

INSPECTION REPORT

Somercotes Infant School

Somercotes

LEA area: Derbyshire

Unique Reference Number: 112499

School Inspection Number: 182642

Headteacher: Mrs A Parkin

Reporting inspector: Mr. M. J. Johnstone
21114

Dates of inspection: 8th – 11th November 1999

Under OFSTED contract number: 707152

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

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Information about the school

Type of school	Infant with nursery
Type of control	County
Age range of pupils	3 - 7 years
Gender of pupils	Mixed
School address	Victoria Street Somercotes Derbyshire DE55 4LY
Telephone number:	01773 602849
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr John McCabe
Date of the previous inspection:	January 1996

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
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Mr D. Kilborn	English, design and technology, music and religious education	Attitudes, behaviour and personal development, Curriculum and assessment and Staffing, accommodation and learning resources
Mrs F Gillam	Science, history and geography	Under fives, Special educational needs, Spiritual, moral, social and cultural development
Mr B Eyre (Lay Inspector)		Equal opportunities, Attendance, Support, guidance and pupils' welfare and Partnership with parents and the community

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REPORT CONTENTS

Paragraph

Main findings

Key issues for action

Introduction

Characteristics of the school 1-5

Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress 6-14

Attitudes, behaviour and personal development 15-21

Attendance 22

Quality of education provided

Teaching 23-32

The curriculum and assessment 33-43

Pupils' spiritual, moral, social and cultural development 44-47

Support, guidance and pupils' welfare 48-54

Partnership with parents and the community 55-59

The management and efficiency of the school

Leadership and management 60-64

Staffing, accommodation and learning resources 65-68

The efficiency of the school 69-73

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five	74-80
English, mathematics and science	81-99
Other subjects or courses	100-131

PART C: INSPECTION DATA

Summary of inspection evidence	132
Data and indicators	133

MAIN FINDINGS

What the school does well

- The headteacher provides good leadership and clear educational direction for the school.
- Children in the nursery are given a good start to school life.
- There is a good partnership with parents and they appreciate what the school does for their children. Links with the community are very good.
- The literacy hour is well established and has led to marked improvements in pupils' standards of reading and writing.
- The governors are committed to school improvement and are very supportive.
- Provision for moral and social development is effective and is reflected in the good behaviour and attitudes of most pupils.
- Provides good support and guidance for the pupils.

Where the school has weaknesses

- I. The role of the curriculum co-ordinators is underdeveloped.
- II. Standards in information technology are not high enough and pupils make insufficient progress.
- III. Teachers do not plan sufficiently from a clear assessment of what pupils already know.
- IV. Staff need to develop more effective strategies to deal with a small minority of pupils whose immature behaviour and lack of concentration slow down their progress. The pupils are mainly boys in Year 1 and particularly Year 2.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has overcome most of the weaknesses identified in the previous inspection in 1996 and is better than it was. Standards in English, mathematics, geography and design and technology have improved. There has been a marked improvement in standards of writing. Much work has gone into improving the quality of planning and this is now satisfactory overall. Whilst the school has taken some good steps towards assessing pupils' progress in English, mathematics and science, teachers do not plan sufficiently from a clear assessment of what pupils already know. In all subjects except information technology, effective guidelines have been produced to assist the planning process. Curriculum co-ordinators do now monitor teachers' planning, but their role remains underdeveloped. The school is in a sound position to make further improvements and to meet its targets.

Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	Key
Reading	• C	• B	well above average A above average
Writing	• C	• C	below average D
Mathematics	• C	• C	well below average E

The information shows that in 1999, when compared to all schools, standards were similar to the national average in reading, writing and mathematics. When compared with similar schools, standards are high enough to be above average in reading and average in writing and mathematics. In the teacher assessments for science, pupils' attainment was close to the national average. This picture of attainment is borne out by inspection evidence. Progress is good in English and is satisfactory in most other subjects.

Pupils' competence in information technology is below national expectations and pupils make insufficient progress. In religious education, standards meet the requirements of the local agreed syllabus. The work seen in art was of a high standard. Children who are under five make good progress across the range of their work, although by five years of age many children have not reached the levels expected nationally in language and literacy and mathematics.

