

INSPECTION REPORT

SPEEDWELL INFANT SCHOOL

Staveley, Chesterfield

LEA area: Derbyshire

Unique reference number: 112629

Headteacher: Ms Jill Boyle

Reporting inspector: Mr Keith Edwards
OIN: 21190

Dates of inspection: 4-7 February 2002

Inspection number: 194985

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: 3 to 7 years

Gender of pupils: Mixed

School address: College Avenue
Staveley
Chesterfield
Derbyshire

Postcode: S43 3JJ

Telephone number: 01246 472336

Fax number: N/A

Appropriate authority: The governing body

Name of chair of governors: Julie Bacon

Date of previous inspection: 6 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21190	Keith Edwards	Registered inspector	Art and design Information and communication technology Physical education Foundation Stage	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9504	Sheila Gurney	Lay inspector	English as an additional language	How well does the school care for its pupils? How well does the school work in partnership with parents?
22274	Vera Rogers	Team inspector	English Geography History Equal opportunities Special educational needs	How good are the curricular and other opportunities offered to pupils?
15236	Morag Thorpe	Team inspector	Mathematics Science Design and technology Music Religious education	How high are standards? b) Pupils' attitudes, values and personal development How well are pupils taught?

The inspection contractor was:

Cambridge Education Associates Ltd
Demeter House
Station Road
Cambridge
CB1 2RS

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Speedwell Infant School, in the former mining village of Staveley to the east of Chesterfield, draws almost all of its children from the immediate locality. It is just outside the Bolsover Education Action Zone and receives grants from the Single Regeneration Budget. The school has been awarded the "Basic Skills Quality Mark". Numbers on roll have increased since the last inspection. In addition to the 50 children who attend the nursery on a part-time basis there are 125 full-time boys and girls. Currently, 41 per cent of the pupils have an entitlement to free school meals which is much higher than the national average. The school has an almost all-white population and all come from homes where English is the first language.

The full-time pupils are taught in five classes in either discrete year groups or mixed-age classes. There are two intakes into the reception classes during the course of the year. Before this, most of the pupils have attended the school's nursery. The attainment of most of the pupils on entry to the nursery and into full-time education is well below average although there is a wide spread of ability in each class. Fourteen per cent of the pupils are on the school's register for special educational needs. This is a lower percentage than the national average. Two pupils have a statement of special educational need.

HOW GOOD THE SCHOOL IS

This is an effective school that provides good value for money. The quality of teaching is good. Results in national tests in reading, writing and mathematics are higher than those of pupils attending similar schools. The school benefits from very good leadership that has secured the position of the school in the heart of the community and has raised standards.

What the school does well

- The pupils achieve well in reading, writing and mathematics.
- The pupils enjoy school and they behave well.
- The headteacher and her deputy provide very good leadership.
- The quality of teaching is good and it enables the pupils to make good progress.
- The school provides very well for the moral development of the pupils.
- The school provides a safe and secure climate for learning.
- The provision in the reception classes is very good.

What could be improved

- Standards in information and communication technology are too low.
- The school could do more to raise the pupils' awareness of life in a multi-cultural society.
- Too few parents are supportive of their children's learning and attendance levels are below average.
- The school could make better use of assessment information to identify the higher attaining pupils and provide work of greater challenge, especially in Year 2.
- Not all school assemblies comply with statutory requirements and some lack a sense of occasion.

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 May 1997. Since then the school has made good progress. The quality of teaching has improved and this has resulted in improved standards in English, science and religious education. The school has successfully developed the Foundation Stage curriculum and the reception classes in particular provide a rich range of experiences for the younger children. The school has increased its information technology capability significantly and the pupils now have regular opportunities to use the computers. However, the school needs to make more systematic use of them to ensure that the pupils develop their keyboard skills.

The school has been successful in addressing some of the key issues from the last inspection. For example, the school continues to place great emphasis on the pupils' language development and

carefully analyses the impact of new initiatives. These initiatives include a substantial investment in classroom assistants, the purchase of a new reading scheme, the refurbishment of the library and an increased use of outside agencies. The pupils now have a regular programme of physical education that is well balanced in terms of the range of activities that is available to them. The school has improved its assessment procedures although there is scope for further improvements in subjects such as art to identify levels of attainment. Although attendance levels are assiduously monitored and the school strongly encourages the pupils to arrive punctually at school each day, a significant minority of parents remain reluctant to ensure that their children attend school on a regular basis.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

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

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

The children make good progress overall in the Foundation Stage although standards at the end of the reception year are still below average in each of the areas of learning. In the infant classes the pupils continue to make good progress although by the age of seven, standards in reading and writing are still below average. However, the standards that the pupils achieve in the national writing tests are consistently well above average when compared to pupils in similar schools. The pupils achieve well in reading and mathematics in national tests in comparison to pupils in similar schools. Most pupils make good progress in literacy and numeracy and the school meets the targets it sets. The school successfully meets the challenging targets it sets for most groups of pupils but there is scope for the improved use of assessment to provide greater challenge for the higher attaining pupils. Current standards in mathematics and science are below average. Standards in information and communication technology are too low because the school is not yet using its new computers systematically. Standards are in line with national expectations in all other subjects except singing where standards are above average. The school has made good improvements since the previous inspection and the pupils throughout the school sing well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils respond well to school. Most pupils co-operate well with one another when sharing resources and work hard during written and practical activities.
Behaviour, in and out of classrooms	The behaviour of the pupils throughout the school is good. There has only been one exclusion in recent years.
Personal development and relationships	Although the pupils are enthusiastic and reliable monitors, they do not always show initiative in group activities.

Attendance	Most pupils arrive punctually at the start of the school day. Attendance levels have fallen since the last inspection and are below average.
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TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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.

The overall quality of teaching is good and it enables the pupils to make good progress. The very good teaching in reception enables the children to make good progress, particularly in their personal and social development and in their communication skills. The overall quality of teaching in the Foundation Stage is good. The pupils with special educational needs receive good support and so make good progress in learning basic skills. However, more use could be made of assessment information to provide work of greater challenge for the higher attaining pupils especially in English and mathematics in Year 2. The teachers have a secure grasp of the Literacy and Numeracy Strategies and use these lessons to good effect. Particular strengths of the teaching include the quality of the teamwork with the other adults who support in class and the quality of the homework in the Foundation Stage. Music and physical education are well taught. Throughout the school, the teachers have established good relationships with the pupils and maintain good discipline. The teachers are developing their expertise in information and communication technology and are beginning to use the new computers to good effect.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum that supports the pupils' learning. The curriculum is very inclusive and provides well for the pupils in literacy and numeracy.
Provision for pupils with special educational needs	The school provides well for those pupils identified with special educational needs. They are enabled to make good progress in learning the basic skills of literacy and numeracy. The pupils have equal access to all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides very well for the personal, social and health education of its pupils. The school provides well for the spiritual, moral, social and cultural development of its pupils. A particular strength is the provision for the pupils' moral development but the school could do more to raise the pupils' awareness of life in a multi-cultural society.
How well the school cares for its pupils	The welfare of the pupils is a strength of the school; the pupils are very well cared for. However, greater use could be made of assessment information to challenge the higher attaining pupils in Year 2.

Although the broader community makes a satisfactory contribution to the pupils' learning, there is scope for the parents to become more involved in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key	The leadership provided by the headteacher and her deputy is very good. The school continues to strive for higher standards within the context of a safe and secure environment for all of its pupils. There is scope for further refinement in the management roles and responsibilities of key

staff	staff.
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How well the governors fulfil their responsibilities	The governing body is supportive and has a good understanding of the challenges facing the school. It has a clear view of future developments and complies with almost all statutory requirements.
The school's evaluation of its performance	The school has a secure understanding of its performance and has identified standards in reading as a key area for improvement. It has invested strongly in new initiatives and is monitoring the outcomes.
The strategic use of resources	Resources have been much improved due to financial prudence and careful planning. Principles of best value are applied wherever possible. The school makes sound use of its resources and manages its finances well. Because the pupils make good progress in most subjects, the school provides good value for money.

The school's accommodation, staffing and resources are adequate to meet the demands of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Their children are making good progress • The school expects their children to work hard and to do their best • The teaching is good • The school is well led and managed • The school is helping their children to become mature and responsible 	<ul style="list-style-type: none"> • Standards of behaviour • The approachability of the school

