

INSPECTION REPORT

WOODVILLE INFANT SCHOOL

Swadlincote

LEA area: Derbyshire

Unique reference number: 112655

Acting Headteacher: Mrs Glynis Sherratt

Reporting inspector: Bernice Magson
18143

Dates of inspection: 2nd - 5th June 2003

Inspection number: 247251

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	County
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
School address:	High Street Woodville Swadlincote Derbyshire
Postcode:	DE11 7EA
Telephone number:	01283 217675
Fax number:	01283 550702
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Taylor
Date of previous inspection:	January 1998

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18143	Bernice Magson	Registered inspector	English Music Religious education Special educational needs English as an additional language	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management Key issues for action
13723	Jean Overend	Lay inspector	Educational inclusion	Pupils' welfare, health and safety Pupils' attitudes, values and personal development Partnership with parents and carers
30954	Brian Ashcroft	Team inspector	Mathematics Information and communication technology Art and design Physical education	Quality and range of opportunities for learning
17907	Michael Bowers	Team inspector	The Foundation Stage Science Design and technology History Geography	

The inspection contractor was:

Primary Associates Limited
Suite 13
West Lancashire Technology Management Centre
Moss Lane View
Skelmersdale
WN8 9TN

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Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	5
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	7
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	9
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	11
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	13
HOW WELL IS THE SCHOOL LED AND MANAGED?	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	19
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Situated in the Woodville district of Swadlincote this school caters for pupils from 4 to 7 years of age. Most pupils come from the surrounding area, which is a mixed social community. Average numbers of pupils are entitled to free school meals. There are 173 pupils on roll with an almost equal number of boys and girls. Pupil numbers are increasing gradually. Children start school in September or January at a time closest to their fifth birthday. Currently there are 58 children in the reception classes. Attainment on entry to reception is below average, although many children have poor skills of communication and language. Pupil turnover is of modest proportions. Almost all pupils are of white British origin, and of the small number of pupils of mixed race none have English as an additional language. Twenty one per cent of pupils have special educational needs, mostly with learning and behavioural problems. This is similar to the national average. Three pupils have statements for their special educational needs. During this school year there have been significant changes in staffing, mostly due to illness. This includes three changes in headship. An acting headteacher has been appointed to lead and manage the school this term.

HOW GOOD THE SCHOOL IS

This school provides a satisfactory and improving quality of education for its pupils. By Year 2 standards in English, mathematics and science are average for pupils. Pupils achieve above average standards in religious education and design and technology and achieve expected levels in all other subjects. Teaching is satisfactory, overall and good in the reception classes. The leadership and management of the school are satisfactory. The school provides satisfactory value for money.

What the school does well

- Standards are above average in design and technology and religious education for pupils by the age of 7 years;
- Teaching and learning are good in the reception classes and pupils achieve well;
- Provides an enriched curriculum with many first hand opportunities for learning and good provision for the spiritual, moral, social and cultural development of pupils;
- Develops very good relationships between pupils and adults, positive attitudes to learning and good respect for the feelings and values of others;
- Strong commitment among teachers and teaching assistants to the care and well being of pupils.

What could be improved

- Standards of the higher attaining pupils in English, mathematics and science by Year 2;
- The use of assessment in teachers' planning so that knowledge, understanding and skills are built on prior attainment;
- The leadership and management of the school;
- The outdoor learning environment for children in the reception classes;
- Procedures for promoting attendance and punctuality.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a satisfactory rate of improvement since the school was last inspected in 1998. The key issues have all been addressed, although some still need further action. The amount of unsatisfactory teaching has fallen, but has not been eradicated. Teaching and learning in the reception classes is now good. There is improved provision in information and communication technology (ICT) and teachers are more confident when delivering the subject. The curriculum has been revised and there are now good opportunities for pupils to improve their spoken language, and skills in mental mathematics. Standards in religious education and design and technology are good. There has been a decline in attendance and punctuality to below average levels.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
Reading	C	C	B	A	well above average A above average B average C below average D well below average E
Writing	C	C	C	A	
Mathematics	D	E	C	B	

Over time standards have risen significantly in reading and mathematics for pupils by the end of Year 2. In writing standards have been maintained but have not improved in line with the national trend. Standards in 2002 showed good improvement in both reading and mathematics and in comparison with schools of a similar intake, well above average results in reading and writing, and above average results in mathematics. Most pupils exceeded their expected targets in literacy and numeracy, including those with special educational needs. The more able pupils achieve satisfactorily in reading and mathematics, but they are capable of achieving more in all areas tested. Only in writing is there any significant difference in the attainment of boys and girls where the gap is greater than found nationally. Current Year 2 pupils are achieving expected targets in literacy and numeracy, but are unlikely to achieve as well in national tests as the previous cohort. This is because one third of pupils have special educational needs. Additionally, the progress of some pupils is adversely affected by their poor attendance. Inspection findings are that standards for Year 2 pupils in 2003 are average in speaking and listening, reading and mathematics and just below average in writing. Some pupils have a limited vocabulary, which affects the quality of their written work. Standards are also average in most other subjects. In design and technology and religious education standards are good. Pupils have a good depth of knowledge and appreciation of world religions for their age. In design and technology they work carefully showing a good awareness of safety as they use tools, and good levels of ability as they design, make and evaluate their models using a wide range of techniques in the various processes.

Children in the reception classes make good progress in all areas of learning apart from physical development where their progress is satisfactory. They start school with below average standards in all areas of learning, apart from in communication, language and literacy where standards are well below expected levels. By Year 1 they are achieving the early learning goals expected for their age and above average standards in their knowledge

and understanding of the world. In physical development their standards are below expected levels. In Years 1 and 2 although pupils' progress has been satisfactory, there has been less rigour than usual in the monitoring of pupil progress during this school year, causing some inconsistencies in teaching effectiveness. This is as a result of the significant number of staff absences. Pupils with special educational needs make progress in line with their peers as a result of good support from skilled teaching assistants.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and are enthusiastic in lessons.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons and around the school, apart from a small minority of boys. There have been two exclusions, one permanent and one fixed term.
Personal development and relationships	Good. Relationships are very good. Pupils show good respect for others' beliefs and cultures.
Attendance	Unsatisfactory. Below average attendance of some pupils is restricting their rates of progress. Some pupils are persistently late for school.

Pupils are encouraged to learn as a result of positive and supportive relationships with their teachers.

TEACHING AND LEARNING

Teaching of pupils:	Reception:	Years 1 and 2:
Quality of teaching	Good	Satisfactory

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.

Overall, teaching is satisfactory, with good teaching in the reception classes. During the inspection good teaching was observed in almost all classes. The quality of teaching was good in two thirds of lessons. Two lessons seen in Year 2 were excellent. In better lessons, pupils' interest and concentration are good and learning develops at a rapid rate. For the youngest children teachers plan thoroughly to ensure that basic skills in literacy and numeracy are taught effectively, providing a firm foundation to their learning. There are many first hand experiences introduced in a well structured programme of activities, which focuses effectively on the development of skills in language and mathematical development. Teachers are skilful at questioning pupils and in most lessons opportunities are provided for pupils to talk together and listen to the views of others. With careful intervention and focused questioning teachers ensure that learning develops, and speaking and listening skills are promoted. All teachers manage pupils well. With the help of teaching assistants the special educational needs of pupils are identified and supported. As a result, these pupils make progress similar to those of their peers. Additional support has been introduced to assist teachers with a small group of pupils who are experiencing specific behaviour difficulties. This good intervention is proving successful in enabling teachers to focus more successfully on their teaching.

Teachers have implemented the literacy and numeracy strategies satisfactorily and recent staff training has sharpened their skills. However, they do not use records well enough to keep track of pupils' progress in reading, although good practice exists in the reception classes. Currently teachers fail to use on-going assessment with consistency and rigour, and as a result, the challenge in lessons fails to build on pupils' prior attainment, and higher attaining pupils are insufficiently challenged. In Years 1 and 2 there is an over-reliance on the use of worksheets with limited opportunity for independent recording or exploration. In the two unsatisfactory lessons seen the pace was slow and activities lacked challenge.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils receive a broad curriculum enhanced by many enrichment activities. There is a satisfactory range of out of school clubs.
Provision for pupils with special educational needs	Good. Effective strategies are in place to enable pupils to achieve the targets in their individual education plans. Many initiatives are newly introduced this term.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for spiritual, moral, social, cultural and personal development. There are many opportunities for pupils to celebrate the festivals of different world faiths and learn about their customs and beliefs.
How well the school cares for its pupils	Good. Teachers know their pupils well and provide a supportive environment within which all pupils are valued. There is a high level of commitment to their pastoral care. Racial awareness is taught effectively.

The school's partnership with parents is satisfactory overall. A core group of parents have good involvement with the school in its work, raising funds and helping in class.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The acting headteacher has shown good leadership and commitment in her support of the school. The absence of key staff has limited the school's ability to share roles and responsibilities associated with its leadership and management. Well established management systems have proved effective during the recent interim period.
How well the governors fulfil their responsibilities	Satisfactory. The governors fulfil most of their statutory duties well and are becoming more knowledgeable and supportive of the school. They are not yet fully involved in monitoring the school's performance
The school's evaluation of its performance	Satisfactory. The school is good at identifying its strengths and weaknesses. However, it is not as effective at taking effective action to put things right.

The strategic use of resources	Satisfactory. Satisfactory use is made of available resources. Governors apply the principle of best value when purchasing supplies and services.
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Staffing, accommodation and learning resources are satisfactory overall. Good developments in the library and reception classrooms have improved provision. Accommodation still restricts learning opportunities in some aspects of the school, for example, in the outdoor environment available to children in the reception classes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy coming to school; • The school expects children to work hard; • The teaching is good; • Parents feel comfortable about approaching the school. 	<ul style="list-style-type: none"> • The range of extra-curricular activities.