Quality of teaching

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

V. *These subjects do not apply to children under five.*

Overall, teaching is at least satisfactory in 94 per cent of lessons. In 40 per cent, it is good and in a further two per cent, it is very good. In six per cent of lessons, the teaching is unsatisfactory. Teaching in the literacy hour is good. Teaching of children who are under five in the nursery and reception classes is good overall.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good for the large majority of pupils throughout the school. Some inappropriate behaviour by a small minority of mainly boys.
Attendance	Satisfactory. The school has worked effectively to reduce the number of unauthorised absences. Attendance rates are now similar to the national average.
Ethos*	Good. There is a clear commitment to raising standards. Relationships and the climate for learning are good.
Leadership and management	Headteacher provides good leadership and clear direction. Governors committed and supportive. Role of co-ordinators is underdeveloped.
Curriculum	Broad and generally well balanced. Sound planning and good after school activities. Good curriculum for children who are under five.
Pupils with special educational needs	Provision is satisfactory and enables pupils to make sound progress.
Spiritual, moral, social & cultural development	The moral and social development of the pupils is good and their spiritual and cultural development is sound.
Staffing, resources and accommodation	Levels of staffing adequate to meet the demands of the curriculum. Adequacy of accommodation good. Very good attempts by the school to make the old buildings and play areas attractive and safe. Resources mainly good, except for information technology where there are weaknesses.
Value for money	Satisfactory

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> •Children like coming to school •Encourages parents to play active part •Enables children to achieve good standard of work •Values and attitudes have positive effect on my children •Children encouraged to get involved in more than just daily lessons 	<ul style="list-style-type: none"> •The handling of complaints

Inspectors support the parents' positive views. There is a clear procedure for handling complaints. There was no evidence in the inspection to suggest that this procedure is not followed.

Key issues for action

In order to raise standards and improve the quality of education the headteacher, staff and governors should :

1 Develop the role of the curriculum co-ordinators by;

- a) introducing a systematic programme that involves them in the monitoring of teaching and pupils' work throughout the school and
 - b) drawing up subject action plans that clearly show how they see their subject developing.
- (These issues are discussed in paragraph 61)

2 Improve attainment and the rate of progress in information technology by;

- a) producing a scheme of work that clearly indicates what pupils are to learn,
 - b) ensuring that pupils have more systematic experiences of the subject and use computers more in work across the curriculum,
 - c) improving the confidence and expertise of the teachers and
 - d) improving the hardware and software available to the pupils
- (These issues are discussed in paragraphs 13, 25, 30, 68, 100, 101 and 102)

3 Improve the quality of assessment by;

- a) ensuring the day to day outcomes of pupil assessments are clearly recorded and built more effectively into lesson planning and
 - b) In subjects other than English, mathematics and science, introducing whole school assessment systems that give teachers a clear understanding of what pupils have understood.
- (These issues are discussed in paragraphs 31, 42, 43, 49, 86, 94, 99, 109 and 113)

4 Improve the attitudes, motivation and behaviour of a small minority of pupils by;

- a) planning work that is more suited to their needs,
 - b) ensuring that realistic time targets are set for the completion of work and
 - c) dealing consistently and firmly with inappropriate behaviour
- (These issues are discussed in paragraphs 18, 29 and 51)

In addition to the key issues above, the following less significant weakness should be considered for inclusion in the plan;

- a) The Individual Education Plans of some pupils who have special needs are not precise enough, or used sufficiently in general lesson planning.
(This issue is discussed in paragraphs 14 and 32)
- b) The time allocated to physical education.
(This issue is discussed in paragraphs 35 and 131)