Only a small percentage of parents attended the meeting prior to the inspection and the response to the parents' questionnaire was poor. However, the ones who did reply strongly support the work of the school. They are particularly impressed with the leadership of the headteacher and regard the school as a caring institution. They very much appreciate the quality of teaching that enables the children to become mature and responsible and to make good progress. The inspection team endorses the parents' positive views. A few parents have concerns about behaviour, but inspectors judge that the school maintains good standards of discipline. A few parents say they would feel uncomfortable about approaching the school with a concern or a problem but the inspectors judge that the school is very welcoming and tries very hard to establish a positive partnership with families.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most of children that start in the nursery are working at a level that is well below the expectations for their age in all areas of learning. They are provided with a safe and secure environment and make sound progress in each of the areas of learning. By the time they start their full-time education in the reception class, their attainment is still well below the expectation for their age, particularly in their personal, social and emotional development and in their communication, language and literacy skills.
2. The very good teaching in the reception classes results in the children making greater progress although many children are unlikely to reach or exceed the early learning goals for the Foundation Stage in each of the areas of learning. The children make very good progress in their personal and social development because the adults provide such good role models and provide a rich variety of experiences for the children. This also contributes significantly to the children's good progress in the acquisition of language skills. The teachers work very hard to develop the children's speaking and listening skills and use outside support agencies to good effect. The children make good progress in their mathematical development and in learning about the world. The school has given a much higher priority to the pupils' physical development since the last inspection and has improved the outdoor facilities and the time allocation for physical education. The children benefit from the improved provision and make good progress. Because the school offers a wide range of opportunities to work with different media, the children make good progress in their creative development. The overall progress of the children in the reception classes is good and this represents a significant achievement for the school. The children with special educational needs are sensitively supported and helped to make good progress, particularly in literacy and numeracy.
3. The National Curriculum tests for seven-year-olds in 2001 show that the pupils' attainments were well below average in reading. Standards in reading in the test results have fluctuated since the last inspection but have been consistently below average. However, the analysis shows that the pupils' achievements were above average in comparison to those pupils attending similar schools. The National Curriculum tests for seven-year-olds in 2001 show that the pupils' attainments were below average in writing. However, standards in writing are consistently well above those in similar schools and this represents a significant achievement for the school. Inspectors judge the pupils make good progress in literacy although standards in reading and writing are below average at the age of seven. In the 2001 national tests in mathematics although almost all of the pupils achieved the expected level, the proportion of pupils attaining the higher level was well below the national average. However, in comparison to similar schools the pupils performed well. The school consistently meets the challenging targets it sets and continues to strive for further improvements in standards in the core subjects. An analysis of the pupils' work confirms that standards in the core subjects are rising. The pupils with special educational needs are well supported and helped to achieve well. However, more could be done to raise the achievement of the higher attaining pupils, especially in Year 2. Overall, the pupils respond well to the quality of teaching and achieve well in relation to their prior levels of attainment.
4. The school places great emphasis on raising standards in speaking and listening as most pupils have poor communication skills when they start school. From an early age the pupils are encouraged to engage in activities together. The adults in the reception classes, in particular, use every opportunity to stimulate the children's conversation and this strongly supports the development of their vocabulary and their skills of speech. Furthermore, the teachers set a good example in helping the pupils to appreciate the richness of language through the range of stories which they tell and the quality of their expression when reading from books.

5. The pupils are making good progress in learning to read. Most pupils use their skills and knowledge of letter sounds to help them read unfamiliar or difficult words. However, few pupils read with a good degree of expression or fluency. Most pupils enjoy reading familiar stories and can describe events in stories such as "The Three Pigs" or "Goldilocks". Very few pupils use reference books to research topics such as Victorian life.
6. Although the pupils work in a range of forms including stories, poems, factual accounts and lists, their attainment in writing is below average by the time they leave the school. They do become increasingly confident in their use of spelling and grammar and can write for a range of purposes, but their work lacks maturity. Standards of handwriting are below those expected of seven-year-old pupils and their progress is limited by their limited range of vocabulary.
7. The pupils make good progress in mathematics in the infant classes although standards are below average at the end of the Year 2. The school uses the Numeracy Strategy well and the pupils are responding well to the range of practical activities and the emphasis on mental calculations. The school is making use of assessment information to organise the pupils into different ability groups within each class for target setting, but some of the work set for the middle ability and higher attaining groups lacks challenge and this restricts their progress. The pupils are making good progress in learning the vocabulary of mathematics. Furthermore, the pupils benefit from the opportunities presented to them to practise their skills in different subjects, such as food technology and history.
8. The school's performance in the teacher assessments for science in 2001 was below the national average. However, the proportion of pupils achieving the higher levels was close to the national average and this represents a good achievement for the school. Standards in the work seen during the inspection confirm that standards are below average. A relative strength in science is the pupils' understanding of living processes as the pupils benefit from a range of first-hand investigations in the school's well developed grounds.
9. The school has made a considerable investment in developing the pupils' skills in information and communication technology by resourcing the classrooms to a good specification. However, standards are below average at the age of seven as the pupils are not taught the keyboard skills systematically and there are still too few planned opportunities for the pupils to use computers to support their learning in different subjects. The pupils in Year 2 can manipulate programmable toys to negotiate a simple course
10. The pupils achieve well in religious education. Standards meet the expectations of the locally Agreed Syllabus by the time the pupils leave the school. The pupils have a sound knowledge of Bible stories and a few can name festivals of other world religions. The pupils' progress is strongly promoted through the school's emphasis on the personal and social development of the pupils. The daily acts of collective worship make a satisfactory contribution to the pupils' learning.
11. Standards in geography and history are in line with expectations. Learning is supported by clear schemes of work in both subjects and a lively approach that includes visits to local places of interest. The pupils understand simple plans and maps and can describe local features. The pupils are interested in history and they make good progress in understanding changes through time.
12. Standards in art and design meet expectations. Art is used well to support learning in other subjects such as science and history. The pupils' work is well displayed and it is used very effectively to enhance the learning environment. Standards in design and technology are satisfactory. The pupils' work is supported by a clear scheme of work and opportunities to work with a range of materials. The pupils achieve well in music. The quality of singing is good and contributes strongly to the pupils' spiritual and cultural development. The pupils make good progress in physical education overall and benefit from the accommodation and the increased time allocation to the subject.

13. The pupils who have been identified as having special educational needs make good progress towards the targets set for them. The quality of the teaching and the individual and small group work enable the pupils to make good gains in the development of basic skills. Despite this their prior attainment is low and the progress that they make is in small steps and are generally insufficient to attain levels expected for their age. When they work within their classes in other subjects of the curriculum pupils with special educational needs make similar progress to other pupils in the class. The good support they receive helps them to overcome the difficulties they encounter within these subjects. In most subjects the boys achieve as well as the girls.

Pupils' attitudes, values and personal development

14. The pupils' attitudes to school are good. They enjoy coming to school and meeting their friends. In lessons, most pupils listen attentively and respond well when teachers focus their questions on individual pupils. However, the majority do not initiate conversations or talk at length in group work because they need additional support with speaking and listening. In most classes, the pupils co-operate well with one another when sharing resources and work hard during written and practical activities. However, during a few lessons, mainly in a Year 2 class, interest and consequently behaviour occasionally lapse when the activities are not sufficiently demanding, especially for the more able pupils. Pupils settle down to written work well when they know the teachers' expectations.
15. The pupils' attitudes and behaviour are particularly good during creative subjects, especially music, physical education and design and technology. In these lessons the pupils are very enthusiastic and co-operative. Parents value the fact that their children are expected to behave well, work hard and achieve their best.
16. Pupils with special educational needs show mainly positive attitudes to their work. They show interest in the activities provided for them and good levels of concentration when they are well supported and involved in group and individual tasks. They work hard and take a pride in their achievements, particularly in the small teaching groups. Pupils who have been identified with emotional and behavioural difficulties make satisfactory progress within the small group work which guides them into more acceptable behaviour.
17. Standards of behaviour are good. This is a consistent feature during most lessons and at playtimes and lunchtimes. Particularly high standards of behaviour were seen when the pupils move around the school, in the playground and in the dining hall. With the exception of one recent exclusion, there have been no exclusions since the last inspection.
18. A notable feature of the school is the good quality of relationships. Staff at all levels are friendly and supportive and this example is readily followed by the pupils. The pupils are polite, helpful and understand the needs of others. They welcome visitors to the school and these aspects contribute to the purposeful and happy atmosphere throughout.
19. The school provides well for pupils' personal development. Social skills and additional learning opportunities are enhanced by the pupils taking part in concerts, caring for their areas of the school garden and the level of their support and fundraising for charities. There is a good range of visitors but the number of visits to support the curriculum is fewer than in many schools. Although pupils are enthusiastic and reliable monitors, they do not always show initiative in group activities, especially in science. However, the pupils neither understand nor value sufficiently the many beliefs and cultures found in Britain today because they do not have enough opportunities to learn about them.
20. Most arrive punctually in an orderly manner, many arriving 10 to 15 minutes before the school begins as their parents share in the pre-school activities. Attendance has dropped very slightly since the last inspection and is now below the national average. The main reason for this is the high incidence of childhood illnesses. However the rate of unauthorised absence is above the national average and there are a few children whose unexplained absence or whose persistent lateness gives rise for considerable concern.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The overall quality of teaching is good and it is the key factor in the pupils' progress. In 95 per cent of the lessons observed, the teaching was satisfactory or better. In 33 per cent of lessons, the teaching was good and in a further 21 per cent of lessons it was very good or excellent. This represents a significant improvement from the findings of the last inspection when only four per cent of lessons were very good or better. The quality of teaching is consistently very good in reception and it enables the children to make good progress, especially in the acquisition of language skills and in their personal and social development.
22. The quality of teaching in the nursery class is satisfactory. This is provided by a teacher with good awareness of special educational needs. She manages the pupils well and ensures that there is a range of activities to engage the children. The classroom and outdoor play areas are organised so that each area of learning can be developed but the displays lack vitality. She helps the children to settle into school routines but at times there is a lack of attention to detail and a lack of focus in the work provided. Although the planning identifies the level of challenge and what the children are to learn the teacher occasionally misses opportunities to intervene.
23. The teaching in the reception classes is very good. The reception class and the mixed reception and Year 1 class are well organised and set out in an attractive way to offer stimulating experiences for the children. This encourages the children to be curious and to want to be involved. Clear planning, based on the early learning goals, results in purposeful activities for the children. Good records are kept of the children's progress and these are used to inform planning. Activities are planned well to meet each child's needs. The teachers' very skilled questioning, particularly in literacy lessons but also in story sessions, encourages the children to offer answers and ideas and to develop their speaking and listening skills. Good interactions, resources and adult support help the children to develop their concentration and their ability to complete their tasks. All of the adults are sensitive to the needs of the children and work hard to boost their self-esteem. This very positive approach coupled with high expectations makes a significant contribution to the children's learning.
24. The quality of teaching in the infant classes is good and builds successfully on the children's achievements in the Foundation Stage. The teachers use the National Literacy Strategy effectively and this ensures that the pupils make good progress in reading and writing. A feature of these lessons is the emphasis placed on the development of the pupils' vocabulary and their writing skills. For example, in an effective lesson in the mixed Year 1 and 2 class, the teacher used the traditional story of "The Fisherman and his Wife" to good effect. In this lesson the teacher also used a computer effectively to demonstrate the structure of questions. Another strength of the teaching in most classes is the expectations of all pupils, irrespective of their level of attainment, and the work set is usually challenging. However, although the pupils are grouped according to their ability in Year 2, the work set in literacy, numeracy and science does not consistently provide the right degree of challenge for the different ability groups. This limits the effectiveness of the teaching especially for the higher attaining pupils. Otherwise the quality of teaching in mathematics is good. The pupils are provided with opportunities to develop their numeracy skills further in design and technology and history. In lessons, such as religious education and science, the teachers ensure that the pupils use their grammatical knowledge to good effect when writing accounts of events or in describing their experiments.
25. In all classes, the teachers and classroom assistants work effectively together. The adults are very sensitive to the needs of the pupils and maintain good discipline through the quality of the relationships that they have built. Support staff are involved in the planning and provide good support for individuals and small groups of pupils. For example in a physical education lesson in the hall, the classroom assistant was fully involved in helping groups of pupils to achieve a series of balances on the apparatus. In other lessons they provide effective guidance to the pupils working on the computers. However, there is scope for the teachers' planning to take greater account of the potential of information and communication technology to support learning,