Inspectors agree with most of parents' positive views of the school, but judge teaching to be satisfactory. Inspection findings are that the provision for extra-curricular activities is better than in most infant schools. A small number of parents expressed concern about progress of their children in Year 1. Inspectors judge that Year 1 pupils are currently making good progress, although rates of progress did dip slightly during the recent staff absences.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Assessments show that children start school with below average attainment overall, and with poor communication skills for their age. There is a well planned and stimulating curriculum in reception, which encourages their development, particularly in their learning of basic skills in literacy and numeracy. There is a strong emphasis on the development of speaking and listening skills. Children are well prepared for the next stage of their education and make good progress. By the end of the reception year standards have improved and most children reach the early learning goals in all areas of learning, except physical development where their progress is unsatisfactory. Achievement in their knowledge and understanding of the world is very good.
2. The school has identified challenging targets for pupils to achieve in reading, writing and mathematics. This year the school is likely to attain the targets set and to increase the percentage of pupils attaining average levels in national tests. Through effective monitoring and analysis of pupils' performance strengths and weaknesses are being addressed and as a result standards are improving. However, results in 2003 are not expected to be as high as in the last reporting year when compared to national averages, or the performance of pupils in similar schools. This is largely because a third of pupils have special educational needs in the present Year 2 cohort and additionally some pupils have poor attendance patterns, which are affecting their progress.
3. Factors that have an effect on standards are:

The circumstantial elements

- Below average attainment on entry.
- Recent turnover of staff.
- Temporary senior management team and co-ordinators.
- Numbers of pupils with special educational needs.
- Poor attendance of some pupils.

Those within the school's power to influence

- The teaching in Year 2 lacks challenge for more able pupils.
- Some inconsistencies in monitoring of the curriculum and pupil progress.
- Limited effectiveness of marking and greater use of assessment to ensure pupils are supported in their learning.

4. Standards by Year 2 have improved significantly in reading and mathematics since the last inspection. In writing standards have been maintained at a below average level since 1998. Results by Year 2 in the national tests in 2002 are above the national average in reading, and average in writing and mathematics. When compared to schools with a similar intake the results are well above average in reading and writing and above average in mathematics. In science, teacher assessment shows average standards. Although these results show good improvement on the previous year, the more able pupils underachieved particularly in writing, where the school does not follow the national trend of improvement.

Additionally, although both boys and girls are improving their performance in writing, there is a significant difference in their results, greater than nationally with girls doing better than boys.

5. The progress and achievement of specific groups

- Progress and achievement of pupils in the reception classes is good overall apart from in physical development.
- Progress of pupils in Year 1 is currently good, although several staff changes has affected their overall progress over time
- Pupils in Year 2 are making satisfactory progress. Higher attaining groups are underachieving as learning tasks fail to build sufficiently on their prior attainment.
- Pupils with special educational needs make progress in line with their peers; when teaching assistants give support their progress is good.

6. Standards in the current Year 2 are average in speaking and listening, reading and mathematics but just below average in writing. This is partly because pupils' vocabulary skills are below expected levels for their age. Many still find it difficult to use adjectives or construct more complex sentences. In science teacher assessments show standards are average. Currently temporary and newly appointed co-ordinators have a limited understanding of strengths and weaknesses in pupils' work. There is no co-ordinator for art and music. As a result, there has been less rigour in school to improve standards, because of limited knowledge of how to move the school forward. For example, in English there have been 3 co-ordinators in this school year, and none has had the opportunity to monitor and evaluate any initiatives they have introduced. Recent improvements in provision of reading material have helped to increase pupil interest and sharpen the continuity of approach to shared and guided reading. The school is aware that more needs to be done to ensure that the good start in the reception classes is built upon successfully.

7. Standards achieved in religious education and design and technology are good by Year 2 and have improved since the last inspection. Skills and techniques of design, making and evaluation are taught thoroughly in design and technology lessons, and consequently pupils achieve well, using tools safely, and employing a wide range of techniques to make, for example, playground models. In religious education by Year 2 pupils have a good knowledge of Christianity and wider world faiths. They have a depth of understanding which enables them to appreciate and respect the differences in the values and beliefs of various religions.

8. Standards in art, geography, history, music, physical education and ICT are satisfactory. In ICT although teacher subject knowledge has improved and there are increased opportunities for pupils to work on computers, pupils use machines insufficiently to raise standards more rapidly.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to school and to each other are good. There is a caring atmosphere in the school and this has a positive effect on pupils' attitudes to school life and to their learning. The personal development of pupils is good and their relationships with adults and with each other are very good. This results in good behaviour in lessons and around the school for the majority of pupils. Parents are happy with the values that the school promotes and agree that the school is helping their children become mature, well behaved and responsible. This view is endorsed by the inspection findings.

10. In the reception classes the constructive relationships that the staff encourage, the very clear routines and good classroom management mean that the children settle very quickly to their work. This produces attitudes that support the learning process well. For example, in a lesson in a reception class the children's enthusiasm and openness to new ideas really helped their physical development.
11. All pupils work very hard most of the time and are keen to learn. They show good levels of application and concentration. In a Year 2 numeracy lesson, for example, the children were so interested in finding the pirate treasure they applied themselves very well throughout the lesson, improving their mathematical vocabulary to describe direction and so complete their task. This significantly raised the rate of their progress.
12. Pupils' behaviour overall, is good. In lessons most children behave very well. They know what is expected of them and they rise to this. A few pupils have behavioural difficulties. They are given good individual behavioural support by classroom support assistants or by the teaching staff in the 'Nurture Group.' This reduces the disruption to their work and that of other children. The children move calmly and sensibly around the school and are friendly, courteous and helpful to one another and to visitors. At lunchtime they eat together very amicably. In the assemblies they show respect for conventions by listening carefully, being quiet for the reflection and showing obvious enjoyment as they join in the singing. In the playground their play is good natured and inclusive. The school has had two exclusions in the past 12 months to which the governors have agreed, one fixed period and one permanent.
13. All relationships in the school are very good. Pupils follow the staff lead working together in a very caring atmosphere, which contributes to the quality of life in the school and to the learning. They show tolerance of those children whose needs are different to their own. Many opportunities are provided for the children to work together cooperatively. They also are given appropriate responsibilities for their age such as putting out or putting away equipment for assemblies. They carry out these responsibilities well. The children are becoming good at finding information for themselves. For example, Year 1 pupils in a religious education lesson searched for information about Sikhism on computers. Their good personal development is also shown in their consideration for the needs of others in school through their inclusion of all their peers in their work and play.
14. Attendance levels are below the national average and punctuality is poor for a significant number of children so that attendance is judged to be unsatisfactory. The attendance rate at the school has been falling slightly over a number of years so that it is now below average overall and for over a quarter of the children their attendance is poor. Some families are taking holidays in term time without considering the serious consequences to their child's progress and this is also affecting the attendance rate. The registers show that unauthorised absence is rare and few records show that pupils are late. However, many children arrive after the start of school and this disturbs the start of lessons for others. It can also mean the child is missing taught time each day, which affects how well pupils achieve.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching and learning is satisfactory overall, and good in the reception classes. Since the last inspection there has been an improvement in teaching. The number of unsatisfactory lessons has been reduced, although unsatisfactory teaching has not yet been totally eradicated. Still applicable is the need to use assessment information more effectively to provide work that is closely matched to individual needs, especially for higher attaining pupils. During the inspection the quality of teaching and learning was good or better in two thirds of lessons. Two lessons seen were of excellent quality. Taught by a visiting speaker, pupils in Year 2 were introduced to the Hindu faith through a range of teaching strategies. Learning for all pupils was intense. By the end of the session the Year 2 pupils had made vast leaps in their understanding of the Hindu religion, and gained a deep respect for the values and beliefs it promotes. During the inspection teaching in the reception classes was of good quality or better in all but one lesson. Teachers provide a wide range of first-hand experiences giving a firm foundation to their understanding of basic skills.
16. During the last school year the school has suffered from significant staff changes, mostly affecting pupils in Year 1. At the time of the inspection one third of the teaching staff were new or working temporarily in the school and some teachers and teaching assistants had only been working in the school two or three days. With the additional changes of headteacher, senior management team and curriculum co-ordinators, the school is finding it difficult to monitor the effectiveness of teaching and learning, or maintain consistency in its approach.
17. **Strengths in the quality of teaching and learning include:**
- A secure subject knowledge so that activities are appropriate to National Curriculum requirements.
 - The literacy and numeracy strategies have been implemented and the development of skills is planned by teachers across the whole curriculum.
 - Learning objectives are explained clearly to pupils at the start of lessons.
 - Skilful questioning in most lessons which encourages speaking and listening skills to be developed. For example in Year 1 'Croaker' the puppet asked pupils questions about spelling rules with pupils learning rapidly as they corrected the puppet's mistakes.
 - Good links across curriculum subjects so that learning of knowledge and skills is reinforced.
 - Good use of first-hand experiences which makes learning relevant.
 - High levels of adult input, particularly in the reception classes and for pupils with special educational needs, so that, when necessary, additional intervention is provided to support learning.
 - Good teamwork between teachers and teaching assistants so that pupils can benefit from small group activities.
 - Teachers manage pupils well encouraging them to work and cooperate with others.