Introduction

a) Characteristics of the school

1. Somercotes Infant School is situated in the former industrial village of Somercotes in Derbyshire. The characteristics of the school show little change since the previous inspection in 1996. The school is on a split site in the middle of the village. The buildings date back to the late Victorian period and the outbuildings are under an annual 'condemned' review. The overall socio-economic circumstances of the pupils are below the national average. The area has a variety of homes with both local authority and private housing, but the majority are owned by the local housing authority.
2. There are 162 pupils on the school roll of which 86 are boys and 76 are girls. This number is broadly average for a school of this type. Children are admitted into the two reception class at the start of the term prior to their fifth birthday. At the time of the inspection, there were seven children who were under five in the two reception classes. There are 79 children who attend part-time in the nursery.
3. No pupils have English as an additional language. There are six classes in the infant department and the average class size is 27. The pupil:teacher ratio is 23:1, which is better than average for this type of school. The attainment of most children on entry to the nursery is below that expected of three year olds, although the full range is represented. About 25 per cent of the pupils have been identified as having special educational needs which is broadly average. Most of these pupils are at the early stages of the Code of Practice. Four pupils have a Statement of Special Educational Need. This is about average. Twenty five per cent of pupils are entitled to free school meals, which is a little above the national average.
4. The main aims of the school are to ;
 - a) provide a happy, sociable and stimulating environment,
 - b) encourage children to become as literate and numerate as ability allows,
 - c) foster an enquiring mind and give scope for development in all areas,
 - d) recognise and support all children who have special educational needs,
 - e) work in partnership with parents,
 - f) help children to develop their personality and self confidence and
 - g) help children to become independent, reliable members of school, conscious of and considerate towards others.
5. The main priorities of the school are to ;
 - a) successfully implement the National Numeracy strategy,
 - b) continue to work to raise standards in mathematics, writing and spelling,
 - c) develop the role of the curriculum co-ordinators and
 - d) develop whole school monitoring and evaluation strategies.

The school has set appropriate literacy and numeracy targets for the next three years.

Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	32	25	57

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils	Boys	26	26	27
At NC Level 2 or	Girls	21	21	22
Above	Total	47	47	49
Percentage at	School	82 (82)	82 (68)	86 (86)
Level 2 or above	National	82 (80)	83 (81)	87 (84)

Teacher	Assessments	English	Mathematics	Science
Number of pupils	Boys	26	26	27
At Level 2 or	Girls	21	18	22
Above	Total	47	44	49
Percentage at	School	82 (80)	77 (83)	86 (85)
Level 2 or above	National	82 (80)	86 (85)	87 (86)

Attendance

Percentage of half days (sessions)
Through absence for the latest complete
Reporting year:

		%
Authorised	School	6.7
Absence	National comparative data	5.6
Unauthorised	School	0.8
absence	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	2
Satisfactory or better	96
Less than satisfactory	4

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

¹ Percentages in parentheses refer to the year before the latest reporting year

Attainment and progress

6. By the age of five, many children do not attain the Desirable Learning Outcomes in language and literacy and mathematics. Their personal and social skills are in line with those expected of five year olds, as is their physical development. Attainment is below that expected of five year olds in their knowledge and understanding of the world and creative development. The children start nursery with below average skills in talking, listening and mathematical understanding. Many have difficulty in expressing what they mean and this affects their ability to relate to each other and the staff. However, effective teaching and well-planned activities support children's learning well. Whilst by the age of five attainment is still below average, the children nevertheless make good progress across the areas of learning. Children under five with special educational needs make good progress. Staff support them well in activities and ensure they are fully involved. This builds the children's self-esteem and develops their confidence to try out things for themselves.
7. In the 1999 National Curriculum assessments at the end of Key Stage 1, when compared to all schools, standards were similar to the national average in reading, writing and mathematics. When compared with similar schools, standards are high enough to be above average in reading and average in writing and mathematics. The percentage of pupils who attained the higher level (Level 3) was above the national average in writing and similar to it in reading and mathematics. In the teacher assessments for science, pupils' attainment was close to the national average for the percentage of pupils attaining the average level and above it for those attaining the higher level. When compared with the national picture, there was no significant difference in the performance of boys and girls in any subjects.
8. Analysis of trends over the past three years shows that apart from a dip in 1997, results have kept apace with rising national averages in reading and mathematics. In writing standards were well below the national average in 1997 and 1998, but have risen to a position in line with the national average in 1999. On the basis of teacher assessment, standards in science have followed a similar trend to those in writing. The 1999 teacher assessments of attainment in mathematics showed that they had underestimated the percentage of pupils who attained the average level. In other subjects, they were similar. The discrepancies in mathematics have been analysed by the school and relate to a small number of pupils who improved their performance marginally over the seven week period between the teacher assessments and the tests.
9. Inspection evidence indicates that standards closely mirror the performance data and pupils' attainments are broadly similar to the national picture in reading, writing, mathematics and science. This represents good improvement by the school, since standards in English and mathematics were considered to be below average at the time of the previous inspection.
10. In English, progress over time and in lessons is mostly good. Most pupils advance well in listening, reading and writing and make satisfactory gains in speaking. There is careful recording of progress in learning letter sounds and blends and the individual reading book records are good. These factors impact well on pupils' progress in reading. Pupils have made good progress with their writing. Good teaching of writing skills