particularly. Furthermore the teachers do not systematically teach keyboard skills to their pupils. Throughout the school, the teachers make skilful use of questioning to challenge the pupils' level of thinking and most lessons are conducted at pace. The teachers work hard to ensure that the pupils present their work as well as possible. The quality of the display of the pupils' work reflects the value that is given to it. Praise and ongoing assessment are used effectively to motivate the pupils and to raise their achievement. Homework is very well prepared in the Foundation Stage, and satisfactorily elsewhere, to support learning, particularly in English and mathematics, but the response from parents is often indifferent.

26. The pupils with special educational needs are taught well and so make good progress in learning the basic skills of literacy and numeracy. The pupils on the school's register of special educational needs are assessed thoroughly and their progress well monitored. Reviews are carried out appropriately in order that pupils make good progress towards their targets.

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

27. The curriculum planned for pupils is broad, balanced and relevant and meets statutory requirements to teach all subjects of the National Curriculum and religious education. The school has taken into account the recommendations of the Qualifications and Curriculum Authority's (QCA) guidance, the National Numeracy Strategy and the Literacy Strategy. There are however, some gaps in the provision for information and communication technology, partly as a result of the limited resources. The curriculum planned for children in the nursery and reception classes is based on the national guidance and provides a broad range of opportunities and experiences in order to meet the early learning goals. The school is totally inclusive in its approach allowing full access to the curriculum for all pupils including those with special educational needs and irrespective of gender, race, ethnicity, disability or lifestyle.
28. Since the last inspection the school has increased the time allocation for physical education, which was stated to be insufficient. The teachers' planning has improved and now clearly identifies learning objectives for all subjects.
29. The school has fully implemented the National Strategies for teaching Literacy and Numeracy and teachers work hard to ensure that pupils learn the necessary basic skills. The school schemes of work take into account the recommendations of national guidance which is now used as the basis for the school's work. Planning is based on a two-year rolling programme for subjects other than English and mathematics to ensure full coverage of the curriculum, particularly for pupils who are in mixed-age classes. Each subject has a long-term plan that ensures that knowledge is acquired progressively as pupils move through the school. Teachers' medium and short-term planning identify more specifically where skills and understanding are developed. Teachers plan together well which ensures that pupils from each year group have equality of access.
30. The provision for pupils' personal, social and health education is very good. Drugs misuse is taught as part of this programme and the science curriculum. Sex education is taught as part of the science curriculum. Parents are well informed about these arrangements and have had opportunity to take part in talks given by the local police and the school nurse. The science curriculum greatly enhances pupils' personal development, especially in their knowledge and understanding of the contributory factors to a healthy lifestyle and the harmful affects of a poor diet, drugs and smoking.
31. The provision for pupils with special educational needs is good. Most pupils' individual education plans are carefully formulated to state clearly what they need to learn to make progress. The targets set are achievable and realistic. There are good links with a range of experts from the local authority, who provide valuable support through their teaching of groups of pupils such as those who have behavioural or emotional problems. The school also provides support for pupils who have poorly developed language skills, through a well-established '*Teaching Talking*' programme. Pupils with special educational needs have access to the same curriculum as other pupils. Good support is given within classes by the learning support assistants to ensure that pupils are kept in touch with the curriculum. Where pupils are withdrawn for small group teaching the support staff are aware of the lesson being missed and generally plan work that is similar in content, yet at an appropriate level.
32. The provision for extra-curricular activities is satisfactory overall, bearing in mind the age range of the children. The school offers its pupils opportunities to take part in games and recorder groups. Their learning is supported well by a range of educational visits to places of interest such as the

theatre and Elvaston Castle and by a wide range of visitors to school which successfully extend pupils' knowledge of the wider world. Visitors to school include theatre groups, the police and fire services and local librarians. Representatives from the local churches also lead assemblies on a regular basis.

33. The school has good links with other schools within the area and the junior school to which these pupils transfer. These provide the teachers with opportunities to ensure that the pupils have a common curriculum programme and also provide opportunities for them to discuss common issues such as parental involvement, behaviour and attendance.
34. The school has good relationships with the other schools in Staveley and Brimington. Together they have formed a "learning community" with the aim of taking a common approach to common problems. Initially their main objectives are to improve pupils' attendance, promote good behaviour and to strengthen the schools' partnerships with parents. Speedwell works closely with the receiving junior school which shares its site. The pupils' move from Year 2 to Year 3 is carefully planned with the transfer of academic and pastoral records, teachers' discussions and visits by Year 2 pupils to the junior school. Staff from both schools have undertaken joint training and the junior school hosts courses for parents of pupils from both schools. There is also much informal co-operation and liaison.
35. The school's links with the community are satisfactory. As at the time of the last inspection good use is made of the local environment and its facilities. Pupils make regular visits to Staveley library where examples of their work are displayed. They take part in a local music festival and in Staveley Town Council's painting competition. A range of educational visits is made to nearby places of interest. Various outside agencies such as the police, the fire brigade and the dental clinic send representatives to talk to the children and help them by sharing advice and expertise. All these links contribute to pupils' learning and their welfare. However there are no links with local businesses or industry and, despite invitations, the school has been unable to attract any local sponsorship.
36. The provision for pupils' spiritual, moral, social and cultural education is good overall with particular strengths in provision for pupils' moral and social development. The school has identified within its planning how each of these elements can be developed within each subject. Provision for pupils' spiritual development is satisfactory overall. There are, however, strengths within this provision. The school provides a good climate for learning and places great value on relationships and mutual respect. Pupils are given opportunities to explore and reflect upon their lives within regular '*circle time*', when they are encouraged to share their thoughts, concerns and feelings and as a result treat each other with respect. Within the school's daily assemblies, there are opportunities for pupils to reflect in the form of a prayer but generally the assemblies do not create a sufficiently spiritual atmosphere of prayer and reflection. Achievement is celebrated in special assemblies each week with acknowledgement for positive attitudes, academic progress and personal success.
37. Provision for pupils' moral development is very good. The school places great emphasis on positive expectations of pupils' behaviour and how good conduct will be promoted within the school. The pupils are well aware of the school rules for inside school, in the hall and outside school. The pupils are involved in regular discussions about the rules both within their class and at the start of each term within assembly. The pupils have designed a range of attractive posters illustrating aspects of good behaviour and these are displayed around the school. Teachers employ a number of reward systems to acknowledge good behaviour and celebrate achievements. Clear procedures are in place for dealing with any persistent unacceptable behaviour. Midday supervisors have received training and provide a consistent approach to dealing with pupils' behaviour in a positive way. Pupils are taught the difference between right and wrong and members of staff present good role models of how pupils should relate together.
38. The school makes good provision for pupils' social development. Relationships between pupils and staff are good and the pupils develop an understanding of what the school expects from them. The pupils are given some responsibilities within school, such as collecting registers and picking

up litter. Good quality support is provided for those pupils whose social skills have a negative effect upon their own development as well as the progress of others. In most lessons, the teachers provide opportunities for pupils to work together and co-operate and they are encouraged to share their ideas and equipment with each other.

39. The provision for the pupils' cultural development is satisfactory overall. The pupils become aware of other faiths and traditions through their religious education lessons. A variety of festivals is celebrated besides the Christian ones. In history, pupils develop a sense of British culture and how people in the past contributed to today's lifestyles and customs, whilst in geography teachers provide opportunities for pupils to understand how different peoples live. Music contributes positively to pupils' cultural development, particularly in singing where they learn a wide range of songs. The provision for pupils' multi-cultural development is a weakness and pupils are not prepared satisfactorily for life in contemporary Britain. Although some opportunities are provided, these opportunities are limited and there are few visitors coming to the school so that pupils can develop their understanding of different ways of life.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school makes very good provision for the personal support and guidance of its pupils. The ethos of the school is warm and caring. All inspectors were struck by the warmth of the school's hospitality and by the obvious care and dedication to the welfare of the children.
41. Appropriate policies are in place and the behaviour and anti-bullying policies are particularly effective. School rules are made clear to pupils and are discussed each term in assemblies. Children are given the opportunity to comment on or amend the rules each term. This gives them a sense of involvement and encourages their good behaviour. Speedwell has never permanently excluded a child and only one child has ever had a fixed period exclusion. No bullying incidents were observed during the inspection and no concerns over bullying were expressed by parents who consider behaviour to be generally good. Should a child suffer from bullying, parents are given very clear advice on what to do. When children have minor scraps in the playground they are sensitively and effectively dealt with.
42. Despite the fact that pupils' attendance and punctuality are below average, attendance is very rigorously monitored and recorded. Pupils are rewarded for good attendance and all unexplained absences are followed up. Unauthorised absence is strictly recorded and there is no fudging of figures or authorising unacceptable excuses such as "shopping". Where a pupil shows a pattern of poor attendance/punctuality the education welfare officer becomes involved and tries to impress upon parents the importance of ensuring their children attend school and do so punctually. It is difficult to see what further steps the school could take to improve attendance rates.
43. At the time of the last inspection the school's assessment of pupils was found to be an area of weakness. Since then the school has taken steps to improve this situation particularly in English, mathematics and science where procedures are satisfactory. The school is beginning to use its analysis of attainment data effectively to monitor the achievement of pupils. This information is being used to identify trends and set targets for groups and individuals in English and mathematics. Based on this information and teachers day-to-day assessments lower attaining pupils are identified for additional support in literacy and mathematics. This aspect of the school's work is good, but is less successful with regard to raising the attainment of the average and higher attaining pupils as it is not used consistently through the school. Consequently, progress for some groups of pupils is not as good as it could be because teachers do not set sufficiently challenging targets. The school's procedures for assessing and monitoring the pupils' progress in the non-core subjects are informal and is an area that the school plans to develop further.
44. Pupils with special educational needs are identified early. However, although teachers identify these pupils they are not placed on the school's formal register of special educational needs as soon as they could be. The pupils on the school's register of needs are assessed thoroughly and

their progress well monitored. Reviews are carried out appropriately in order that pupils make good progress towards their targets.

