to the pupils who finds difficulty labelling their designs or writing about what they have made.
100. Leadership and management of the subject are satisfactory. A subject co-ordinator has been recently appointed and this together with the use of national guidelines to plan the delivery of the subject is an improvement since the last inspection. An annual assessment of achievement is made in order to inform pupils' annual school reports. However as yet there are no formal systems of assessment and record keeping for design and technology and therefore teachers cannot check pupils' progress over time. The co-ordinator has not had the opportunity to monitor and evaluate planning, learning and teaching in this subject. Current resources are satisfactory but the use of information and communication technology to enhance learning is limited.

GEOGRAPHY and HISTORY

101. There was insufficient evidence on which to make a secure judgement on the attainment of pupils or the quality of teaching and learning in both subjects.
102. In the one history lesson seen, the teaching was very good and enabled pupils in Year 2 to make good progress in their understanding of how Samuel Pepys was an eyewitness of the 'Great Fire of London' and wrote about this event in his diary. The teacher planned activities that were exciting and captured the pupils' interest, so that they concentrated well and had a high work rate. Her effective questioning enabled pupils to gain a good understanding of how an eyewitness account can help them to know about what happened in the past. The pupils collaborated well, listened attentively and showed a good appreciation of the views of other pupils.

103. Leadership and management of both subjects are satisfactory, but the monitoring and evaluating roles of the co-ordinators are underdeveloped and, consequently, they do not have an effective overview of the effectiveness of teaching and learning through the school. The curriculum is satisfactory, enabling all pupils' to have access to a range of worthwhile historical and geographical experiences. Both subjects make a satisfactory contribution to pupils' moral, social and cultural development. However, there are insufficient opportunities for pupils to develop their information and communication technology skills, in order to enhance their work. Planning procedures have been improved since the last inspection, so that there is better progression of pupils' learning for both subjects. The assessment arrangements chart the pupils' attainment in a satisfactory way. Written marking however is not used effectively to indicate to pupils how they might improve their work. There is adequate resource provision in both subjects. The school has made satisfactory progress in both subjects since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

104. There was insufficient evidence to make a secure overall judgement on the attainment of pupils at the age of 7, although in word processing they have developed appropriate skills. Neither was there sufficient evidence to make a firm judgement on the quality of teaching and learning. Provision in information and communication technology (ICT) has improved with the recent creation of a computer suite. The pupils in Years 1 and 2 are timetabled to use the suite for 30 minutes each week to be taught basic skills in the subject. There has also been a programme of training to increase the confidence and expertise of teachers in the delivery of ICT. Despite these improvements there are very few opportunities for pupils to use their ICT skills to enhance their work in other subjects. Teachers do not plan for ICT as an integral part of classroom activity and although the computers are turned on they are often not used, with the result that pupils do not have enough time on computers to practise and consolidate their skills.
105. The quality of teaching in the lessons seen was inconsistent, ranging from good to unsatisfactory. The better teaching was in lessons for pupils in Year 2, in which they were learning how different font sizes and styles can be used to create impact. The teachers explained the activities clearly and confidently and demonstrated the techniques to be used so that the pupils had a good understanding of what was expected of them. There was also good intervention by the teachers to overcome any difficulties when pupils were working at the computers. Consequently, the pupils of all abilities made good progress in their ability to edit a piece of writing on the Great Fire of London by zooming in and out and by changing the size and colour of text. In an unsatisfactory lesson in Year 1, the pupils were using a data-handling program to create bar charts but the teacher lacked confidence and was unable to effectively explain or demonstrate to the pupils how they could improve their work. By the time they are aged 7 most pupils can log on to the school network and access their work by opening their individual folders. Their word processing skills are satisfactory and they confidently select and alter style, size and colour of font and add 'clip art' pictures to enhance the appearance of their work.
106. The pupils have satisfactory attitudes to their learning, concentrating well and showing interest in what they are doing. They listen attentively to the teachers' explanations and instructions and handle the computers and other resources with care. When they were in the computer suite they collaborated well in pairs, which made a positive contribution to their social development. Pupils enjoy ICT activities. A pupil in Year 1 expressed great delight when he managed to produce a bar chart and a pie chart from some information that he had inputted.