in the literacy hour and effective monitoring of pupils' work are key factors. The listening skills of most pupils advance well through careful encouragement to listen to what others have to say in assemblies and lessons. Whilst assessment opportunities in short term planning are identified in many lessons, in a minority they are not followed up to inform the work levels for the next lesson and this limits progress. Pupils use their literacy skills effectively in support of work across the curriculum.

11. In mathematics, progress is mostly satisfactory. Pupils make sound gains in their understanding of number. Mental number sessions at the beginning of the numeracy hour are effective in developing pupils' mental agility and most have quick recall of addition and subtraction facts to ten. Pupils advance satisfactorily in their understanding of shape space and measures. Experiences to develop pupils' use and application of mathematics and in data handling are not systematically developed to the same extent as other aspects and this slows down the progress pupils make in these areas. Pupils use their numeracy skills satisfactorily in other areas of the curriculum.
12. Most of the pupils make satisfactory progress in science. The long-term plan has provided a more secure base for teachers to plan activities that follow on from what has been taught before. This has had a good impact upon the progress pupils make in their scientific knowledge and understanding. However, the progress made by pupils in developing their scientific skills of investigation and experimentation is inconsistent across the year groups and limits not only pupils' scientific skills, but also the use of their writing and mathematical skills.
13. By the end of Key Stage 1, attainment in information technology is below national expectations and overall progress is unsatisfactory. Experiences of the subject are sporadic and the lack of a scheme of work to support teachers in planning activities that build on skills systematically from year to year are key contributory factors. In religious education, standards meet the requirements of the Local Agreed syllabus and progress is satisfactory. In art, the work seen was better than that normally seen for pupils' age and progress is good. Pupils develop the confidence and skills to work with a good variety of media and in both two and three dimensions. Attainment and progress in geography and design and technology have improved since the previous inspection to a satisfactory level. The work seen in history, music and physical education is as expected for pupils' age and progress is mainly satisfactory.
14. Throughout the school, most pupils with special educational needs make sound and sometimes good progress in all subjects. Support staff provide effective help, particularly for those pupils with a Statement of Special Educational Need. Activities ensure that these pupils build upon their learning in small steps that provide consolidation of, for example, individual letter sounds, or the value of numbers. In numeracy and literacy lessons, most pupils with special educational needs have suitable activities planned to enable them to extend their learning appropriately. However, this is less secure in some literacy, numeracy and science lessons when pupils' work does not reflect the targets in their Individual Education Plans sufficiently and, as a result, some struggle with their work.

Attitudes, behaviour and personal development

15. Parents believe that the school is effective in developing good attitudes and values and this is confirmed by the findings of the inspection. The school aims for pupils to become independent, reliable members of the school community conscious of and considerate towards other people. In the main, these aims are well achieved and most pupils' attitudes, behaviour and personal development are good. These factors have a good effect on the attainment and progress of the pupils. These findings are similar to those from the previous inspection, although teaching staff, governors and some parents feel behaviour has improved.
16. Children in nursery behave well and show a lively interest in their work and play. They are happy and secure in their relationships with each other and the adults who work with them. This shows in the way that they are confident to ask for help and to offer their ideas. In story time, for example, children remark on the illustrations and what they think is happening in the story. Their efforts are valued and encouraged and, as a result, children enjoy sharing and talking about books. The children in the nursery know the daily routines well. They use equipment carefully and tidy away at the end of the session sensibly. Children who are under five in the reception classes are equally as happy and take part in activities willingly. They listen to their teachers and show that they understand discussions in the sensible answers they make. Most children in both the reception classes and the nursery concentrate for extended periods on what they are doing.
17. For the large majority of pupils, attitudes to learning are good throughout Key Stage 1. They enjoy coming to school and their response to teaching and learning is good. They concentrate well during class and group sessions and most work hard. They are keen to participate in class discussions and co-operate well with other pupils in sharing resources and equipment. Most pupils take a pride in their finished work and want to share it with visitors. However, there is a small minority of mainly boys in Year 1 and particularly in Year 2, who have poor attitudes, behaviour and motivation in some lessons. This has a negative effect upon their progress and sometimes impacts upon the progress of other pupils by distracting the teacher from a focus group.
18. Behaviour in school is mostly good both in and out of the classroom. School and class rules are prominently displayed, are well known to the pupils and most closely adhere to them. The positive school behaviour policy aims to make the school a happy and relaxed place where all work and play together in a caring environment. Parents' responses and inspection evidence indicate that these aims are met. Pupils behave well in assemblies, they move around the school buildings sensibly and usually play co-operatively at lunchtimes. When inappropriate behaviour does occur, it is generally well dealt with by teachers, classroom assistants and midday supervisors following a clear and fair sanctions system. Infrequently, staff do not follow the advice consistently, particularly when dealing with a small minority of pupils in the older classes. This has an adverse effect upon these pupils and sometimes results in reinforcing inappropriate behaviour. Especially good behaviour is rewarded and valued in a positive way in classrooms and 'Golden Book' assemblies. Pupils throughout the school show respect for property, and use books and equipment with care. They are aware that bullying will not be tolerated and no examples were seen during the inspection. There have been no exclusions over the past academic year. Parents also comment favourably on behaviour during school educational