18. **Key weaknesses in teaching and learning are:**
- The lack of pace, challenge and teacher expectation in some lessons.
 - A variety of teacher assessment systems especially in the non-core subjects so that learning does not build systematically year-on-year.
 - Insufficient use made of on-going assessment so that appropriate learning tasks are provided for pupils of differing abilities.
 - An over reliance on worksheets for written recording of practical tasks, with insufficient opportunity for pupils to record independently.
 - Teachers do not make enough use of computers to consolidate and develop learning in all subjects.
 - Activities are often teacher directed. For example, pupils in Year 2 have few opportunities to make music independently of the teacher.
19. Target setting has been introduced by the school to help pupils know what they must learn and to give positive encouragement when they succeed. Some teachers see the value of the system and use target setting well. In these classes targets are explained to pupils and as small steps are achieved their progress is recorded in individual target books. However, with the problems of continuity associated with significant staff changes the system is variable in its rate of success. Some pupils, for example, are unaware of their targets. They believe the system is no longer in use.
20. Teaching of pupils with special educational needs is good in the reception classes and satisfactory in Years 1 and 2. Teaching assistants provide good support to enable pupils to work towards their educational targets as identified in individual education plans. Pupils with learning difficulties associated with literacy and numeracy are mostly given good levels of additional support. Their progress is tracked regularly to ensure that progress is achieved. Levels of achievement are satisfactory, and good in the reception classes. For the several pupils with behavioural difficulties emergency support measures have been introduced to enable them to access their learning tasks, and limit the disruptive effect on the learning of others. As these arrangements are all new, inspectors were unable to judge the effectiveness of these procedures on teaching and learning, beyond that of successfully enabling teachers to concentrate more readily on their lesson delivery. An additional support currently provided for some pupils is the 'Nurture Group' which allows them to work in the 'Green Room' where they are shown new strategies to improve their behaviour. This work is having a positive impact, although long-term improvements cannot yet be measured.

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

21. The school meets its statutory requirements and teaches all the subjects of the National Curriculum, including religious education. The overall quality and range of the curriculum is good. It incorporates many opportunities to widen pupils' experiences and provides good opportunities for links across the subjects of the curriculum. This supports learning. The curriculum has improved since the last inspection.
22. In the reception classes the curriculum is good. It is broad and balanced and meets the needs of the full range of ability within the classes. A strength is the planning for the more focused direct teaching to ensure that the development of skills is continuous. The school has yet to address the gaps in provision for outdoor play to

assist in physical development. Currently there are too few opportunities for exploratory play in which each area of learning can be developed. The result of this is that opportunities for independent exploration and personal and social development are restricted

23. The school has adapted the national guidelines in most subjects to meet the needs of the pupils and to relate them more closely to their experiences. A curriculum 'map' is in place for each year group. This ensures that the curriculum is covered in sufficient breadth and that useful links are created between subjects. Although planning is generally good, in some lessons there is a lack of challenge, expectation and pace. This was observed in Year 2 in a physical education lesson where tasks lacked challenge with limited tasks to extend the learning of the more able
24. The school has implemented the national strategies for teaching literacy and numeracy. The literacy strategy is providing a sound structure for the development of basic skills of reading. The numeracy strategy has been implemented well and is helping to raise the standards in mathematics. Basic number skills are taught successfully and as a result pupils have a good understanding of number throughout the school.
25. The provision for pupils with special educational needs is good. The specific needs of pupils are identified early and small steps for improvement are planned. If considered necessary teaching assistants provide support so that these pupils have equal access to the curriculum. Equality of access and opportunity is satisfactory overall.
26. There is a good range of additional learning opportunities through the school's programme of out of school activities. Since the last inspection this represents an improvement. Both boys and girls attend the recorder club, football coaching sessions and the dance club throughout the school year.
27. The provision for personal, social, health and citizenship education (PSHCE) is good and pupils are gaining a good understanding of the need to care for themselves and others. In circle time and assemblies pupils have good opportunities to discuss and reflect on feelings and emotions. For example, in a very good lesson in Year 1, the pupils talked confidently about why they liked a particular person. One child was heard to say, 'I like my teacher because she is kind and helps us to learn!'
28. Good use is made of resources within the community to provide pupils' with additional learning experiences. Pupils visit local churches and other religious buildings as part of their work in religious education. Local clergy regularly take assemblies and, together with visitors from other cultures, make a positive contribution towards the pupils' education. During the inspection two excellent religious education lessons were seen when a worshipper of the Hindu faith came to talk to pupils. The school also uses experts from the community such as the police, fire service, health visitors and dentists. All these opportunities are effective in helping pupils understand what it means to be part of a community.
29. The school has good relationships with partner institutions. Students from the local college and the local secondary school work in school on study placements. The school is part of a cluster of local schools that all work together to share good practice.
30. A strength of the school is the good provision for pupils' spiritual, moral, social and cultural development. This represents an improvement in the provision for pupils' spiritual development and their multicultural education. The provision for spiritual development is good with well planned assemblies which allow time for reflection.

The children are encouraged to write their own prayers and to bring prayer requests for the school prayer board. All staff show the children they are valued through the care and support they provide. In lessons children are given space to think about their learning. This was seen, for example, in a history lesson on the Great Fire of London where the children wanted to know why the people had left their gold. They were given time to discuss and reflect on what would change peoples' values. The curriculum is also used to promote pupils' spiritual awareness through experiencing awe and wonder at the natural world. When looking through a microscope, for instance, reception children showed curiosity and wonderment as they looked at snails.

31. Pupils receive plenty of guidance on knowing right from wrong throughout the day and the provision for moral development is good. The school rules are simply worded, clearly displayed around the school, and understood by all as they have the opportunity to discuss and contribute to them. Opportunities are planned to include moral issues in lessons. For example, while creating a children's playground in a design and technology lesson Year 1 pupils realised the value of playground rules in order to respect the needs of all pupils. Assemblies are also used to celebrate good work and good behaviour. Pupils recognise acceptable behaviour and learn to make appropriate choices. The children have been given opportunities to consider the needs of those less fortunate than themselves and to respond through charitable initiatives.
32. There is good provision for pupils' social development. Many opportunities are created for the children to work together cooperatively in pairs such as the 'Talking Partners' seen used effectively in literacy lessons. The playground has been designed to give many different social settings. There are very good relationships throughout the school which allows the children to make best use of these arrangements. This is also true of the good range of out of school time activities.
33. Cultural development is promoted effectively. The school ensures that the children learn about the rich cultural diversity of life in Britain today in an atmosphere of respect and acceptance and the provision for multicultural education is very good. The provision of a French club has raised the awareness of European life and language. In religious education the children have had very high quality experiences of visitors from the Sikh and Hindu faiths so that their knowledge of other beliefs is above that expected for their age. Themed weeks undertaken with the junior school, including an Indian week, have had the lasting benefit of increasing pupils' interest, tolerance and understanding of other cultures. The children also go out in to the village and have studied traditional country dances and games, but overall less work has been undertaken on the culture of the local area. The provision for developing understanding of their own culture heritage is satisfactory, as at the time of the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school takes good care of its pupils. The permanent staff members know their pupils well and ensure that alongside the newer temporary staff pupils are provided with a supportive environment within which all pupils are valued. There is a high level of commitment to pupils' pastoral care. The very good relationships throughout the school boost pupils' confidence as learners and enable them to seek help if they need it.
35. Teachers are skilful in ensuring pupils in the reception classes settle quickly into the school. The early interchange of information with the parents through home visits

enables the staff to help the children prepare for school and staff to provide appropriately for each child as they enter school. Good links with the nearby nursery and playschool also help prepare the children for their transfer to reception. Very good links with the Junior School assist in making a smooth transition for pupils between schools. Children with statements of special educational needs receive good support and guidance through planning for their individual needs and from their classroom support assistants. They participate in all school activities.

36. A high emphasis is placed on promoting pupils' welfare health and safety. At the time of the inspection all teachers had received child protection training and there was an experienced and fully trained child protection co-ordinator. The child protection policy and procedures are monitored and reviewed regularly to ensure teachers remain vigilant on this important aspect of care. The school has a health and safety governor who has received training similar to the head teacher. The school has used local health and safety advice and expertise to ensure good day-to-day practice. Many risk assessments have been carried out for activities around the school or for visits out of school to raise awareness of possible dangers and so ensure pupil safety. Several staff have first aid training and accidents are correctly recorded, with parents notified if necessary. The children are taught how to keep themselves safe at appropriate points in the curriculum. Other health issues are taught through the PSHCE programme, such as in lessons on healthy eating.
37. The procedures for monitoring and promoting good attendance and punctuality are unsatisfactory. For example, in Year 2, over a quarter of pupils have poor attendance figures. The attendance figures have been falling slowly over the last few years and there are no effective promotion schemes in place for all children although the school is aware of those children with the poorest attendance. These attendance figures together with the very casual attitude to arriving promptly, for which there is currently no effective remedy in place, are having a harmful affect on the attainment and progress of a significant group of children.
38. The promotion of pupils' personal development is good and monitoring is in place through the PSHCE programme. All staff actively promote good behaviour. The behaviour policy is consistently applied and children made aware of what is acceptable throughout the day. Midday assistants have received training to ensure there is a consistent approach, to encourage positive play and to make better use of the playground features. The reward system, including the stamp card, is popular with the children and effective for most. The school rules are reinforced through displays and assemblies, which help the pupils make the right choices. Pupils with challenging behaviour are well managed by teachers and classroom assistants, so that the effects of their behaviour does not impact negatively on others' learning. The 'Nurture Group' for pupils with behavioural and emotional difficulties is helpful in supporting staff on a short-term basis within the school. However, there is insufficient monitoring of the longer-term effect of their input to see if more positive social attitudes are continued over time for these children. Anti-social behaviour, which could lead to bullying, is quickly dealt with and Circle Time is used to prevent problems occurring. There is a policy to promote racial harmony and there was no sign of racial tension during the inspection.