45. All staff have received the most recent guidelines for ensuring child protection. They know the pupils and their families well and all are trained to be vigilant and report anything which causes the slightest suspicion. Procedures for protecting the pupils are good. Nearly all teachers, all support staff and lunchtime supervisors are both meticulous and consistent in their approaches to rewarding good behaviour and successes in schoolwork, and dealing with unsatisfactory elements. As a result of this, pupils understand the expectations of all adults and respond well to them. During the inspection, there were no incidences of bullying.
46. The school is consistent in its planned approach to developing positive attitudes and the provision is good. The high quality of teaching support and the equally effective involvement of all lunchtime supervisors make a positive impact on pupils' behaviour and attitudes. The staff have successfully involved parents in the school's activities and this is an aspect which parents appreciate. As a result, there is a greater understanding between parents and school about the expectations of pupils' attitudes and behaviour, and the school's systems for dealing with both the positive and negative aspects.
47. Provision for ensuring the health and safety of the pupils is very good. Risk assessment takes place regularly and all electrical appliances are checked annually. First-aid provision is very good. Several members of staff are qualified first-aiders and all the midday supervisors are currently undergoing initial training. The school has recently become a health promoting school which aims to encourage physical activity and promote mental health. There is emphasis on healthy eating. No sweets or biscuits are allowed and a choice of high quality dinners is offered to pupils. Children in the nursery are taught good habits by cleaning their teeth after their snacks. No safety hazards were observed during the inspection. Children work and play happily in a safe environment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school's partnership with parents is satisfactory. Only 24 parents completed the parents' questionnaire and only four came to the pre-inspection meeting. None have attended the governors' annual general meeting for parents. Only half have signed the home/school agreement. However, questionnaire respondents hold very positive views about the school. They all agree their children like school, are making good progress, are expected to do their best and are helped to become mature and responsible. They feel the school is well led and managed. Almost all say the teaching is good, the school works closely with parents and they are kept well informed about progress. A very small minority expressed concern about standards of behaviour and the approachability of the school. At the parents' evening they were unanimous in their appreciation of the ethos of the school and the caring support provided.
49. Information given to parents is good. End of year reports are detailed, generally indicate the progress made and give targets to improve. The prospectus and the governors' annual report are both clear and informative. Parents' consultation evenings take place termly and those in the autumn and spring terms are well supported.
50. Parents are warmly welcomed and the school makes every effort to involve them in their children's education and the life of the school. Parents are encouraged to join their children in class prior to registration. This enables them to see the pupils' work and to chat informally with the teachers. Teachers meet parents at the end of the day and share their children's successes with them. This helps to boost children's confidence and self-esteem. The home/school liaison teacher does her best to foster partnership with parents and has run several courses aimed at helping parents to help their children and to keep abreast of their learning. These courses have a very small take-up but those who attend find them helpful. Some courses gain accreditation and have encouraged some parents to continue into further education.

51. A small group of parents meets on a weekly basis to help with such things as preparing writing boxes which go out to pupils on loan. Parents are also welcome to borrow books and toys to encourage them to read and play with their children. A number of parents, grandparents and friends give valuable help in the classroom though, unusually, there is less encouragement to help in the nursery. Parents willingly help with visits, productions, and school fairs when asked personally but they are reluctant to respond to general invitations. Social events are well attended and make a valuable contribution to school funds. Parents give generously to a range of children's charities which the school supports. The school makes huge efforts thoroughly to involve parents in their children's learning and a minority are very positive in their response. However, too many feel their children's education is wholly the responsibility of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The headteacher provides very good leadership. She has formed an effective partnership with her recently appointed deputy and together they have empowered and motivated their colleagues to continue to strive for higher standards. Although the school has had a significant change in staff in the last two years, there is a strong team spirit that is based on commitment to an open evaluation of their professional practice to achieve further school improvement. The headteacher provides very good feedback to her colleagues that not only shows her appreciation for the progress made within each class but also serves as a motivation for further achievement. The monitoring of teaching and learning and a climate of open discussion of what works well is a key element in the success of the school.
53. The governors and staff work with shared purpose and are committed to the aims of the school and to raising standards of personal and academic achievement. The headteacher is respected by parents and the pupils, and enjoys the full support of her governors. This impacts positively on the quality of education. The school has a clear policy for equal opportunities and this is effectively implemented in every area of the school's work. This ensures educational inclusion so that all pupils, of whatever background or ability, may make the most of the opportunities offered.
54. The co-ordinators have a clear understanding of their subjects and are committed to raising achievement. For example, the literacy co-ordinator is currently promoting a strong initiative to raise standards in the pupils' communication skills. The information and communication technology co-ordinator is leading the drive to raise staff expertise and confidence to ensure that the pupils have increased opportunities to use the new computers. The co-ordinator for special educational needs has only recently taken over the role and there has been insufficient time to establish effective procedures for the systematic organisation of pupils' records. Pupils with special educational needs are identified early. However, although teachers identify these pupils they are not placed on the school's formal register of special educational needs as soon as they could be. The co-ordinator assists with writing the pupils' individual education plans and at present is developing her role to ensure that the new national requirements are in place.
55. Since the last inspection, the pupils continue to achieve well in reading, writing and mathematics in comparison to those attending similar schools. The school has significantly improved its resources for teaching information and communication technology although standards have not yet improved. Increasingly, the nursery and reception classes work as an integrated Foundation Stage with common goals and a clear sense of purpose. The issues raised at the last inspection have been met with differing degrees of success. For example, the school continues to place great emphasis on the pupils' language development and carefully analyses the impact of new initiatives. These initiatives include a substantial investment in classroom assistants, the purchase of a new reading scheme, the refurbishment of the library and an increased use of outside agencies. The pupils have a regular programme of physical education that is well balanced in terms of the range of activities that is available to them. The school has improved its assessment procedures although there is scope for further improvements in subjects such as art to identify levels of attainment. However, although attendance levels are assiduously monitored and the school strongly encourages the pupils to arrive punctually at school each day, a

significant minority of parents remain reluctant to ensure that their children attend school on a regular basis.

56. The school has worked hard to improve its management structures as a result of the high turnover of staff. It has produced a new management policy that underpins the decision making process within the school. Many responsibilities have been reallocated. However, the senior management team does not meet as often as it should and is not yet used effectively. The school improvement plan is based on a thorough analysis of the school's current position and rightly prioritises literacy as the current focus for development. The plan provides a secure framework for financial planning. A current priority is the maintenance of staffing levels in the light of an anticipated decline in pupil numbers and so the school is carrying a larger than normal contingency fund. The involvement of staff and governors ensures that the educational priorities identified provide a shared vision for the school's development. Targets are set and costed for each year and the school has procedures for monitoring progress towards its objectives and evaluating the extent to which these priorities are achieved. There is a strong commitment to improvement among staff and governors and the school is well placed to continue to succeed. The school provides good value for money.
57. With the exception of compliance with the regulations concerning the daily act of collective worship, the governing body fulfils all of its statutory obligations and makes a sound contribution to the effective running of the school. Many governors are well informed through their work in the school on a voluntary or salaried basis. The governors have organised an effective committee structure with appropriate terms of reference. They take their responsibilities seriously and are committed to raising standards in the school. They have a clear view of the strengths and areas of difficulty through their frequent visits, the review of curriculum policies and discussions with subject co-ordinators. Furthermore, the governing body has allocated individual governor responsibility for overseeing literacy, numeracy and special educational needs.
58. The school is situated in very pleasant and well maintained grounds which are free of graffiti and litter. The Borough Council has awarded them a gold award as a litter-free site. The playground is safe and secure and the nursery has its own designated playground that can be used by reception children. The building is due for external painting. Inside the accommodation is adequate for the curriculum to be taught effectively. The general appearance is pleasing, mainly well decorated and well maintained. There is a very spacious hall. However, teaching space could be more effectively organised. The library is not always available as it is used as a classroom. Some large teaching areas are left empty whilst pupils are taught in rather cramped rooms. The school does not have the benefit of a computer suite.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. The headteacher, staff and governors should now:
- 1) Raise standards in information and communication technology by ensuring that a systematic programme of teaching keyboard skills is introduced (paragraphs 9,124,125 & 126)
 - 2) Continue to develop the school's use of assessment information to ensure that all of the pupils, particularly the higher attainers, are appropriately challenged (paragraphs 3,7 & 43)
 - 3) Continue to strive for greater involvement of the parents in their children's learning to improve attendance and help raise standards in literacy and numeracy (paragraph 51)
 - 4) Give greater emphasis to raising the pupils' awareness of the multi-cultural nature of contemporary society (paragraph 39)
 - 5) Ensure that all acts of collective worship comply with statutory requirements and that assemblies have a greater sense of occasion. (paragraph 57)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	14	17	2	0	0
Percentage	2	19	33	40	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 two 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)	25	125
Number of full-time pupils known to be eligible for free school meals		46