visits. Most pupils are polite, courteous and make visitors welcome.

19. Relationships in the school are good. Adults provide good role models and treat pupils with respect and fairness. Pupils listen well to each other and a feature of many lessons is the positive celebration of other pupils' success.
20. The personal development of pupils is good. They act as monitors in class, help collect books and give out equipment in assemblies. They are encouraged to keep the classrooms well organised and tidy. Some older pupils write prayers for assembly and religious education lessons and prepare their own work to share with parents in class assemblies and at special festivals. At lunchtimes and in physical education lessons, pupils take responsibility for playground equipment, such as basketballs and footballs. During spring and summer, some older pupils care for plants in the school environment. Most older pupils show a concern for and help younger pupils.
21. Most pupils with special educational needs have good attitudes towards their work and enjoy what they are doing. They take part willingly and fully in activities, secure that the adults working with them will value their efforts. A small number who have Individual Education Plans with targets to improve their behaviour, find taking turns or sharing equipment difficult. This behaviour sometimes interrupts discussions or explanations and this slows not only their learning but also that of others in the class.

Attendance

22. Attendance is satisfactory and similar to the national average. This together with improved punctuality has a good effect on pupils' attainment and progress. Following the previous inspection, there was some deterioration in punctuality and an increase in the level of unauthorised absence. This has been successfully addressed and the level of unauthorised absence is now similar to the national average.

22. Quality of education provided

Teaching

23. The quality of teaching is satisfactory overall and has a beneficial effect on the attainment and progress of the pupils. Teaching is at least satisfactory in 94 per cent of lessons. In 40 per cent it is good and in a further two per cent it is very good. In six per cent of lessons the teaching is unsatisfactory. The unsatisfactory teaching was in science and English and amounted to a total of three lessons. Despite this, most literacy lessons are taught well. Teaching of children who are under five in the nursery and reception classes is good overall. The quality of teaching has improved since the previous inspection when 15 per cent of lessons were judged to be unsatisfactory. Key contributory factors in this improvement relate to better planning based on clear subject guidelines and the improved structure of the literacy and numeracy hours.
24. Teaching of children under five is good. There is strong teamwork in the nursery and reception and staff plan together appropriately. They use what they know about the children from their daily observations and assessments to plan activities that are relevant to the age and interests of the children. They ask children questions to encourage them to think or extend their answers. They have high expectations of what the children can do. This is particularly evident in the way they expect children to listen, follow routines

and the manner in which they promote children's personal development. Staff use a good range of methods to support children with their learning. Small group work provides good opportunities for children to talk and look at objects closely, developing their speaking and observation skills appropriately. Resources are readily available for children and some, such as the colourful boxes that fit one inside the other, spark children's interest and talk as they wait in anticipation of what they might find inside. The teachers in the reception classes build on the effective teaching in the nursery by ensuring that children under five are supported well and their needs met in the activities they plan. As a result, the transition from the nursery to the reception classes is managed well and children settle happily into their new environment. In both the nursery and the reception classes, teachers make good use of activities for the children to complete at home to develop skills in pencil control. For the older children, this extends to a positive introduction to the more formal skills of reading.