39. The school's procedures for assessing pupils' attainment and progress in English and mathematics are good. These procedures are satisfactory in science and in other subjects. Procedures for assessing pupils in the reception classes are good. However the impact of these procedures is limited because the school does not effectively link assessment information to improving teaching and learning. Although pupils' progress is tracked, this information does not influence teachers' planning. For example, some higher attaining pupils have not made the progress of which they are capable in English and mathematics because the school has not kept a careful eye on their rates of learning.
40. Younger children have detailed and reliable procedures for assessment about their ongoing achievement. Targets are set, based on previous achievement. Adults use national assessment criteria to assess the children's progress, using the information gained to plan carefully the next set of activities. Teachers in the reception classes use the regular half termly non-contact time to work with individual children expertly judging and recording their progress. The assessment of children with special educational needs in the reception classes is also accurate and used well to plan the next set of activities. All the adults working in the Foundation Stage share this recorded information.
41. In Years 1 and 2 systems for the assessment of pupils with special educational needs are good. Early identification of needs ensures progress is monitored and if necessary individual education plans are put in place with clearly identified targets for improvement. Assessments are continuous and rigorous. Additional support is put in place if required for some pupils on behaviour management.
42. In Years 1 and 2, assessment in reading and in mathematics is more meaningful because the small steps in the National Curriculum have been identified to enable the school to measure the pupil progress. However, in measuring progress in writing and in science, the school does not have an effective assessment system to enable teachers to make accurate and reliable judgements about the progress the pupils are making in their classes. Consequently, planning for these aspects of the curriculum does not take into account the prior attainment of pupils and insufficient progress is made.
43. Insufficient time is given to 'guided reading' in some classes, and assessment procedures are generally limited to lists of books read and individual words that are not recognised by pupils. Little advice is given to helpers or parents about how pupils can improve their reading.
44. In ICT, the school has set up effective systems for recording individual pupils' progress through the use of 'Passports' that identify the levels that pupils are targeted to achieve as they progress through the school. In other subjects, effective assessment procedures lack the same rigour and consequently, subject planning does not take into account the range of achievements of the pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents' views of the school are good. They believe their children enjoy school activities and are making good progress. They are happy that the school is helping their children become mature and well behaved. They are also pleased with the school's open door policy, feeling it is very easy to approach the school with questions or problems. This ensures the partnership is satisfactory as trusting relationships are established between the school and home. Parents are pleased with recent improvements in the school including the hall and playground. Some parents are not happy with the amount of out of school activities. Inspection findings

are that extra-curricular activities out of school are satisfactory. A significant minority of parents expresses concern over the number of temporary teachers in Year 1. They believe this is affecting their child's progress. Inspectors found that pupils in Year 1 are currently making good progress, but progress has dipped slightly over time.

46. Overall, the parents receive a satisfactory level of information. There is a monthly newsletter and a parents' news board in the school. School reports at the end of the year are variable in the quality of information provided. Some include a clear picture of the child's attainment and the 'next steps' for each subject. They also give an indication of their rate of progress, their targets, a section on their personal development and sections for both parents and children's comments. However, some do not include next steps and the targets are nebulous and unhelpful. Topic information is sent home termly as are the children's targets so that parents can help with their child's learning. There have been curriculum evenings to make parents aware of how their children are taught numeracy and literacy. Overall, the use of homework and parents involvement in it is satisfactory.
47. Parental involvement in the life of the school is good with many parents coming in to school to help out in the classroom and they receive clear guidance for the help they give. They are made to feel very welcome. Their help in this way makes a significant contribution to the children's attainment and progress. The 'Friends' group are very active and their efforts are appreciated. They have successfully raised funds for additional equipment such as interactive white boards, hall curtains and playground games. Informal consultations with parents have been useful in seeking their support for work on the new playground.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management of the headteacher and governing body is satisfactory overall. After a period of stability among managers of the school, there have been several changes in the last 12 months. This has affected the school's leadership and management adversely by creating some discontinuity. At the time of the inspection the acting headteacher had been in school only a few days. Promotion and long-term absence during this school year have necessitated sudden changes involving the 2 previous headteachers. Additionally, the deputy headteacher has been away for the majority of the school year. Despite this continuously changing staff team well established systems have enabled the school to remain calm and to function satisfactorily. Following an appraisal of immediate needs, the current acting headteacher has acted quickly to bring about change so that the school's future direction can be assured. Her clear vision and drive has lifted staff morale and provided the governing body with a sound understanding of the current strengths and weaknesses of the school. She is providing effective leadership and management during the current uncertainties.
49. **Key strengths of the school's current leadership**
- The acting headteacher has a clear understanding of the school's strengths and areas for development.
 - Difficulties caused through long-term absence and the high turnover of staff have been managed very well to minimise disruption.
 - The school's aims and values are clear, and maintained throughout school by new but effective measures of management.
 - There has been a good review of standards and identification of strengths and weaknesses in pupils' progress.

- An effective programme of strategic planning has started involving governors and staff.

50. **The impact on morale and school development**

- Staff and governors now share a common vision, show determination in maintaining standards and are committed to improving the quality of teaching and learning.
- Key managers have been appointed and roles and responsibilities have been identified.
- Behaviour and pastoral care are managed well and staff are consistent in dealing with pupils, especially those with special educational needs.
- Additional staff have been appointed and training is being given to ensure that learning is challenging to pupils of differing abilities.
- There is a greater sense of ownership and better understanding of the priorities and direction of the school.

51. The recently appointed senior teacher is giving satisfactory support to the headteacher in the management of the school, particularly by providing relevant explanations of the school's contextual data and assessment procedures. Some co-ordinators have also been able to offer good leadership and management. For example, the improved provision for ICT has continued at a rapid pace throughout the year. Good quality improvements in the teaching and learning in mathematics and in the provision for ICT have also been achieved, although there is still more to do. However, with one-third of teachers working temporarily in the school some areas of the curriculum have not received the same level of support and development.

52. Monitoring of teaching and learning by the headteacher, some governors and local authority advisory staff has been strong in the earlier part of the school year. From discussions strengths and weaknesses in the school's provision have been identified. For example, the need to improve children's attainment on entry to school was identified as a priority if standards in school are to rise. As a result, in conjunction with other key providers, the school has been pro-active in supporting the establishment of a rural Sure Start nursery in the neighbourhood. Until the current financial year it has been the headteacher's responsibility to identify key priorities for school development, which have been incorporated into the school improvement plan. Curriculum co-ordinators have little opportunity to influence the direction of the school. They are monitoring their subjects by scrutinising teachers' plans and auditing resources, but have a limited overview of the strengths and weaknesses in each classroom. Mathematics and ICT are the only subjects in which the co-ordinators have had the opportunity to monitor teaching and learning in the classroom and have responsibility for the allocation of resources. During current staff absences there is little shared direction in curriculum planning or limited sharing of expertise by subject co-ordinators. Some newly appointed co-ordinators, for example the special educational needs' co-ordinator, are eager to widen their current roles and responsibilities. Training in leadership and management skills are taking place and a review of responsibilities is underway, creating new opportunities for the leadership and management to be shared. Management of special educational needs is satisfactory, as there has been a recent change in co-ordination. The new co-ordinator is developing her knowledge and expertise well. The governing body is giving good support for the development of all co-ordinators in leadership and management of their areas of responsibility.

53. The acting headteacher has not yet had the opportunity to maintain the previously good level of monitoring by senior managers. However, under her leadership mechanisms are being introduced for the preparation, monitoring and review of the school improvement plan which is involving governors and teachers. The plan is being constructed to reflect the school's current needs.
54. The school improvement plan is of satisfactory quality. It is a three-year plan, which includes both long-term plans and more immediate actions for the school to achieve. Action plans identify annual targets, details of strategies, resources and key personnel. However, many annual targets lack precision and sharpness in detail. Much of the monitoring has relied previously on the headteacher for her advice and support and more formal systems of monitoring are in early stages of development. In the present circumstances involving the changes in headteacher, governors and curriculum co-ordinators have had insufficient understanding of the process to manage, monitor and review current priorities. As a result, the improvement plan has had limited impact as a working document so that staff could respond quickly to changing circumstances. Present systems ensure the school provides satisfactory value for money, but targets are too broad to be effectively evaluated. Financial implications currently lack sufficient depth to plan long-term expenditure with accuracy.
55. The governors give satisfactory support to the school but have been particularly effective in making successful, but temporary appointments, of new staff during this time of high turnover. They carry out their statutory responsibilities effectively.
56. **How the governors are involved in the life of the school**
- Governors regularly visit school and take a keen interest in supporting new developments, for example the improved playground provision.
 - Through an effective committee structure governors are kept fully informed about important decisions. Meetings are well attended.
 - Policies are reviewed regularly to ensure curriculum provision is appropriate.
 - Governors take their responsibilities for literacy, numeracy and special educational needs seriously, having a good understanding of the expected provision as a result of governor training.
 - School finances are sound, as a result of regular monitoring by the finance committee. The school operates within its budgetary constraints.
57. Arrangements are in place for performance management procedures to be completed this term in line with the school policy. Training for staff takes place as identified in appraisal meetings. The school administrative staff manages the day-to-day operation of the school effectively.
58. The school accommodation is satisfactory overall. The site is well cared for and there is a stimulating learning environment. Recent building improvements are having a positive impact on learning, for example, the new library area is making reading more inviting, the interactive whiteboard provides a visual stimulus for learning and the Green Room offers a quiet learning area for the benefit of the nurture group. However, the present accommodation is cramped particularly for children in the reception classes and there are few opportunities for their learning environment to be extended outdoors. This is restricting their rates of learning. Resources are adequate overall and good in mathematics.
59. Although much has been achieved in a short time there remain issues for improvement in the leadership and management of the school.