Other pupils in Year 2 talked excitedly about how they had downloaded a picture of the ‘ Great Fire of London’ from the Internet during the previous week’s lesson.

107. The curriculum lacks appropriate breadth and balance and does not effectively contribute to the pupils’ learning in other subjects. There is satisfactory leadership and management of the subject, with the enthusiastic co-coordinators having a clear understanding of the way in which standards of attainment need to be improved. Their work is having a positive affect on the provision for the subject. This is evident in the reorganized timetables, the training the teachers are now receiving and the identification of the need to purchase further resources. The school has adopted national guidelines for the teaching of ICT but lacks appropriate systems to check that all teachers are following them consistently. An assessment sheet is being devised for teachers to use but at the moment the school is not in a position to effectively monitor the progress that pupils make so that targets for improvement for individual pupils can be set. The accommodation is now satisfactory and with the addition of the computer suite the quality and adequacy of resources are good.

MUSIC

108. Insufficient evidence was seen during the inspection to form a secure view on the pupils’ attainment or the quality of teaching and learning in music.
109. One lesson was seen during the inspection and this was unsatisfactory. The teacher had sound knowledge of the subject and planned clear learning intentions for the lesson. However her management of the pupil’s behaviour was unsatisfactory resulting in pupils handling instruments inappropriately and in a way likely to cause damage. Because the teacher did not insist on quietness when giving the pupils instructions the purpose of the lesson became unclear. Some of the pupils did understand that they were to write symbols for the music that they were playing but work individually rather than collaboratively as the lesson intended. Consequently limited learning took place in this lesson.
110. The leadership and management of music are satisfactory although there are areas of underdevelopment. Staff have had music training in the teaching of composing since the last inspection and the co-ordinator liases with a governor who takes a special interest in music.’ Enrichment weeks’, visiting music groups, parents with talents playing instruments to pupils and occasional public performances give more breadth to the music curriculum. There are no extra -curricular activities in music for pupils at the school.
111. The subject co-ordinator has made attempts to assess pupils’ music skills. She has tested a group of Year 2 pupils which has helped to inform her of strengths and weaknesses. The school has adopted the Local Education Authority programme of work for music which clearly sets out the expected progression in skills. The programme of work also ensures that appropriate opportunities are given to pupils to explore and investigate for themselves by composing pieces of music for example. This is an improvement since the last inspection. The co-ordinator however, does not have the opportunity to observe music lessons throughout the school or to check teachers’ planning. Resources are satisfactory and the co-ordinator has improved resources since the last inspection and has re-organised them to make them easily accessible to pupils. The use of information and communication technology is limited.
112. Pupils with special educational needs and those with English as an additional language are supported satisfactorily during their music lessons and gifted and talented pupils, who are

learning play an instrument at home, are effectively encouraged to perform in 'enrichment weeks'. Overall there has been satisfactory improvement in music provision.

PHYSICAL EDUCATION

113. Attainment in physical education at the age of 7 is at the level expected with a minority of pupils attaining above the level expected. This is a similar position to that found at the last inspection. The pupils' achievement is satisfactory.
114. The pupils in Year 2 warm up appropriately, use the space well, show good landing skills and many know the correct gymnastic position for finishing a sequence of movements. They can combine several movements, including balancing, sliding and rolling, using different speeds, directions, levels and heights and are able to keep a moment of stillness during their sequence. Higher attaining pupils include forward rolls, headstands and cartwheels in their performances. They work hard, improving and refining their performance. Most pupils are aware of safety in their physical education lessons and move apparatus safely and quickly.
115. In dance activities, Year 2 pupils enjoy warming up to lively modern music following the discotheque style movements demonstrated by their teacher. Pupils adopt good starting positions in their dramatised story of 'Jack and the Beanstalk'. They show imagination, sensitivity and grace in their dance movements and the majority concentrate well becoming absorbed in the character they portray. The behaviour of most pupils is at least satisfactory and they respond well to the challenges of their teachers to evaluate and improve their performance.
116. The quality of teaching was satisfactory with some good teaching occurring. Most teachers manage behaviour well. However a significant minority of boys cause low-level disruption, have poor listening skills and are less aware of other pupils, using space badly, compromising their own safety and that of others. In good lessons teachers are well prepared, their planning is carefully thought out and their brisk lively style keeps pupils challenged and interested. The pupils are encouraged to describe and evaluate each other's work, which is an improvement since the last inspection. Teachers' planning indicates that a balanced physical education programme takes place throughout the year. In one lesson in Year 1 where instructions are given by means of a commercial tape for dance, the pupils do not always listen carefully and consequently fail to understand what movements to make. Behaviour is subsequently unsatisfactory with the teacher having to repeat instructions and demonstrate what was required of the pupils. Good use is made by teachers of teaching assistants to manage pupils with special educational needs and those with English as an additional language. More able pupils are also identified and challenged to extend their performances further.
117. The subject is satisfactorily led and managed by the subject co-ordinator with some notable strengths. She has organised training for staff, which has increased confidence and subject knowledge. She is beginning to make checks on teaching and learning having formally observed Year 1 lessons. She is trialling a form of assessment of pupils' progress in acquiring skills in physical education but as yet this is not consistent throughout the school. Resources are satisfactory and are easily accessible to pupils in their lessons. Overall there has been satisfactory improvement since the previous inspection.