25. In Key Stage 1, the teachers have a secure knowledge of the large majority of subjects that they teach. For example, there is good questioning of pupils in most lessons and they are encouraged to explain their answers and use the correct vocabulary. This impacts well on the pupils' attainment and progress. The literacy hour is well established and teachers have a good knowledge of its structure and how to implement it. This has led to marked improvements in pupils' attainment and progress in reading and particularly in their writing. A good start has been made to the introduction of the numeracy hour. Although little direct teaching of information technology was seen, it is clear that most teachers lack confidence in how to develop the subject. This has a detrimental effect on the progress of the pupils.
26. Expectations of behaviour are high. Where teaching is most effective, expectations of what pupils might achieve are similarly high and reflected in pupils' good progress. In lessons where teaching is not so effective, for example, in a science lesson in Year 1 and a mathematics lesson in Year 2, teachers underestimate what might be achieved, or expect pupils to concentrate on work which is undemanding.
27. Teachers' planning is satisfactory. All teachers produce good weekly plans for literacy and numeracy and this ensure that activities are built on effectively from day to day. Individual lesson planning is good in classes for the younger pupils and satisfactory in other classes. In these plans, objectives are not so clear and there is insufficient detail about the structure of the lesson.
28. Methods and organisation are satisfactory overall. Lessons are well prepared and an appropriate variety of methods are used, including class, group and individual work. Where the teaching is most effective, whole-class sessions have brisk pace and all pupils are drawn into discussions, group activities are well matched to the needs of different pupils and closing whole class sessions encourage pupils to explain what they have achieved. In the lessons where teaching is less effective or unsatisfactory, these elements are weaker. Different subjects are integrated well into topics. For example, in a Year 2 lesson, pupils worked on a good range of activities, including pottery, painting and craft which were linked to a religious education theme. This had a good impact on pupils' motivation, interest and progress.
29. In the majority of lessons, pupils are managed well and behaviour is good and sometimes very good. Relationships are good and teachers' humour and enthusiasm are communicated

well to the pupils. However, particularly in Year 1 and 2, the behaviour of a small minority of pupils is not always managed effectively and they become inattentive and restless. The work set is often inappropriately matched to their needs and time targets set for its completion are inappropriate. This has a negative effect on the progress they make.

30. In all subjects, teachers use most resources well to aid pupils' understanding and develop skills. For example, 'Big Books' are used effectively in the literacy hour and number lines in mathematics. Classroom assistants are used well to support pupils in group work and to give extra help to pupils who have special educational needs. Computers are not used sufficiently or consistently to support pupils' learning across the curriculum. In many lessons, they were not used at all. Time is used satisfactorily overall. Lessons start and finish on time, although in less effective lessons, activities overrun and important elements of the lesson, for example the closing discussion session, are cut short or missed.
31. In English, mathematics and science, sound systems are in place to record pupils' progress over time. However, the day to day outcomes of pupil assessment are not consistently or systematically built into subsequent lesson planning. This results in work that is not always matched effectively to the particular needs of individual pupils or groups of pupils. All work is marked regularly and praise is used well, but there are few written comments that indicate how the work might be improved. Homework supports learning well and the school sends out good homework targets for literacy and numeracy.
32. Education care assistants work well with pupils with special educational needs. Those who work with pupils with Statements of Special Educational Need, plan and teach activities that interest the pupils and reflect the targets in their Individual Education Plans. This ensures that pupils experience success, and in these one-to-one lessons they make good progress. At times when there is no individual support, planning and teaching does not take sufficient account of targets in Individual Education Plans and some of these lack precision about what pupils are to learn. This limits the progress pupils make at these times. In Years 1 and 2, teaching expectations for these pupils are sometimes unrealistic. For example, pupils' personal skills are underdeveloped and they find it difficult to organise themselves in science investigations, or the level of detail on a worksheet confuses pupils and they are not sure of what they should do.