60. **Areas to develop in leadership and management**

- A secure and stable management structure for the leadership and management of the school.
- High turnover of staff has meant that roles of the senior management team and special educational needs co-ordinator have not yet been clearly defined.
- Governors and co-ordinators do not take a full enough part in monitoring the school's plans and the curriculum.
- Although the school improvement plan has the right priorities, it lacks a sharpness and precision in its targets to make it a fully effective working tool for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to raise standards and improve the quality of education the headteacher, staff and governing body should:

- (a) Further raise standards in English, mathematics and science for pupils in Year 2 by making greater use of assessment information to provide a greater challenge for higher attaining pupils in their learning.
(paragraphs 2, 3, 4, 5, 17, 18, 38, 42, 61, 70, 71, 74, 75, 77, 78, 79, 81, 85, 92)
- (b) Raise standards in writing by providing more variety, challenge and opportunity for pupils to record their own work.
(paragraphs 4, 17, 41, 69, 71)
- (c) Develop an inclusive approach to the leadership and management of the school by:
 - establishing a secure and stable management team with clearly defined roles and responsibilities;
 - developing the role of curriculum co-ordinators to enable them to lead and manage their subjects more effectively;
 - increasing the part that governors play in long-term school improvement planning;
 - ensuring that the school improvement plan is sharply focused so that outcomes of all monitoring are clearly defined.(paragraphs 5, 47, 48, 49, 50, 51, 52, 55, 72, 80, 82, 86, 89)
- (d) Develop the outdoor learning environment to provide a greater challenge in learning for children in the reception classes in order to extend their curriculum, improve opportunities for their personal development, and develop their oracy skills
(paragraphs 21, 54, 67, 68)
- (e) Improve procedures for promoting and monitoring attendance and punctuality
(paragraphs 13, 36, 69, 73)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	21	13	2	0	0
Percentage	5	14	48	30	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	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	173
Number of full-time pupils known to be eligible for free school meals	37
Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	32
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	14
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	33	26	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	30	30
	Girls	24	24	24
	Total	54	54	54
Percentage of pupils at NC level 2 or above	School	92 (89)	92 (89)	92 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	30	31
	Girls	23	23	23
	Total	54	53	54
Percentage of pupils at NC level 2 or above	School	92 (84)	90 (82)	92 (95)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

No of pupils on roll
169
0
0
1
0
0
1
0
0
0
0
0
0
0
0
0
0
2

Number of fixed period exclusions	Number of permanent exclusions
1	1
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	25:1
Average class size	29

Education support staff: YR – Y2

Total number of education support staff	8
Total aggregate hours worked per week	166

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	2001/2002
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	£
Total income	389,667
Total expenditure	368,259
Expenditure per pupil	2116
Balance brought forward from previous year	1569
Balance carried forward to next year	22977

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	170
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	3	0	3
My child is making good progress in school.	56	44	0	0	0
Behaviour in the school is good.	56	42	0	0	3
My child gets the right amount of work to do at home.	53	39	8	0	0
The teaching is good.	61	36	0	0	3
I am kept well informed about how my child is getting on.	56	39	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	31	0	0	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	53	42	3	0	3
The school is well led and managed.	53	44	3	0	0
The school is helping my child become mature and responsible.	53	47	0	0	0
The school provides an interesting range of activities outside lessons.	28	31	11	3	28

Percentages are rounded to the nearest integer and may not total 100.

Other issues raised by parents

Some parents of children in Year 1 expressed concern about their children's progress during the high turnover of teaching staff.

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

62. Children start school in the September and January after their fourth birthday. There are two reception classes. Children are initiated into the reception class during the term prior to their starting school by early visits to school. These arrangements enable children to settle quickly and confidently into school life. The school has sound links with the newly opened day nursery and two private providers of pre-school education.
63. The curriculum consists of six areas of learning as recommended in national guidelines; personal, social and emotional development; communication; language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development. Each area of learning is made up of four stages or 'stepping stones', from which progress and standards can be measured.
64. While standards of attainment vary slightly from year to year, results of assessments given to children soon after they arrive at school confirm that attainment is below what is typical of children at this age. A large minority of children's speaking skills are well below average on entry. Overall, children achieve well in the reception classes. There is a strong emphasis on the development of speaking and listening. Most children achieve the early learning goals and many exceed the level expect for their age in all areas of learning development. Achievement is very good in knowledge and understanding of the world. It is good in all other areas of learning except for physical development where it is unsatisfactory.
65. The school makes good provision for children identified as having special educational needs and, as a consequence, they make good progress.
66. The quality of teaching and learning is good overall. The teaching of basic literacy and numeracy skills is good and thus ensures children have a firm foundation in basic skills of reading, writing and number by the time they move to Year 1. Teachers plan very effectively together and this helps to provide a consistent standard across both classes. Teachers' yearly and termly planning is strong, setting out a clear programme of learning, which stresses language and mathematics work. Weekly lesson planning shows which activities and skills the children will experience. However, the planning for some aspects of physical development does not contain sufficient detail. The planning for role play is satisfactory. However, in these continuous play activities there is insufficient detail of the challenge in the range of activities for pupils of differing abilities. Good attention is given to providing pupils with first hand experiences. Teachers use visits and walks around the school and the immediate locality well to promote children's knowledge of the world around them. The classroom assistants are fully integrated into the team. They provide good quality help for children with special educational needs and others who may require assistance. Relationships between staff and children are good. Children are managed well using praise and encouragement. This promotes their self-esteem and helps them become confident learners. Some play activities are too teacher directed which does not allow children to explore their thoughts, feelings and ideas or to interpret tasks in their own ways. During the inspection parent helpers made useful contributions to children's learning. This helped the children to settle to their tasks and understand what was expected of them.

67. Staff make ongoing assessments of children at work, which are conscientiously recorded. Good use is made of this information to plan further work and pinpoint specific targets for individuals.

Personal, social and emotional development

68. On starting school children quickly settle into the well established school routines. Most are confident learners, all being ready to talk about their news, sharing it with the whole class. Many children are able to take turns or share when adults are not there to keep a watchful eye on their activities. A small number of children find it more difficult to play with others. Children accept responsibilities well, for instance collecting educational materials for their table, tidying away and carrying messages to the next classroom or the school office. Teaching and learning are good. Staff are aware of the need to develop children's independence and give them good opportunities to talk with adults to explain what they are doing. The great majority of children persevere well at tasks and pay attention to teachers' explanations. Teachers reinforce the school's values as small incidents arise. Praise is used well to motivate children and good story telling provides opportunities for them to explore their own feelings. Resources and displays are attractive. Children's knowledge of wider world communities is not fully developed as it could be. Although they know about their own neighbourhood communities, they have limited knowledge of life for children in Derby or beyond.

Communication, language and literacy

69. Children enjoy listening to stories, which are told skillfully by adults using puppets. They communicate using simple vocabulary with adults and with each other when completing a task together. However, their interaction with each other during role play is not fully developed, many prefer to play alone. Almost all are interested in looking at books and commenting briefly on the pictures. Most know that print conveys meaning. Higher attaining children are able to read simple texts and they are working at the first level of the National Curriculum. Lower attaining children rely on their memory and picture clues to retell the story. Many of the children write their names and the more able write simple sentences in the cursive script promoted by the school. They have opportunities to practise their writing skills every day. They advance their vocabulary by writing lists of new words associated with the current theme that they are studying. For example, during the inspection, children were writing out specific words relating to snails and their habitat. They show high levels of interest in their work, often illustrating it with detailed and confident sketches. Teachers identify good links between the writing task and the development of knowledge and understanding of the world. Teaching and learning are good for reading and writing because they are well planned. Teachers use the national guidelines to give a structure to their lessons. Children's reading skills are developed quite quickly through a series of structured activities like letter sounds, writing practice and group reading. Early letters and their sounds are taught effectively through practical activities and children recognise these in their early attempts at reading. The teaching of speaking and listening is well planned and promoted throughout all activities. This is because the school recognises that some children enter with poorly developed skills. Staff display a positive attitude towards reading and books. They make careful choices of books to read in class so that children's interests are stimulated. Children are encouraged to take books home and to share them with their parents.

Mathematical development

70. Children join in with number songs and rhymes with great enthusiasm. Most reliably count to ten and higher attaining children can go up to twenty and occasionally beyond. Most children recognise numbers to 9 and start to write them using work sheets. A few are less confident in writing numbers beyond 6. Children often point when counting, thus showing that they have a good idea of matching one to one. Teachers make number activities fun. Children show a good ability to count the number of times a chosen child bangs a drum. They carefully sequence their counting to include the next number immediately after each child has beaten the drum, showing that they can apply their counting skills to answer questions. Higher attaining children show an early understanding of 'less than' as they take one number away on a number line. Knowledge of flat shapes is good and more able children have an early insight into the properties of symmetry. Many children understand the idea of a container being half-full then full and can use such phrases as 'shorter than' and 'longer than' when comparing objects. Teaching and learning are good. Teachers use national guidelines for mathematics to prepare stimulating activities for children. The quality of teachers' explanations is good. They explain very clearly, use stimulating relevant language, which they expect children to use. For instance, children are challenged to predict whether classmates with longer legs will be able to jump further than those with shorter legs. They complete a competition where individual jumps are measured against a number line, then decide whether their predictions are accurate. However, activities where children measure how much sand or water a range of containers will hold are only satisfactorily planned. There are missed opportunities for children to gain an early understanding of the nature of volume and capacity. Teachers use praise well and children are eager to be involved in tasks and increase their learning.

Knowledge and understanding of the world

71. All of the children are enthusiastic and curious about the world around them. Through their current topic on 'snails' they really enjoy making their observations of these minibeasts and finding out about the type of habitat they prefer. Children take part in walks around the school and the locality and draw plans of the routes they took. They continue the theme of minibeasts when they use magnifiers to observe the life cycles of frogs and butterflies, linking effectively with mathematics as they are introduced to the qualities of symmetry. Children experience the texture of play-dough and modeling clay as they roll out cylinders that are either long or short. They use simple words and short sentences to describe what they have experienced. Children confidently use the computers, operating the mouse and keyboard with growing accuracy to work the software and display new vocabulary. Children are introduced to the idea that history is what happened yesterday. The adults help them to remember what happened when they were younger, when a brother or sister was born or when they first joined the reception class. Teaching and learning are good, resulting in many children working on more challenging scientific activities. All staff use correct terminology, which builds children's scientific vocabulary, for example, about slugs and snails. Teachers provide stimulating activities that give children first hand experiences, engage their interest and generate excitement.