RELIGIOUS EDUCATION

118. By the time they are aged 7, the majority of pupils meet the expectations of the locally agreed syllabus and their achievement is satisfactory.
119. The quality of teaching and learning is satisfactory with evidence of good and very good teaching. Teachers mainly have secure subject knowledge and are familiar with the recommendations of the locally agreed syllabus. They plan and prepare their lessons thoroughly, with clear learning objectives identified. The lessons are often linked to the pupils' own lives allowing them to talk about their own experiences in a religious context. This was seen in a lesson for pupils in Year 2 on the story of Joseph, when they were considering the idea of being sorry. The teacher's effective questioning enabled pupils to reflect upon times when they had been in situations where they had been sorry for their actions. Pupils show an appropriate knowledge and understanding of Christianity and are developing their awareness of other major world faiths. They are taught about aspects of Christian belief and that Jesus is the Son of God, as well as being able to celebrate and learn about a range of religious festivals such as Christmas, Diwali and Easter. In a very good lesson for pupils in Year 2, they were effectively taught how Jews celebrate the Passover and why it is special to them. The teacher made very good use of the experience of a pupil who had been to a Passover meal, to extend the pupils' understanding of this aspect of Judaism. Pupils' ideas and efforts are valued by teachers, as was shown by the way that all pupils were encouraged to make contributions during lessons and in the classroom acts of collective worship.
120. The pupils' attitudes to learning are positive. They listen carefully and have the confidence to express opinions enjoying opportunities to listen to stories with moral messages. They show respect for the feelings, needs and beliefs of others, as well as demonstrating that they can reflect on the consequences of their own actions.
121. The pupils receive a broad balanced curriculum, with opportunities to study Christian beliefs and the other major world religious beliefs, such as Judaism and Hinduism. Whole school assemblies and planned opportunities in classroom acts of worship, provide pupils with opportunities for quiet reflection to develop an understanding of an inner self. In assemblies, there was effective use of music to heighten the feeling of spirituality and to promote the pupils' cultural development. There is secure leadership and management of the subject but the co-ordinator's monitoring and evaluation role is underdeveloped, which means she is not in a position to securely know strengths and areas requiring development in the subject. There is an appropriate range of resources, including artefacts, reference books and bibles but there is limited use of information and communication technology to enhance learning in this subject. Written marking and oral feedback does not always effectively inform pupils of how they might improve their work.
122. The school makes use of trips and visitors to provide further learning experiences. The local vicar, who is also the chair of governors, comes into school on a regular basis to take assemblies, and to work with pupils to deepen their knowledge and understanding of Christianity. Pupils visit the local church to take part in Christian celebrations. A Muslim parent has visited school to talk to the pupils about the celebration of Eid, which helped them to develop their understanding of the beliefs and traditions of Islam. The accommodation is adequate, and allows opportunity for individual work as well as small group and whole class discussions. The school has made satisfactory progress since the last inspection, with the subject making an effective contribution to the pupils' spiritual, moral and cultural development.