The curriculum and assessment

33. The school provides a broad and generally well balanced curriculum, which meets statutory requirements to teach all subjects of the National Curriculum. It fully meets the requirements of the local agreed syllabus for religious education and has placed appropriate and increasing emphasis on literacy and numeracy. The curriculum effectively promotes pupils' intellectual, physical and personal development and there is good provision for health education and appropriate sex education. Good knowledge of the curriculum and work of the Junior School helps teachers prepare pupils' well for the next stage of their education.
34. The curriculum for children under five is broad and balanced across the areas of learning. Appropriate emphasis is given to the teaching of literacy and numeracy skills. The provision for children's personal and social development underpins the work in the other areas of

learning effectively. There is sound provision for children with special educational needs. Their needs are met effectively in small group or one-to-one support. This builds their self-esteem well. The long term planning framework ensures that learning builds on what has been taught before and this is effective in promoting good progress for the children.

35. In Key Stage 1, appropriate amounts of time are given to all subjects of the curriculum except for physical education which is low by national averages. All pupils have equal access to the curriculum regardless of ability, background, gender or race. Good arrangements are in place for pupils to develop daily literacy and numeracy skills in the literacy and numeracy hours. These are having a positive impact upon progress made and the standards attained. There are sound schemes of work in all subjects, except information technology and these provide clear guidelines for teachers to plan their work effectively.
36. Since the previous inspection, curriculum planning has improved across the school and is now providing a sound base. Teachers plan work together in year groups following the two-year topic cycle, with detailed half-termly planning effectively incorporating relevant areas of the curriculum. The common format now in place provides appropriate consideration of learning objectives, activities and resources to be used in most subjects.
37. The curriculum provision for pupils with special educational needs is appropriate. Their needs are met soundly in numeracy and literacy lessons, where support is often well focused and activities interest them. Much of the work done on an individual basis develops pupils' skills in reading, writing and number effectively. This helps pupils with special educational needs to develop the appropriate skills, knowledge and understanding to access learning in other subjects of the curriculum. There are clear procedures for identifying and providing support for pupils with special educational needs. Teachers understand the arrangements fully.
38. A good range of extra curricular activities particularly in music and art, involves four staff and 30% of Year 2 pupils. These are successful in enhancing provision and have a good effect on pupils' progress. Parents comment favourably upon this aspect of the school.
39. Sound arrangements are made for assessing children's attainment when they start nursery and in their first term in the reception classes. The information from these assessments is used to group children appropriately and to focus support for those with special educational needs. The assessment information gained from entry profiles in collaboration with parents and in class focused assessments with individuals and groups, is used well by nursery and reception teachers to plan appropriate activities. The local authority tests on entry to reception are assisting in the setting of learning targets and clearly indicate where additional support is needed.
40. In Key Stage 1, the school's procedure for assessing pupils' attainments in English, mathematics and science are sound and are used satisfactorily for long and medium term planning. There are few whole school formal procedures in other subjects. Where records of pupils' progress are kept they indicate very general areas of coverage, rather than set individual targets indicating overall steps to move pupils forward.
41. In English, and maths in particular, there are now clearly defined systems for recording pupils'

progress in reading, writing and numeracy. These assessments are having a good impact on pupils' attainment and progress in these subjects. Teachers carry out useful half termly assessments of pupils' progress in English, mathematics and science, recording areas of achievement in individual booklets. Whole school record sheets of key words, letter sounds and books read, form a good basis for planning individual work. The school meets the statutory requirements to carry out National Assessment tests at the end of Key Stage 1 and makes a good analysis of these results in order to set realistic targets. The assessment each half term of work in writing books across year groups is having a very good impact on raising standards.

42. Assessments of how well pupils with special educational needs are learning and what they are attaining is not consistent. As a result, some pupils' Individual Education Plans are not precise enough about what they are to learn, nor how teachers will measure the success pupils have in achieving the targets set for them. This leads to some of the activities in lessons not meeting their needs effectively, for example, copied work is unfinished because writing and concentration skills are not developed sufficiently well.
43. Assessment was identified as a key issue in the last inspection and the school has moved forward in using English, mathematics and science information to inform long term and medium term curriculum planning. Assessment, however, is not used consistently in Key Stage 1 to inform day to day planning and in some lessons the match of work to pupils' specific needs is unsatisfactory.