Physical development

72. Children have good skills with pencils, crayons, brushes and small tools, which they generally hold correctly and use accurately. A good range of jigsaw puzzles and construction kits are readily available and are well used. In physical education lessons, children show good control over their bodies. They are adventurous, being

keen to show their abilities. They run, twist, turn, and change direction. When in a stretching position they hold balances and handle small equipment such as hoops and beanbags with good confidence and control. Teaching and learning is good overall. Teachers use available resources well to provide stimulating activities for the children. They pay careful attention to safety and use demonstrations well to show children what to do. Teaching assistants sensitively help children with physical difficulties encouraging them to be fully involved in all activities. There are few opportunities for children to play on wheeled vehicles where the experience can become more difficult, such as by introducing various obstacles. The outdoor leaning environment lacks variety to make the learning developmental. The lack of this resource also prevents teachers from including such activities as more energetic and demanding role play experiences. Teachers recognise that this limited facility for outdoor play restricts opportunities for independent exploration and the development of personal and social skills.

Creative development

73. The school has good resources to stimulate children's interest and link with current classroom themes. For instance, children had good opportunities during the inspection to shape and roll modeling clay into the form of snails. These models were of very good quality, indicating the advanced levels of some of the children's observational skills. Clay had been rolled and flattened to create the body of the snail and then rolled into a spiral to represent the shell. Children take pride in their work and many add coloured discs and threads to personalise their models. When questioned about the snail's shell, one child replied that 'it was where the snail hid when it wanted to disappear'. Children use computer programmes effectively to create abstract patterns and speckle multi-coloured spots of paint onto black paper to create 'The Milky Way.' They confidently apply paint to paper to create images of animals and minibeasts and apply background washes to represent camouflage. Their work to produce individual images of daisies is of very high quality and is the result of skilled teaching, which makes available fine mark making crayons, pastels and chinks. These enable the children to capture the quality of the form and texture of these flowers. Children play imaginatively in the 'garden centre'. However, the role-play activities are not fully developed so that children can practise the adults roles they observe when they make such visits.

ENGLISH

74. Standards in Year 2 are average overall. They are average in speaking and listening and reading, and just below average in writing. Since the last inspection there has been a satisfactory rate of improvement in standards overall, and good improvement in reading over time. In the 2002 national tests Year 2 pupils achieved above average standards in reading and average standards in writing. Comparing the 2002 results with those of pupils in similar schools, standards were well above average in both reading and writing. Based on their attainment on entry to school, the present cohort of Year 2 pupils are expected to meet their predicted targets in reading and mostly in writing. However, in the 2003 national tests, standards are predicted to be lower as one third of the year group has special educational needs. Inconsistencies in the attendance patterns of some pupils are also affecting standards and rates of progress. Over time, the difference in achievement between boys and girls has diminished in reading, but not yet in writing where girls exceed boys.

75. **The main reasons why standards have improved for pupils by Year 2**
- A policy and guidelines for the teaching of speaking and listening has been developed which is helping to direct teachers' work.
 - The literacy strategy is providing a satisfactory structure to lessons.
 - The curriculum ensures that there is satisfactory provision to cater for the needs of boys and girls.
 - Provision of reading scheme material has been reviewed and improved.
 - A library has recently been established with an improved selection of story and fact books, which interest both boys and girls.
76. Pupils' progress is satisfactory overall. Good support is provided for those pupils with special educational needs and they also make satisfactory progress. Most pupils achieve well in speaking and listening, and in reading. Many enter school with poor skills of communication and few pupils have experiences of reading or writing activities. By Year 2 pupils can express their feelings and preferences in discussions, for example, describing the good achievements of others in circle time. Most pupils can read or write a simple story and predict characters actions or story-endings. Some pupils are more confident in writing and use a cursive script. Pupils make satisfactory progress in learning spelling rules and standards in spelling are satisfactory by Year 2. Most pupils enjoy reading with adults but many have limited knowledge of books beyond those introduced in school. There is inconsistency across the school in the recording of progress in reading. In the best examples the reading records identify the next areas of reading development, but some merely record dates and book titles. Most home and school reading diaries miss the opportunity to offer parents advice to help improve their child's reading.
77. Taking into account the scrutiny of work, the quality of teaching is satisfactory overall. During the inspection teaching was good in three-quarters of lessons with one very good lesson in a Year 1 class. In this lesson a good variety of teaching strategies were introduced which ensured all pupils were challenged effectively, some through role play, or shared poetry reading, and others in spelling games. In two lessons, in Year 2, teaching was satisfactory. Pupils enjoyed the word puzzle activities and tasks were graded for pupils of differing abilities. However, the teaching had insufficient pace, and the learning lacked challenge for the higher attaining pupils. There is insufficient use of assessment of pupils' progress in the lessons to ensure that their learning builds effectively on prior attainment by tailoring their next challenge to extend what they have already shown they can do. Tasks for the higher attaining pupils are particularly undemanding.
78. **Strengths in teaching which bring about effective learning**
- Teachers' planning includes regular opportunities for pupils to improve their speaking skills.
 - Teachers have good subject knowledge.
 - Skilful questioning encourages pupils' listening skills to be developed.
 - Learning objectives are explained clearly to pupils.
 - Teaching of basic skills in reading and writing is part of most lessons.
 - Additional booster support is focused and targeted effectively to raise standards in reading.
 - Literacy skills are reinforced across the curriculum.
 - Teachers and teaching assistants work well together providing effective support for pupils.

- There are good examples of the use of computers to research for information, to practise spelling rules or for word processing.
- Daily handwriting exercises provide opportunities to teach pupils a cursive script.
- Pupils learn to express their ideas using a more extensive vocabulary and correct terminology.
- Lesson challenges are matched to the needs of most pupils, excepting those who are higher attaining.
- Pupils learn to listen to stories or instructions and then recall them in their own work later.
- Pupils have a satisfactory knowledge of their own learning.
- Pupils are improving skills in reading writing and number over time.
- Pupils learn strategies and practise skills to improve their independent reading skills.
- Pupils extend and improve reading and writing skills in other settings.
- Pupils have good opportunities to interact with adults in smaller groups.
- Pupils become more proficient in researching for information, in learning spelling families and in writing stories.
- Pupils are improving the size and shape of their letters, and in practice some write accurately with a cursive script.

79. **Areas to develop**

- Opportunities for pupils to write for a variety of audiences regularly and at length.
- Assessment of pupils' progress in writing so that learning tasks can be developmental.
- Greater consistency in marking so that presentation and handwriting are improved.
- Timetabled use of the library so that pupils learn library and research skills.

80. The leadership and management of English are currently unsatisfactory. During the long-term absence of the co-ordinator, the subject has been managed by each headteacher in turn. This has led to inconsistencies in the development of the subject. Although strengths and weaknesses have been observed there has been too little time for each headteacher to take effective action to remedy deficiencies. The current acting headteacher has prioritised boys' writing as an area for development, and plans are in place to provide focused assessment of pupils' progress in this area.

MATHEMATICS

81. Pupils enter the school with attainment that is below average. By the time they leave aged seven, they are achieving standards that are in line with the national average. There has been a gradual improvement in standards since the last inspection. In the 2002 national tests, standards were average but when compared to similar schools they were above average. Inspection evidence indicates that standards will not be as high this year. This is because there is a significant number of pupils in the cohort who have special educational needs. Attendance is also a problem and is having a detrimental effect on standards. However, indications are that standards will rise again next year. There is no significant difference in the attainment of boys and girls throughout the school. Those pupils with special educational needs make

satisfactory progress in relation to their abilities and achieve their targets identified in their individual education plans.

82. The reasons why there have been improvements since the last inspection

- The quality of teaching has improved.
- Pupils' work is analysed regularly so that strengths and weaknesses in learning are identified.
- The national strategy has been implemented well.
- The lesson has three parts which are developed well enabling pupils to learn more quickly.
- Pupils' strengths are extended and weaknesses corrected such as in problem solving.
- Pupils now have a better knowledge of basic number.

83. Progress is satisfactory overall. All areas of the mathematics curriculum are taught, but pupils achieve best in number work. They are developing a good knowledge of number and are competent in sequencing number patterns and understanding place value. They understand how to break numbers into tens and units and accurately apply these skills to money calculations. They recognise o'clock and half past times and understand what a fraction such as 'one half' or 'one quarter' means. The progress of the higher attaining pupils is not as good and they often complete work that is at the same level as the work that the rest of the pupils are doing. Whilst there are assessment procedures in place, the school does not make full use of these to ensure that higher attaining pupils make the progress of which they are capable, for example, they complete similar worksheets as the rest of the class. All pupils, including the less able, have the same copy of the workbooks that are used. This does not help the different ability groups to progress at the optimum pace.

84. The teaching overall in mathematics is satisfactory but during the inspection, in the lessons seen, the teaching was generally good. Good or better teaching was seen in three quarters of the lessons. In only one lesson was teaching of a satisfactory quality and there was no unsatisfactory teaching. A very good lesson was observed in a Year 2 class when the pupils were using programmable toys to test out routes and directions.

85. Strengths in teaching which bring about effective learning

- Good teaching of basic skills.
- Some teachers know their pupils well and all have formed good relationships.
- Lessons are well planned and incorporate a good variety of activities.
- The mental part of the lesson has good pace and challenge.
- There is a good range of resources to make the lesson more interesting and enjoyable.
- Teachers and teaching assistants work well together providing effective support for pupils.
- There are good examples of the use of computers.
- Numeracy skills are applied across the curriculum.
- Pupils are well managed and treated fairly.
- Lesson objectives are communicated clearly to pupils at the beginning of lessons.
- Teachers question pupils skilfully to reinforce their knowledge.