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	19

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	7.1

Unauthorised absence

	%
School data	1.2

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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	25	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	21
	Girls	22	21	24
	Total	41	40	45
Percentage of pupils at NC level 2 or above	School	84 (83)	82 (87)	92 (85)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	21
	Girls	18	19	22
	Total	36	37	43
Percentage of pupils at NC level 2 or above	School	73 (81)	76 (81)	88 (81)
	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	0
Bangladeshi	0
Chinese	0
White	125
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	6.2
Number of pupils per qualified teacher	20.2
Average class size	25

Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	133

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	2
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	8.3

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6.3
Number of teachers appointed to the school during the last two years	5.5

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

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	415966
Total expenditure	396295
Expenditure per pupil	2388
Balance brought forward from previous year	27102
Balance carried forward to next year	46773

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	137
Number of questionnaires returned	24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	17	0	0	0
My child is making good progress in school.	75	25	0	0	0
Behaviour in the school is good.	62	25	8	4	0
My child gets the right amount of work to do at home.	46	38	4	0	12
The teaching is good.	79	17	4	0	0
I am kept well informed about how my child is getting on.	58	33	4	4	0
I would feel comfortable about approaching the school with questions or a problem.	62	25	8	4	0
The school expects my child to work hard and achieve his or her best.	83	17	0	0	0
The school works closely with parents.	46	46	4	4	0
The school is well led and managed.	67	33	0	0	0
The school is helping my child become mature and responsible.	58	42	0	0	0
The school provides an interesting range of activities outside lessons.	42	29	4	0	25

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 enter the nursery from the age of three on a part-time basis either at the beginning of the autumn term or the beginning of the spring term depending on when their fourth birthday falls. They attend every morning or every afternoon, and transfer to the reception classes in the following January or September. There is a reception class and a mixed reception and Year 1 class. The attainment of the children on entry to the school is well below average especially in terms of their social and communication skills.
61. The provision for children in the nursery and reception classes is based upon the Foundation Stage curriculum, with staff working together as an early years team. The team is efficiently led by the deputy headteacher who is ably supported by effective teaching in the mixed reception and Year 1 class and sound teaching in the nursery. The provision in the nursery is satisfactory. It provides a secure environment where the children feel at home, although at times there is too little teacher intervention to provide purpose, challenge and focus for the children in their free play activities. Many of the nursery children are very new to the school and lack both the confidence and vocabulary to talk freely; they need well-structured activities to boost the progressive development of their communication skills. The learning environment and the curriculum in the reception classes is focused, vibrant and challenging with children responding actively to the well structured activities they enjoy.
62. The children follow a well-constructed curriculum and teachers provide the children with a wide range of activities, routines and experiences that are carefully chosen to match the learning needs of the children. In particular, inspectors were impressed with the consistent, high quality of work in the reception class. A strong feature is the way that every moment is a learning opportunity where children work in a positive and calm atmosphere that they are inspired to learn. The relationships that exist between all staff and children are very good. The assessment procedures are carefully used so the adults know how well each child is progressing and can plan to extend the development through the activities provided. There is a strong emphasis on valuing each child as an individual and this helps the children to feel included and provides a really positive start to their education.

Personal, social and emotional development

63. Children in the nursery are sometimes very passive and lack the confidence or skills to play imaginatively. Many play quietly alongside others but rarely with them although they are encouraged to co-operate and share equipment. The children make good progress in their personal and social development because the school gives it high priority and promotes it effectively both in the nursery and reception class. The nursery staff ensure that individual children feel safe, happy and secure. As a result, the children show positive attitudes to school. Because many of the children find it hard to communicate, great emphasis is placed on times when they can sit in small groups with adults. These activities cater well for those who are slowly gaining confidence to experiment or participate. In this way children are introduced very well to school routines. They are encouraged to begin to voice their likes and dislikes, share and take turns.
64. The reception children are taught to work and play co-operatively, and increase their understanding of acceptable behaviour. Because the teaching is so stimulating, the children's personal independence is developing well; many children in nursery and reception make good attempts at taking care of themselves. The older children are developing a good understanding of what is expected of them and learning the difference between right and wrong. This increasing independence and eagerness to participate in tasks enables them to make choices for themselves, be responsible and care for the things they use. The reception children persevere with activities without direct supervision. Although many nursery children are at the stage of

playing alongside each other within a group task, the older reception co-operate well when sharing resources. Adults ensure that children are clear about expectations for behaviour and as a result, it is often very good.

65. Teaching in this area is good overall with examples of very good teaching in the reception class. Very good relationships exist between the staff and children. Good provision is made for those with special educational needs and they are well -integrated into class.

Communication, language and literacy

66. By the end of their reception year, many but by no means all of the children are likely to reach the level expected for five-year-olds. Many of the children in the nursery and reception classes find it difficult to express themselves clearly in sentences. They make their needs understood by using a mixture of single words and gestures to convey meaning. They are given every opportunity to copy the good examples of speech and language offered to them by their teachers. Definite times are set for specific speaking and listening skills to be developed, such as small group times and whole class story and discussion times. A few children in the nursery know the term “author” and some refer to “the title page” when sharing books. The quality of questioning during these sessions in the reception classes is very good and a strength of the teachers’ work. It contributes very well to broadening the children’s vocabulary and enabling them to make good progress.
67. In the reception classes, most children listen attentively to their teacher. Many wait without interrupting until it is their turn to speak and are eager to contribute to discussions and conversations. A minority have good levels of fluency. Only a few use their developing vocabulary well, expressing ideas and opinions independently. They choose words carefully and thoughtfully when asking and answering questions. They understand that print carries meaning and progress in early reading is evident as they share books but very few are reading simple texts on their own.
68. The quality of teaching is good overall. In the nursery, the children are encouraged to recognise their name cards at each session. This practice is developed as reception children write their names to identify belongings whenever possible. Mark making is practised in a variety of activities throughout the Foundation Stage. The nursery children frequently trace, draw, crayon, and experiment with making shapes with their fingers in bowls of cereals. They are encouraged to produce notices such as “I can put a wheel on” or example price lists for the boards in the home bay garage. In the reception class, the necessary skills for the more formal aspects of writing are developing successfully.

Mathematical development

69. In mathematics, many children need more time to achieve the level expected of them. In the nursery and reception classes mathematical learning is promoted through a range of practical tasks. The quality of teaching is good overall but it is more effective in the reception classes than it is in the nursery. The nursery children play mathematics games and begin to develop their knowledge of numbers up to ten as they count and sort bricks, shapes and toys. The teacher uses a range of strategies but on occasions she is let down by her choice of resources.
70. The reception children extend their previous learning by working with coins and recognising shapes. They compare size and shape with increasing accuracy. With adult prompts, they compile sets of objects according to the different criteria suggested such as ones that will roll and others that will slide. The most able children are beginning to use their growing mathematical vocabulary with confidence. For example, the most able can correctly identify solid shapes such as cubes and cylinders and use terms such as “heavier than” and “longer than”. Whilst completing tasks, filling and emptying containers, they learn to estimate and they learn simple addition when adding ducks to a pond to make six. The most able children are beginning to recognise the hour on a clock face.

Knowledge and understanding of the world

71. This area is taught well and, by the time children enter Year 1, they have made good progress. However not all of the children reach the levels of attainment expected for their age. In the nursery, the children learn to use computers and already move the mouse accurately, to select items on the screen, for example the furniture in the three bears' cottage. They explore the senses, building and constructing with a wide range of resources. For example, the children use recycled materials to make a model car. The children select appropriate resources, adapting their work where necessary. They consider the story of "Goldilocks and the Three Bears" and learn about breakfast cereals.
72. In the reception classes, the teachers build on children's previous learning. Other activities are planned to develop their wider knowledge and understanding of the world, for example of plants and animals. They build and construct using a range of construction kits and have used boxes, card and a range of materials to produce models that represent a place in a story or a vehicle. They sort materials into different categories such as wood, plastic and metal. The study flowers, fruit and vegetables. The children learn about brushes and discover that they come in all shapes and sizes depending on their purpose. When directly supervising a group or activity, the adults ensure that the children are occupied with challenging activities and provided with opportunities to explain what they are thinking. During whole class sessions the teachers ensure that the children are engaged in meaningful activities that allow them opportunities to explain what they are thinking and what they are doing.

Physical development

73. This area of development is well taught in both the nursery and reception classes and the children make good progress towards the early learning goal for this age group. The youngest children have regular access to a secure, stimulating outdoor play area where there is a good variety of wheeled vehicles available to them. The children have planned sessions of physical education every week in the school hall, and they participate in activities enthusiastically to develop appropriate skills. The children learn about "higher" and "lower" and move accordingly. They listen well to instructions and are able to co-operate, working individually to produce a good range of body shapes and methods of travelling. The children's movements are generally well developed and they respond well when the class teacher asks them to demonstrate their movements to the rest of the class.
74. In the classroom, the children demonstrate good control and skill when using scissors and pencils. A range of tools has been used to create models and collages. The children spread glue very carefully when making their own collage. Most are able to use the computer mouse confidently and skilfully to move icons on the monitor. They can construct vehicles, towers, houses and homes using construction toys and equipment. The development of physical skills is good and there has been good improvement to the facilities and resources to support this area of learning since the last inspection.

Creative development

75. Provision for creative development is good and a wide range of activities is provided which allow the children to use malleable materials to sculpt and mould; paints to produce pictures such as self-portraits. The children use a range of other artefacts as prompts or stimuli and materials such as paper and card when making models of vehicles and houses. The children sing nursery rhymes and songs from memory. They listen very well to recorded music and join in and sing confidently with older pupils. They know the words and actions to songs, especially those that involve letter sounds, stories and nursery rhymes in their literacy sessions.
76. The children enjoy choosing their own materials by texture or colour and use them creatively to make their pictures or collages. For example, the children make collages of warm gloves. They decorate a picture of a bride using shiny material and experiment with the different use of paints.