- Pupils add and subtract numbers confidently and have a good understanding of number bonds.
- Pupils are motivated and willing learners.
- Pupils concentrate well and remain on task throughout the lesson.
- Pupils are refining their mental agility by counting or using number multiples.
- Pupils have a high level of involvement in lessons for example using number fans and whiteboards.
- Pupils enjoy working in small groups. Their self-esteem is raised because they have more frequent opportunities to answer questions.
- Pupils enjoy using computer programs to reinforce their knowledge.
- Pupils extend their knowledge through use of mathematics in other subjects.
- Pupils respond by behaving well in lessons.
- Pupils understand what it is they are going to learn in lessons.
- Pupils explain their answers which shows their understanding.

86. **Areas to develop**

- The planning of more challenging work for higher attaining pupils.
- Better use made of the time at the end of lessons to review what has been taught.
- Less reliance placed on worksheets and workbooks.
- More opportunities for independent work and recording.

87. The leadership and management of mathematics are good. Teaching has been monitored to see where improvements could be made. Results of tests are carefully analysed to see where pupils could achieve better and teachers' planning and evaluations are monitored regularly. Resources for the subject are good.

SCIENCE

88. Standards in Year 2 are average. Since the last inspection, the rate of improvement has been satisfactory. In 2002, teachers' assessment indicated that about all pupils achieved the national standard but less than a quarter achieved the higher level. There was little difference in attainment between boys and girls. Standards have remained constant in science in the last reporting year. Pupils with special educational needs make steady progress.

89. **The main reasons why the rate of improvement is satisfactory**

- Teachers' planning builds good links across the curriculum which strengthens the development of new skills.
- Research opportunities using books and the Internet provide some pupils with opportunities to find information from another source.
- There has been a large turnover of teaching staff, causing some discontinuity in learning as new teachers and temporary staff take time to know their class.
- Higher attaining pupils are not consistently extended to work at higher levels.
- The subject curriculum does not identify the systematic development of knowledge and skills for pupils of differing abilities.

90. Progress is satisfactory overall. Younger pupils achieve well in setting up investigations into the factors affecting growth and they develop a good understanding of scientific facts. However, this good progress is not extended because the older pupils do not have sufficient opportunities to develop their own ideas, work out their own predictions and set up their own investigations. Much of the work is teacher lead. All pupils show good levels of interest in their work and concentrate to complete their tasks. There are good links with mathematics and ICT, for example, pupils compile data and enter it onto a database to make Venn Diagrams. They draw up bar charts and seek patterns in tables of information about favourite fruits and pets. They also investigate specific Internet sites to seek information about the scientific topics they are studying and use a computer-activated microscope to make accurate observations of minibeasts.
91. The quality of teaching is generally satisfactory throughout the school. It is strongest in Year 1, where the confident teaching ensures that pupils work independently to develop their observation skills and to identify the relevant factors when they are setting up a fair test. During the inspection, teaching was good in half of lessons.
92. **Strengths in teaching which bring about effective learning**
- Good management of pupils.
 - Effective deployment of support staff and available resources.
 - Good links have been established with other subjects including mathematics, ICT and design and technology.
 - Teachers' explanations include the use of accurate scientific vocabulary.
 - Some teachers have fully developed a good link between the investigative nature of science and the development of scientific knowledge.
 - Pupils have opportunities to be involved in practical activities, develop observational skills and work in small groups.
 - Pupils with special educational needs receive good support to enable them to learn alongside their classmates.
 - Pupils identify patterns in data using graphs and Venn diagrams. They use ICT well to acquire scientific knowledge.
 - Pupils develop and confidently use scientific vocabulary.
 - Pupils work in a genuine scientific environment where they analyse their predictions and investigate their ideas to form scientific opinions.
93. **Areas to develop**
- A consistent system of assessment so that pupils of differing abilities are identified and learning tasks are matched to their prior attainment.
 - A greater emphasis on independent learning in investigative work.
94. The leadership and management of science are sound but there is room for development. A clear scheme of work that considers recent national guidance has been put into place. Teachers in parallel classes plan together on a regular basis. However, the good practice that exists within the school is not shared. Monitoring has failed to identify that in some classes there is insufficient development of scientific investigations to underpin pupils' acquisition of subject knowledge. The school has acquired adequate resources.

ART AND DESIGN

95. Standards in art are average. All pupils, including those with special educational needs, make satisfactory progress. These standards have been maintained since the last inspection.
96. **The main reasons why the rates of progress are satisfactory**
- The pupils cover an appropriate curriculum and opportunities are given for them to develop their skills in all aspects of art and design.
 - Assessment procedures and the recording of pupils' progress are at an early stage of development.
97. In the lessons seen teaching was good in Year 1 and satisfactory in Year 2.
98. **Strengths in teaching which bring about effective learning**
- Lessons are planned effectively.
 - Opportunities are provided to learn about the work of different artists.
 - Good links are made to other subjects.
 - Pupils have first-hand experiences as starting points for their work.
 - Very good relationships exist between teachers and pupils.
 - Pupils are given the opportunity to work with a wide range of materials.
 - Pupils draw and sketch their own paintings in the style of William Morris and David Hockney.
 - Pupils use computer programs to produce their own designs.
 - Pupils observe and record fine details, such as drawing and writing about plants.
 - Pupils work hard and are interested in activities in lessons.
99. **Areas to develop**
- A consistent approach to assessment procedures to record knowledge and skills across the school.
 - Appoint a co-ordinator for the subject.
100. Subject leadership and management are unsatisfactory as there is no co-ordinator at the present time. The school uses the nationally recommended scheme of work for teaching the subject. Resources are satisfactory.

DESIGN AND TECHNOLOGY

101. Standards are above average in Year 2 and pupils, including those with special educational needs, make good progress. Since the last inspection, the rate of progress has been good.
102. **The main reasons why the rates of progress are good**
- Pupils are involved in interesting and exciting activities that stimulate their interest.
 - There are good links with other subjects. This helps pupils to understand the problems that people in days before living memory had to solve.
 - Pupils are challenged to be creative.

103. In lessons seen teaching was good.

104. **Strengths in the teaching which bring about effective learning**

- Teachers have good subject knowledge.
- Lessons have a clear structure and sequence and resources are well chosen so that pupils can be successful.
- A good range of skills in folding, cutting and joining a variety of materials are taught.
- Good links are made with other subjects such as mathematics, history and geography.
- Construction kits are introduced to enable pupils to assemble models.
- Lessons are well managed and organised.
- Pupils are encouraged to work in groups.
- Pupils are introduced to the pattern of components to design and make models more effectively.
- Pupils develop good collaborative abilities in designing, making and evaluating their work.
- Pupils develop their knowledge and skills systematically, showing good levels of confidence.
- Skills are repeated and consolidated in other subjects.
- Pupils develop good competence in assembling a good variety of products, following the designs they have created. They use a typical range of tools and equipment safely to complete their tasks.
- Pupils move confidently between the processes of designing, making and evaluating as they continually experiment with different materials.
- Pupils learn to share tools, and to evaluate and appreciate the work of others.

105. **Areas to develop**

- Extend the process of evaluation so that pupils make adjustment to their designs.
- Assessment of the development of more precision in the creating of designs and in the accuracy with which pupils use an extending range of tools and equipment.

106. Currently the co-ordinator is absent through illness. However, teachers have a good knowledge of the National Curriculum programmes of study and the inter-relationship between designing, making and evaluating. A good scheme of work is in place that ensures pupils are involved in a variety of topics that fully comply with the National Curriculum programmes of study. The monitoring of the subject is insufficiently developed to identify the successful projects and evaluate the factors that promoted success to extend them to other planned activities. Resources are adequate, although a greater range of construction kits would provide a higher level of challenge. Co-ordination has been satisfactory over time.

GEOGRAPHY

107. Standards in Year 2 are in line with expected levels and are similar to those observed at the last inspection. All pupils make satisfactory progress, including those with special educational needs.

108. **The main reasons why rates of progress are satisfactory**
- The curriculum 'map' includes a suitable range of learning experiences.
 - Pupils have regular opportunities for field work visits.
 - Assessment procedures and the recording of pupils' progress are at an early stage of development.
 - Higher attaining pupils are not challenged sufficiently in lessons for example in their own recording of work.
 - Consistency of approach has been affected by the high turnover of teaching staff.
109. The lessons seen and the analysis of work indicate that teaching is satisfactory.
110. **Strengths in teaching which bring about effective learning**
- Teachers have secure subject knowledge.
 - Teachers' planning includes good opportunities for whole class discussions.
 - A clear emphasis is placed on the study of the locality and the interpretation of maps.
 - Pupils are introduced to the study of foreign lands.
 - ICT is incorporated into lessons.
 - Under the direction of the teacher skilled teaching assistants provide good support to pupils with special educational needs and other pupils.
 - Pupils benefit from clear and accurate explanations of geographical knowledge.
 - Pupils identify dangerous situations around their locality and recognise how they can keep safe.
 - Pupils understand what a 'plan view' is and study maps carefully to locate well-known landmarks, buildings and their route to school.
 - Pupils gather information about where exotic fruits are grown. This develops their knowledge of other cultures.
 - Pupils use web sites to collect information.
 - Pupils understand the nature of their work and try hard to complete the tasks.
111. **Areas to develop**
- A consistent approach to the assessment of knowledge and skills in aspects of geography.
 - More challenging learning experiences for the higher attaining pupils.
 - Opportunities for pupils to develop their own writing styles.
 - Improved links between fieldwork and classroom activities.
112. The co-ordinator has a clear understanding of the National Curriculum and is currently updating the scheme of work. Although planning is regularly monitored by the co-ordinator there is little analysis of information to ensure learning remains relevant. An assessment programme is in place, but it is used inconsistently to track pupil progress, so that learning activities are challenging. Resources for the subject are adequate.