The children explore different pencil effects and work with different textured materials such as straw, shavings, wool and tissue. The children are making good progress and most are likely to reach the standards expected for their age because of the good teaching they receive. In the reception class, the teacher provides good feedback to the children. She asks them "Why did you choose this?" and persists when she receives the response "Cos I did."

ENGLISH

77. Standards in English, overall, are below average for pupils at the end of Year 2. However, pupils make good progress in relation to their prior attainment which is well below average. This is reflected in the National Curriculum tests for 2001 when pupils achieved above the levels of pupils from similar schools. Since the last inspection there have been improvements in the provision for English as a result of the introduction of the National Literacy Strategy.
78. Standards of speaking are below those found in the majority of schools for seven-year-olds. Many pupils enter school with levels of communication well below those expected. Pupils have very limited vocabulary and find it difficult to answer in sentences. Some have the confidence to share their opinions with the whole class but many struggle to describe in any detail, their everyday experiences and some remain passive during question and discussion sessions. Teachers have continued to provide the high level of good support identified in the last inspection. They place great emphasis on developing opportunities for pupils to talk through discussions in lessons and in 'circle time' which provides an opportunity for pupils to listen and talk about a range of subjects. From their low starting point pupils make good progress as they move through the school but by the time they are seven the standards achieved by the majority of pupils remain below average. Most pupils listen attentively in class both to the teacher and to one another; however, a few pupils have not learned the conventions of listening whilst others are speaking, and their teachers have to remind them to listen to them and the other pupils. Opportunities to promote speaking and listening are developed well within other areas of the curriculum such as mathematics and science where pupils are introduced to, and encouraged to use, the appropriate technical language.
79. In reading, standards are overall below expected levels. However, because most pupils enter school with well below average skills, they make good progress in improving and extending their levels of attainment. When reading aloud, the higher attaining pupils read confidently with few mistakes. A few of these pupils are fluent and begin to use expression to add meaning to what they read. They make effective use of their knowledge of letter sounds, pictures and prediction to make sense of new or unfamiliar stories or words. The average attaining pupils read accurately and carefully, using phonic skills and the pictures to work out unfamiliar words. The below average pupils read from simple text independently and with care and understanding, but lack fluency. Most pupils express an interest in books and take books home regularly from school.
80. Pupils' attainment in writing is below average overall. At the end of the infants, pupils of all abilities can communicate some meaning though for the below average attaining pupils this is at the early stages of development and is limited to writing simple sentences, with support. Pupils who are considered average for the school are beginning to write their ideas in sequence and in simple sentences, although they do not always use capital letters and full stops to denote sentences. In their writing, the higher attaining pupils write their ideas in a logical series of events, and show increased awareness of punctuation. Although they are introduced to the use of more complex forms of punctuation such as quotation marks, question marks and exclamation marks they do not use these in their writing. They write for different purposes such as telling of their experiences or for writing letters, retelling stories and traditional tales. Handwriting, is usually correctly formed; it is printed and although the pupils practise the cursive style of handwriting this is not used in their daily work.
81. Pupils enter statutory education from the school's reception class having made good progress in language development, although their attainment is well below the national average. Although progress over Years 1 and 2 is good, there are some inconsistencies between the year groups in the pace of learning. This is largely because assessment information is not always used as effectively as it should be to identify the needs of all pupils and set challenging targets, particularly of the older and more able pupils. Records of pupils' achievements in reading and writing are maintained through the school and in some classes they are used well to set individual pupil targets. However, when planning work for pupils, particularly in writing, they are not used to set work that fully meets the needs of all pupils, particularly the higher attainers.

82. Pupils on the register of special educational needs make good progress towards the targets set for them. Their needs are well identified and the school's intervention programmes together with the good support from learning assistants ensure that they are given every opportunity to develop speaking and early reading and writing skills.
83. The quality of teaching seen was good overall, with just one unsatisfactory lesson. Across the school there are particular strengths in the management of pupils and in the use of classroom support staff. There is a consistent approach to planning based on the recommendations of the National Literacy Strategy. Teachers have consistently secure subject knowledge and know how to use the format of the Literacy Strategy to teach pupils the basic skills of phonics and word structure; the week's activities are planned against background of appropriate weekly objectives drawn from the strategy document. Teachers are clear about what they want pupils to learn and share these intentions with the pupils and return to them at the end of the lesson to evaluate whether they have been achieved. Most teachers use a clear, direct approach in class teaching and use questioning and discussion well to develop pupils' learning. Teachers establish good relationships within the classroom and most plan thoughtfully to make their lessons interesting. As a result, with few exceptions, pupils are enthusiastic, they behave well and show respect for teachers and for one another. Pupils work is usually marked regularly but the quality of marking is inconsistent. It often involves little more than ticks and bland praise rather than clear suggestions for improvement that are followed up. Pupils are encouraged to take home reading books and spellings to learn at home. The school has recently introduced a home/reading diary in which parents are encouraged to share in the learning of their children. However, this is not yet used consistently across the school.
84. Pupils have adequate opportunities to use their literacy skills in other subjects such as history and pupils are introduced to a range of texts for literacy from other subjects. Although information technology is used by some teachers in lessons, it is not yet an integral part of the literacy lessons as a teaching and presentational tool.
85. The current subject co-ordinator has been in post for just over one term. She has a heavy workload overseeing other important areas of the school's work besides literacy, but has already evaluated the strengths and weaknesses in provision for the subject, improved the school's reading scheme and the school library. She is strongly committed to raising standards and has a clear picture of what needs to be done to develop the subject and raise standards. The school's policy outlines the aims and procedures. There has been monitoring of the implementation of the work in literacy and good levels of in-service training to develop teachers' skills. The school has developed sound procedures for the assessment of pupils' work. Individual records of pupils' achievements in reading, spelling and speaking skills are maintained as pupils move through the school and pupils' written work is assessed each term against National Curriculum objectives. These assessments are used to set targets for individual pupils. The school carries out an analysis of results in the national tests to help identify areas of weakness and has plans to develop this evaluation further, so that action can be taken to raise standards. Resources to support work in the Literacy Hour are good. The school has a small central library which is also used as a class teaching base so that it cannot be used sufficiently as a learning resource. There are gaps in some of the books available, particularly in art and music and books about other faiths and cultures, and some books are rather shabby and need replacement. The co-ordinator has recognised these omissions and has plans to make further improvements in provision

MATHEMATICS

86. Pupils achieve well in mathematics when compared to their ability when they start school. Although the results of last year's national tests showed standards close to levels expected of seven-year-old pupils in all schools, they were above average when compared to pupils from similar schools. These impressive results show an improvement since the previous inspection.
87. However, fewer pupils from the present Year 2 classes are expected to reach the higher levels, although they make good progress compared to their standards when they started school.

Attainment of pupils in the present Year 2 classes is below the national average and this is reflected in the work seen during the lessons and also in the analysis of work.

88. For example, most pupils aged seven understand place value to 100 and know addition and subtraction facts to 20. Some pupils know their two, five and ten times tables. They use this knowledge in calculations involving number and money to 50 and in one class to 100 and above. The more able pupils in one class use numbers to 1,000 and know that there are 1,000 pence in £10.00. Most pupils understand halves and quarters, and use their knowledge of fractions when telling the time to the hour and half-hour.
89. Although the pupils collect information and use bar charts, they do not use them frequently enough in other subjects. The majority of pupils are able to program a floor robot giving at least three instructions which include moving forward and turning through an angle of 90° . They also use and understand a wide range of mathematical vocabulary.
90. Pupils make good progress with some very good features in mathematics, especially their knowledge and understanding of shape. Progress is consistently good in Year 1 but inconsistent in Year 2. In the mixed Year 1 and 2 class pupils make good progress but in the Year 2 class, progress is satisfactory. Pupils with special educational needs are well supported and make good progress in all classes. However, although the more able pupils make good progress in Year 1 and in the Year 1 and 2 class, they make satisfactory progress in the other Year 2 class, although at times they are capable of achieving higher standards.
91. There are many aspects which contribute to the high quality of learning and pupils' positive attitudes. These include the quality of teaching, the well-planned curriculum and opportunities for pupils to investigate, the rigorous and very effective procedures for monitoring and assessment, and using assessment when planning the next activities. The assessment and monitoring systems are implemented rigorously by the school and in the majority of classes. Pupils' performance is carefully tracked on a regular basis and targets are set to meet individual pupil needs: weaknesses and strengths are quickly identified, and helpful and positive action is taken straight away in nearly all classes.
92. The quality of teaching is good overall. Where it is good, teachers' expectations are high and pupils respond well to the challenging work they are set. Most teachers use questions to encourage pupils to take part in the whole class activities, and their skilful teaching allows them to assess pupils' understanding and amend their teaching if necessary. Lessons are well planned and include appropriate targets for the different groups of pupils. Where teaching is unsatisfactory, the pace is slow and planning does not cater well enough for the more able pupils. As a result, the more able pupils in one Year 2 class do not progress as well as the others.
93. The factors which have helped to improve standards and raise pupils' levels of achievement are the high quality of teaching, pupils' positive attitudes and enthusiasm for mathematics and the very good leadership and management. The National Numeracy Strategy is having a positive impact on raising levels of attainment of the large majority of pupils.
94. Pupils have positive attitudes to mathematics and enjoy the subject. They respond well to teachers and support staff in group activities and also work well individually. However, they do not discuss mathematical activities with each other in spite of the good relationships fostered in the classes.
95. The leadership and management of mathematics are very good. In the short time since her appointment, the co-ordinator understands the strengths and weaknesses in the subject. She monitors the results of teacher assessments and national tests rigorously and takes effective action. For example, she knows that a lower percentage of girls achieved the higher levels in last year's national tests and is consequently monitoring the progress of boys and girls this year. She has organised and catalogued resources well and knows where there are shortages. For example, she understands the adverse impact of insufficient computers on the pupils' development of mathematical skills.

SCIENCE

96. The pupils achieved well in science in the 2001 teacher assessments. Standards had steadily risen since the last inspection, especially the percentage of pupils achieving the higher level. Although standards were below those expected of seven-year-old pupils overall, they were high in comparison with similar schools.
97. Standards in the work seen are below average. However, the pupils achieve a satisfactory level with some good features, especially in Year 1 and in the mixed Year 1 and 2 class. Particular strengths are in pupils' knowledge and understanding of living things. For example, they know the main external parts of the human body, the physical features of a wide range of living things, and recognise them and classify them. They also know that living things grow, breathe and reproduce. Pupils have a good understanding of the essential features of a healthy lifestyle. They know the importance of a balanced diet and the need for exercise, and also the harmful effects of alcohol and drugs.
98. Most pupils name a wide range of materials and know whether they are natural or manufactured. They sort them according to a wide range of properties and therefore identify many uses. However, few pupils achieve beyond this level.
99. The headteacher and staff emphasise investigations in science and, as a result, pupils now have many opportunities to discuss what might happen and give their reasons. These activities help to improve their speaking and listening skills. As a result, most pupils consider what might happen, test, observe and share their findings with other pupils in the group. This is reflected in their understanding of the forces involved when toys move, and they identify pushes, pulls and the magnetic effects on a wide range of objects. They also know how to connect an electrical circuit in series, and some pupils explain how to incorporate a switch.
100. Although pupils make satisfactory progress overall, it varies from good to unsatisfactory. Pupils in Year 1 make good progress overall and those in Year 2 make satisfactory progress overall with some unsatisfactory features in one class. Pupils with special educational needs and more able pupils make the same levels of progress as the other pupils in most classes.
101. Pupils have satisfactory attitudes to science. In most classes, they behave well and, where the teaching is stimulating and leads on from previous work, they listen carefully and investigate with confidence. The only occasion when there were pockets of restlessness was during a class lesson when the teacher repeated previous work and did not introduce new activities quickly enough.
102. The quality of teaching is satisfactory: it ranges from good to unsatisfactory. Where the teaching is good, the teachers have good subject knowledge and confidence in encouraging pupils to investigate. Their planning is effective, practical activities are well handled and resources are very well organised. As a result, pupils make prompt starts to the lessons and understand the purpose of their investigations, and they behave well. Where teaching is unsatisfactory, planning is a weakness and the more able pupils are not reaching their full potential. There is too much whole class teaching and unnecessary repetition which prevents some pupils from either learning new scientific skills or applying what they know to new situations. Although pupils' work is marked up-to-date, there are insufficient comments about presentation and, as a result, there is some untidy work.
103. The curriculum is well planned and includes good opportunities for investigations and the development of pupils' personal, social and health education. The school nurse visits regularly and effective and well-planned use is made of the school environment. For example, pupils identified different trees from their observational drawings. Although the half-termly and weekly plans are rigorously checked, there are not enough checks made on what is actually taking place in lessons and, consequently, pupils in the same year group are not having the same opportunities for investigations.

104. The leadership and management by the co-ordinator are good. She has produced a well-planned scheme of work which gives good guidance on progression in all aspects of science. The school has good systems for assessment and over the years assessments have been used to guide curriculum planning. The co-ordinator, together with teachers, has collected and assessed a wide range of pupils' work as reference points for teachers. As a result, they can use this 'levelled work' as a guide for assessing the attainment of the pupils in their classes.
105. Although there are sufficient teachers for science and effective use is made of all the teaching support, the recent changes in teaching staff have resulted in inconsistencies in the expectations of pupils, especially the more able pupils.
106. There are sufficient resources for science and they are used well. However, there are insufficient computers and, consequently, the pupils do not have sufficient opportunities for applying their information and communication technology skills to science.
107. The accommodation is satisfactory. A particular strength is the school grounds and the ways in which they are used to enhance pupils' knowledge and understanding of living things. Parents appreciate the ways in which the school grounds are used for the benefit of their children. Although the accommodation is satisfactory for the teaching of science, the arrangement of both the large and small teaching areas results in additional work for teachers in terms of moving not only the pupils but also the equipment, and this reduces the time allocated for science.

ART AND DESIGN

108. By the age of seven, the work that the pupils produce is of the standard expected for their age. The pupils with special educational needs and the higher attaining pupils make satisfactory progress. No direct teaching of art was observed during the inspection. Sound progress throughout Years 1 and 2 is apparent in the work produced in displays around the school. The pupils build up their knowledge and understanding of a variety of techniques. They mix paint, learn to control their brush strokes and show an understanding of the use of colour. They learn the techniques of collage when working with textiles to make individual friezes.
109. The pupils have the experience of working with a range of materials in two and three-dimensional forms. For example, they fold and roll paper to make sculptures and work with malleable materials. Younger pupils explore pattern making and use computer programs to further their understanding. However, computers are not used consistently in the school to support learning. The pupils explore textures and make rubbings of different surfaces. In a particularly striking display, the pupils make detailed observations of bowls of flower and mix their colours well to achieve the right effect. They also study the work of Van Gogh and work in his style when painting sunflowers.
110. The teachers are successful in linking art to other subjects such as history and mathematics. For example, the pupils create firework collages in response to a study of Guy Fawkes Night and use regular geometric shapes to make patterns.
111. The co-ordinator has recently taken over responsibility for the subject. Her enthusiasm is infectious and she ensures that the pupils' work is displayed effectively to enhance the working environment. However, she acknowledges that there is scope for further consideration of assessment procedures to ensure that the pupils are developing their skills in each strand of the subject. She monitors teachers' planning and pupils' work but has not yet monitored teaching and learning.

DESIGN AND TECHNOLOGY

112. By the time they leave school standards are satisfactory overall with particular strengths in pupils' designing and evaluating skills and their use of textiles. However, standards in one Year 2 class are higher than in the other as a result of greater demands and a wider range of activities. Although standards were satisfactory at the time of the last inspection, there are now greater demands on the range of design and technology activities and therefore standards have improved.
113. By Year 2, pupils have made satisfactory progress overall and reach the standards expected for seven-year-old pupils. Good features are the ways in which they compare their finished articles to the original designs. These activities help to develop pupils' speaking and listening skills. Pupils are able to draw around outline shapes, cut, pin and join fabrics, and decorate them when making puppets. A particularly high standard of work completed by the pupils in one Year 2 class included designing and making Mexican Gods' Eyes where they showed very high standards in wrapping wool to form patterns and very neat sewing and finishing. The pupils were proud of their work and were keen to talk about it. They also designed and made earmuffs and ensured that they fitted. Although pupils use construction kits, they do not have enough opportunities to design and make objects with moving parts. Pupils in this class work more conscientiously and achieve higher standards.
114. Pupils in Year 1 have designed pamphlets incorporating a logo for the children in the nursery and have learned some of the processes involved in baking. For example, when they were baking rock cakes, they learned how to rub fat into the flour, beat the eggs and how to space out spoonfuls of the mixture.
115. The aspects which impact on the quality of work and pupils' attitudes are teachers' knowledge and understanding, their relationships with pupils and demands on high standards of work.
116. Most of the pupils greatly enjoy this subject. They are enthusiastic, confident and listen very carefully to instructions and ideas which help them to improve their work. They speak with enthusiasm about previous work and, although they work individually, they share ideas and resources with each other well, and have good relationships with the teachers and support staff. Where some pupils in one class show little interest and concentration, the activities are not as demanding, especially for the more able pupils.
117. Teaching is satisfactory overall with some good features. The best teaching is stimulating and results in high standards of work from enthusiastic pupils. Most teachers plan thoroughly and set challenging yet achievable tasks. They ensure that pupils understand their expectations, organise resources well and use support staff effectively. As a result, the pupils make good progress in the range of skills and the quality of designs. However, there are occasions when the teachers' expectations are too low; in these lessons groups of pupils make insufficient progress especially in the use of construction equipment.
118. The recently appointed co-ordinator ensures that there are sufficient resources for all aspects of design and technology and monitors half-termly and weekly planning. The scheme of work meets National Curriculum requirements and includes a satisfactory range of skills. However, the assessment procedures do not ensure that pupils in each year group build on skills that they have learned previously.

GEOGRAPHY AND HISTORY

119. Due to timetable arrangements it was possible to observe only two lessons in history and no lessons in geography during the inspection. Judgements are based on the lessons seen in history, the scrutiny of pupils' previous work and work on display, teachers' planning and discussion with the co-ordinator.
120. Findings of this inspection are that standards in both history and geography are in line with those expected for seven-year-olds and progress is satisfactory. Pupils' previous work and planning

documents provide evidence to show that there is reasonable coverage of the curriculum in both geography and history over a year.