HISTORY

113. Standards in history are average in Year 2 and progress is satisfactory. Pupils with special educational needs make similar progress to other pupils. The school has maintained the standards observed since the previous inspection.
114. **The main reason why the rates of progress are satisfactory**
- Pupils enjoy learning about events in the past.
 - There is good consolidation of historical learning through stories.
 - There is limited assessment of pupils' progress.
 - More able pupils do not make the progress of which they are capable.
 - There has been a high turn over of teaching staff, affecting the consistency of approach.
115. In lessons seen teaching was good. A scrutiny of pupils' work indicates that teaching is satisfactory over time.
116. **Strengths in teaching which bring about effective learning**
- Individual lessons have a clear structure and sequence and resources are well chosen.
 - Research activities are provided using books and the Internet.
 - Teachers have secure subject knowledge, give good explanations, effectively supported by visual materials, and organise research activities.
 - Good links are made with other subjects, mathematics and ICT.
 - Teachers encourage pupils to enter into discussion and question historical accounts.
 - The subject makes a good contribution to pupils' cultural development.
 - Pupils are able to learn by listening to the teachers' explanations.
 - Pupils are involved in independent research activities using reference books and computers.
 - Pupils develop their knowledge and skills systematically.
 - Pupils begin to ask questions about why people in history acted as they did.
 - Pupils learn about famous historical celebrities and about life in times beyond living memory.
 - Older pupils write clear accounts about historical events.
117. **Areas to develop**
- Assessment of knowledge and skills that pupils attain in the subject.
 - Planning of appropriate work to challenge the higher attaining pupils.
118. The co-ordinator has a clear understanding of the National Curriculum programmes of study and is currently updating the subject scheme of work to enhance its provision. Although the school has a useful system for assessing pupils' levels of knowledge and understanding, it is not used systematically to ensure that the higher attainers are appropriately challenged, by guiding the teachers to plan suitable work. Resources are adequate.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Standards in ICT are average. All pupils, including those with special educational needs make satisfactory progress. These standards have been maintained since the last inspection.
120. **The main reason why the rates of improvement are satisfactory**
- Provision for the use of computers has been increased.
 - Teachers have access to an interactive whiteboard for the teaching of skills.
 - Training has ensured that teachers are confident in the delivery of this subject.
 - Pupils have more access to machines.
 - Pupils have visual example of teaching points.
 - Staff are able to advise pupils when problems occur.
121. During the inspection only two lessons were observed. Both of these were satisfactory. Pupils were also observed at other times working on computers. In Year 2, the teacher is developing pupils' use of control technology by demonstrating how a programmable toy can perform different functions. Pupils enjoy the tasks but there is a lack of challenge for higher attaining pupils. Too few opportunities were provided for pupils to program the toy for themselves rather than relying on the teacher's instructions. In Year 1 pupils are learning to label the parts of a flower learning to drag the wording to the picture. However, teaching is given to the whole group and some pupils cannot see the demonstration. As a result, few pupils are confident in labelling the flower independently of adult help.
122. **Strengths in the teaching**
- Teachers plan work of an ongoing nature.
 - Computers are used in many subjects across the curriculum.
 - Frequent opportunities are provided for pupils to use computers.
 - Teachers encourage pupils to work cooperatively.
 - Teachers provide pupils with progressively more challenging experiences.
 - Basic skills are taught well.
 - Teachers and teaching assistants work together well to provide effective support.
123. **The impact on learning**
- Pupils are able to consolidate and develop their skills effectively.
 - Pupils see the relevance of their learning, for example, drawing graphs and charts in mathematics and science.
 - Pupils learn basic skills.
 - Pupils cooperate well and are sensible and responsible when doing so.
 - Skills and knowledge develop progressively building on previous learning.
 - Good progress is made in learning to handle the mouse, use the keyboard and different functions on the computer screen.
 - Most pupils learn effectively, apart from higher attaining pupils who lack challenge in their learning tasks.

124. **Areas to develop**

- More opportunities for higher attaining pupils to develop their skills in control technology.
- Purchase of additional software programs to support the curriculum.
- Development of a school website and greater use of the Internet.

125. Leadership and management in the subject are good. The co-ordinator has considerable expertise and has organised and led training for staff. A new scheme of work is being developed, based on nationally agreed guidelines. It meets the particular needs of the school. The co-ordinator has recently introduced a new assessment notebook for the pupils. This is helping teachers develop pupils' skills in ICT systematically throughout the school.

MUSIC

126. Standards in music by the end of Year 2 are satisfactory and have been maintained since the last inspection. The subject makes a satisfactory contribution to the spiritual, moral, social and cultural development of pupils

127. **The main reasons why standards have improved**

- The music policy has been reviewed.
- There is good coverage of the curriculum using nationally recommend guidelines.

128. The quality of teaching is satisfactory overall. Pupils' progress is satisfactory in most lessons. However, one unsatisfactory lesson was seen during the inspection when there was a lack of pace to the teaching and insufficient challenge for pupils in their learning.

129. **Strengths in teaching which bring about effective learning**

- Opportunities are provided for pupils to sing together.
- Pupils listen to a variety of music in lessons and assemblies.
- Opportunities are provided for pupils to play together on tuned and untuned percussion instruments.
- Teachers use pupils' learning in out of school activities to give greater breadth to lessons.
- Very good relationships exist between teachers and pupils.
- Pupils are able to sing songs from memory and are developing an enjoyment of singing together.
- Pupils are gaining an appreciation and preference for different styles and tastes of music.
- Skills of cooperation and enjoyment in music are increased.
- Pupils practise skills learnt in specialist teaching.
- Pupils work hard, listen attentively and contribute effectively in all activities.

130. **Areas to develop**

- Appoint a co-ordinator to lead and manage the subject.
- Assessment of pupils' progress in lessons.

131. Leadership and management of the subject are unsatisfactory. There is currently no co-ordinator responsible for the development of this subject and as a result no monitoring of teaching and learning takes place. Resources are suitable and satisfactory.

PHYSICAL EDUCATION

132. During the inspection games lessons were observed but no lessons in gymnastics and dance were seen. However, through examination of teachers' planning and discussions with pupils and teachers, standards in all aspects of physical education are judged to be average by the end of Year 2. These standards have been maintained since the previous inspection. All pupils, including those with special educational needs, take part in all the activities and make satisfactory progress.
133. **The main reasons why the rate of progress is satisfactory**
- In some aspects of the physical education curriculum local guidelines give teachers a good structure in their planning for the development of skills, for example in dance programmes.
 - The subject has not yet been a main focus in the school improvement plan. It is to become a focus in September 2003.
 - Interest in sports is encouraged through a good range of out of school activities.
 - Assessment procedures and the recording of pupils' progress are at an early stage of development.
134. In the lessons seen, teaching was mainly satisfactory, but one lesson was unsatisfactory. In this lesson there was no development of skills and the pupils spent too much time waiting to begin an activity. This led to a lack of pace in the learning and some silly behaviour developed among some pupils.
135. **Strengths in the teaching which bring about effective learning**
- Teachers use curriculum guidance which is available for all aspects of physical education.
 - Lessons have a clear structure and resources are well chosen.
 - Teachers make good use of skills learnt in out of school coaching.
 - Pupils are given opportunities to take part in a wide range of activities in lessons.
 - Pupils develop knowledge and skills systematically.
 - Pupils extend their understanding of health education.
 - Pupils improve games skills and are learning to play cooperatively.
136. **Areas to develop**
- Assessment of knowledge and skills in all aspects of the physical education curriculum.
 - More opportunities to give pupils the chance to reflect and evaluate their own work and the performance of others.
137. The co-ordinator is enthusiastic and has a great deal of expertise in the subject. When the subject is the focus of school improvement the action plan is to be implemented. Resources for the subject are satisfactory.

RELIGIOUS EDUCATION

138. Standards are above the expected levels of the locally Agreed Syllabus for pupils in Year 2 and they make good progress. This represents an improvement in standards since the last inspection.
139. **The main reason why standards have improved**
- It is a broad curriculum which introduces pupils to learning about Christianity and other world faiths.
 - A good variety of first-hand learning experiences provides pupils with a depth of knowledge and understanding.
 - Pupils are gaining a good appreciation and respect for the values and beliefs of others.
140. The quality of teaching is good in most lessons and pupils achieve well, including those with special educational needs. During some excellent teaching seen in the inspection pupils compared differences between a Christian church and Hindu Temple and also between Hindu Temples in England and India. The subject makes a good contribution to the spiritual, moral, social and development of pupils.
141. **Strengths in teaching which bring about effective learning**
- Teachers have good specialist knowledge of Christianity, Sikhism and Hinduism.
 - Festivals are explained and celebrated.
 - Lessons are well-structured and include a wide variety of learning tasks.
 - Discussion times are planned by the teachers providing many opportunities for reflection and contemplation.
 - Good links are made between subjects of the curriculum providing a relevance to learning.
 - There are good example of the use of computers for research and word-processing to support pupils' learning.
 - Very good relationships exist between teachers and pupils.
 - Pupils learn about the lives of religious leaders, and of beliefs and customs of worship and prayer.
 - Pupils gain an understanding of the similarities and differences in festivals of each faith.
 - Pupils listen to stories, make visits to local churches and temples, listen to visiting speakers, watch videos and handle artefacts of various faiths.
 - Through talking together pupils start to contemplate about faith, beliefs and customs, and learn about moral values.
 - In art, for example, pupils make diva lamps, or in English write questions to ask visiting speakers.
 - Pupils research for information, for example, about a Sikh Temple.
 - Pupils are eager to learn listen attentively and show good levels of respect for others.
142. **Areas to develop**
- Assessment of knowledge, understanding and skills.
 - A wider range of resources for the teaching of Christianity.

143. Leadership and management of the subject is satisfactory overall. The co-ordinator has good subject knowledge and provides teachers with good support and guidance, as required. Planning is monitored regularly to ensure the curriculum is effective. There is little opportunity for the co-ordinator to monitor teaching and learning other than through assemblies. Resources are good, particularly for the teaching of Sikhism and Hinduism.