121. In geography, pupils have a sound knowledge of their immediate area through a strong emphasis on fieldwork. Their geographical knowledge is developed from a focus on the characteristics of the school and local area. For example pupils in Year 1 recognise the key features around the school and mark these on a simple plan. Older pupils draw a simple map of their journey to the local library, placing on it the pictures of the key features seen. On a world map they identify the countries where the stories that they have heard take place.
122. In history, seven-year-old pupils understand that history is the study of people and events from long ago. Pupils in Year 1 are beginning to understand that oral sources and photographs can be used to find out about the past. They ask appropriate questions when finding out about the school's history from a visiting teacher. Pupils in both Year 1 and 2 have studied the differences in lifestyles of people in Victorian times. They are beginning to make inferences about the lives of people during the past when studying objects representing those used in Victorian schools and make comparisons with similar objects that we use nowadays. Pupils' previous work indicates that they have made comparisons between the lives of children during these times with the present using their literacy work when reading the story of "*Orphan Mary*". They have studied how farming has changed over the years.
123. As no lessons in geography and only two lessons in history were seen during the inspection it is not possible to give a secure judgement about the quality of teaching. From the lessons seen in history and pupils' previous work, indications are that teaching is overall satisfactory. Of the history lessons seen, one lesson was good and one was satisfactory. The strengths of the good lesson lay in the teacher's subject knowledge, preparations and good questioning and discussion; good use of the visitor as a source of information encouraged the pupils to ask relevant questions and so develop their skill of historical enquiry. Pupils in both lessons were managed well and showed interest in the subject. The scrutiny of pupils' previous work indicates a strong dependency on the use of commercially produced worksheets which require little effort from pupils; often requiring pupils only to cut and stick pictures and colour these. Work is not matched to the levels of pupils' abilities with pupils given the same tasks to complete. There was no evidence of the use of information technology as a source of information.
124. The subject co-ordinator for both subjects provides sound leadership. She has developed the school's curriculum plan for the subjects, which are delivered through a two-year rolling programme. At present there are no whole school systems for the assessment and recording of pupils' progress. The co-ordinator is aware of this weakness and has plans to develop this. She monitors teachers' planning and pupils' work but has not yet monitored teaching and learning. There are currently no arrangements for assessment, records of pupils' achievements or coverage of the subjects. Resources in the school are adequate overall although there is only one globe. Resources are supplemented well through visits in the local area and further afield and a range of visitors to school.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. The school has not maintained satisfactory standards in information and communication technology since the last inspection and attainment is now below the standard expected of pupils by the age of seven. The pupils' progress is unsatisfactory overall. The school has recently improved the range, quality and number of computers available to the pupils but they are not yet being used to optimum effect. Each classroom has now at least one modern computer and floor robots have been purchased to improve learning opportunities. The staff have continued to improve their expertise.
126. However, the quality of teaching and learning is unsatisfactory. Information and communication technology is still not an integrated feature of the teachers' planning. As a result, the pupils do not develop their basic skills systematically in most areas of the subject. The pupils have very few

timetabled taught lessons to develop their skills and little opportunity to use their skills to support their work at other times. The range of work the pupils experience is limited and consists mainly of simple word processing and mouse skills. In Year 1, the pupils use the mouse to create images by selecting and dragging two-dimensional shapes and placing them in the correct order to form the desired picture. The pupils in Year 2 sort vowels and consonants and write simple stories on the computer but there is little evidence to show that they use the computer to correct words or to re-draft their writing. Too little use is made of information and communication technology to support the pupils' learning in other areas such as numeracy. The pupils are not familiar enough with the functions of the keyboard and they are unsure about saving and loading their work.

127. No discrete lessons were seen. The teachers use information and communication technology to support their teaching but there are limitations to its effectiveness. For example, in Year 2 the staff use the Internet to good effect to download information about weaving to support the pupils' learning in history and design and technology. They use the digital camera well to create displays of the pupils' work. In a mixed reception and Year 1 class, the teacher used an interactive program to retell the story of *"The Three Little Pigs"* but the impact was limited because so few of the pupils could see the screen. The pupils do have opportunities to work with cassette players and headphones to hear stories and taped music. The pupils are enthusiastic and enjoy working with computers. They work well in pairs, sharing their knowledge and supporting pupils who are more hesitant. All of the pupils, including those pupils with special educational needs, have equal access to the limited resources, but their progress is limited because it is not planned for systematically.
128. Information and communication technology was identified as the priority on the school's action plan for last year and improvements were made. However, the school has not made a priority of allocating time for the co-ordinator to monitor the pupils' progress and support staff development to ensure the new equipment is being used effectively. A policy and scheme of work is in place but they are not yet being followed systematically.

MUSIC

129. Standards in music meet expectations. The school has made good improvements since the previous inspection particularly in the quality of singing. Pupils throughout the school sing well. For example, by the time they are seven, the pupils sing a wide variety of songs and hymns with a good feel for the style and rhythm and accurate pitch. They sing clearly, with enjoyment and confidence, especially when singing in two parts, and they particularly enjoy action songs.
130. Pupils in the Year 2 recorder group play accurately, with a good tone, good feel for rhythm and read the notes G, A and B. They know and understand note values ranging from semiquavers to semibreves.
131. The pupils make good progress in most aspects of music. They build well on the skills they have learned in the reception class. For example, pupils in a Year 1 class used a wide variety of percussion instruments to create a sound picture 'Peace at Last'. They showed great initiative and confidence, especially in their inventive use of the instruments and voices to create sound effects.
132. Aspects that contribute most to the improved standards include the consistently good teaching and the pianist who understands how pupils learn music and therefore adapts her playing so that they can all take part. As a result of this, all pupils, including the more able and those who have special educational needs, make good progress because they are included in all activities and their special skills are valued.
133. Music makes a positive contribution to pupils' spiritual, moral, social and cultural development. Parents value the quality of music in the school, especially the school concerts. However, pupils do not have sufficient opportunities to listen to music from either a variety of styles or cultures.

134. The accommodation is good for music. The spacious hall and classrooms enhance the teaching of whole school, class and small group music making. Teachers are confident in their ability to teach music and their skills are enhanced by the very effective contribution of the pianist. Resources are satisfactory. There are sufficient tuned and untuned instruments for each pupil in a class but insufficient resources for either listening to a range of styles or music from a variety of cultures. Music does not contribute to the quality of assembly sufficiently well as there are too few opportunities for pupils to either listen or perform.

PHYSICAL EDUCATION

135. The pupils attain satisfactory standards by the time they leave school. They are similar to the standards achieved at the time of the last inspection, particularly in gymnastics and dance.
136. In gymnastics, the pupils are imaginative when devising ways to achieve a balance using different parts of their bodies. They include changes as directed by their teacher and they use height and space well as they develop interesting and varied sets of movements. In one lesson, the pupils made very good use of the hall apparatus to extend their skills. By the end of the lesson most pupils successfully moved to and from each piece of equipment in a variety of well-controlled movements. They used the full potential of the apparatus to help them devise and hold a good range of body shapes tightly. In dance, the pupils responded satisfactorily to a taped lesson in which they used music and dance to express ideas on the theme of a school day. They moved around the hall at different speeds but did not achieve well-controlled hand and arm movements to successfully portray actions such as brushing and polishing. The pupils are acquiring the skills of throwing and catching but on occasions their lack of self-discipline impedes their progress.
137. The quality of teaching is satisfactory overall. Good teaching was seen in a Year 2 gymnastics lesson, where there was a clear focus on improving the pupils' skills. The teacher ensured that the pupils understood what they were learning and the purpose of the activities. As a result of this good teaching, the pupils sustained their interest, co-operated well and showed good improvement during the lesson. The pupils were provided with increasingly challenging situations in which to extend their skills. Lessons were less effective when there was a lack of clarity about the purpose of the activities and the pupils practised skills that did not challenge them sufficiently. This resulted in a slower rate of progress. Occasionally, because of the inherent restrictions of using a pre-recorded tape as a stimulus, insufficient time was spent on consolidating the skills being learned which also hinders progress. Across the school, lessons give due attention to health and safety. The teachers are skilled in providing good warm-up and cool-down activities. The management of pupils is mainly good and positive relationships are a regular feature. The pupils behave well in most lessons and show a good level of enjoyment.
138. The subject is well managed. The school has increased its time allocation for all pupils for physical education in response to the recommendations of the last report. The teachers' planning, based on the national guidelines, shows that a good range of activities is planned during the year. The pupils, therefore, benefit from a well-constructed programme of work that provides opportunities for them to acquire a good range of skills appropriate to their age and level of attainment. The subject is generally well resourced. There is a well-equipped hall for indoor lessons and an adequate outdoor hard-play area, and, in the summer months, the pupils have access to a suitable grassed area. The school is planning an increasing number of opportunities for the pupils to extend their skills in out-of-school activities.

RELIGIOUS EDUCATION

139. Standards in religious education throughout the school are satisfactory with particular strengths in pupils' knowledge and understanding of Christianity. These standards are similar to those found during the previous inspection. For example, pupils who are seven years old know that the Bible is a history book and that the Old Testament refers to the time before Jesus was born. They

understand that the New Testament refers to his birth, some aspects of his life and his work with his disciples. They also know that Christians believe that Jesus is the Son of God.

140. All pupils make satisfactory progress throughout the school and, in the Year 1 lesson observed, make good progress especially in their understanding of the parables told by Jesus and the wonder of the miracles. All pupils in the class took part in a short performance about the miracle of "The Five Loaves and Two Small Fishes". This activity helped them to understand some of the ways in which Jesus is special to Christians.
141. No judgement has been made on teaching as only one lesson was observed. However, the quality of teaching is supported by visits to local churches. These visits help the pupils to compare and contrast the different styles of architecture and features between the modern Methodist Church and the older Church of England building. They also know that these buildings are special places for Christians and for other members of the community.
142. All pupils learn some important beliefs and festivals of other religions:- for example, the Hindu festival of Diwali and some of the customs associated with it and some of the Jewish festivals including Hanukkah. However, they do not have a sufficiently detailed knowledge and understanding of these other faiths. This is because these faiths are often planned for in assemblies and pupils have fewer opportunities for acquiring more detailed understanding which comes from class and group activities.
143. The scheme of work fully meets all the requirements of the local Agreed Syllabus and is enhanced by additional national guidance. However, although it includes good coverage of the faiths other than Christianity, pupils do not have sufficient opportunities to learn about them.
144. Pupils' knowledge and understanding of the spiritual, moral, social and cultural aspects of the Christian religion have been enhanced by visits to the local churches. They also visited Elvaston Castle where they took part in a wide variety of activities from decorating and making Christmas cards and crackers, playing Christmas party games to learning about the origins of some Christmas customs.
145. Although pupils are introduced to a wide range of vocabulary associated with religious education, they do not have enough opportunities to record their activities.