Pupils' spiritual, moral, social and cultural development

44. The provision for pupils' spiritual, moral, social and cultural development is good overall. Many of the positive features from the previous inspection remain in moral and social development and improvement has been made in spiritual and cultural development.
45. The provision for pupils' spiritual development is sound. The school now provides time in assemblies for pupils to develop their spiritual awareness through listening to stories and music; this is an improvement since the last inspection. For example, the pupils listened well to the story about the life of St Francis of Assisi; their interest was heightened, when they were told how he heard a voice talking to him in the church. Many were intrigued by the effect this had upon him. They were aware that it was God who had spoken to St Francis. They understood that people could be moved to do great things when their belief in God is strong. In prayer and singing, pupils have appropriate opportunities to celebrate the world in which they live. The collective act of worship is mainly Christian in character. It promotes moral and social issues, as well as spiritual awareness appropriately. Pupils are introduced to some of the wonders of the world. This was particularly evident in the great pleasure and excitement pupils experienced when their electrical circuits worked in science and when younger children in the nursery watched with bated breath as the teacher opened the 'treasure boxes'.
46. The provision for moral and social development is good. Children in the nursery are introduced to a clear set of expectations, which staff use consistently and fairly to develop within children an appropriate understanding of the difference between right and wrong. This provides a secure basis for pupils' moral and social development. The clear behaviour policy, which is shared with parents and pupils, extends this firm

foundation. It is based upon an appropriate set of rewards and sanctions. Pupils are made aware of what to expect and most behave well because they want to, rather than the fear of being told off. Staff in the school treat each other with courtesy and respect and this provides a good role model for the pupils. They encourage pupils to play constructively and to work together effectively. Staff provide opportunities for pupils to work together in groups and sometimes with a partner. This develops pupils' skills in sharing, in co-operation and in appreciating the views of others. After school clubs provide additional opportunities for pupils to work with each other. Physical education lessons provide effective opportunities to develop team spirit and to celebrate achievement.

47. The provision for pupils' cultural development is sound. Pupils' own cultural traditions are promoted well through local studies in history and geography and in celebrating events such as Bonfire Night. Since the last inspection, the number of books reflecting other cultures have been increased and now feature in pupils' reading material as well as storybooks used by teachers. Opportunities are provided for pupils to learn about festivals from other religions such as Divali. In art, pupils discuss and look at the work of famous artists such as Van Gogh and fashion Diva lamps from clay. This provides some insight into different art forms from different countries. Teachers tell pupils stories and legends from other times and places. This helps to develop pupils' awareness of the diversity and richness of literature from all over the world.

47. Support, guidance and pupils' welfare

48. At all stages, the overall provision of support, guidance and pupils' welfare is good and has a positive impact on the quality of education. Good additional support is provided for pupils who have special educational needs and this enables them to take a full and active part in all aspects of school life. The school makes effective use of local authority services to enhance the support it provides.
49. This is a caring school where all teachers and support staff use their understanding of pupils' personal needs to good effect. Each pupil is known and respected as an individual. Useful notes are kept to inform teachers about individual pupils' needs and these are used well to develop social skills and self-confidence. Pupils' academic progress is satisfactorily tracked in English, mathematics and science, although this is not so successful in other subjects.
50. There is effective support for pupils who have special educational needs. Links with outside agencies help the school to identify children with special educational needs before they start nursery. The school uses the information they gather before a child starts nursery to target support successfully. Once pupils are admitted to the main school, staff draw on the advice of support services and this enables them to develop their expertise in supporting pupils with special educational needs.
51. Arrangements for the promotion of good behaviour are clearly laid out and effective for most pupils. In a few instances, the intervention strategies are not fully effective in managing the behaviour of a small minority of pupils who find it difficult to conform. The procedures for monitoring and promoting regular attendance are good. A recent initiative to reduce the amount of unauthorised attendance and to improve punctuality has been successful and was enhanced by the support given by members of the governing body.

52. The child protection policy is well managed by a member of staff and all relevant information is passed on to other staff. There are well established and effective links with others in the local support network. Arrangements for first aid are secure and several members of staff have the necessary qualifications. Fire drills and risk assessments are regularly conducted.
53. Arrangements to welcome children into school are good and parents are invited to attend informal briefings sessions prior to their child being admitted. This helps for a smooth introduction to school life. There are good links between the school and the local junior school to which the pupils transfer.
54. The previous inspection report indicated that the school gave effective support for the welfare of its pupils, although more could be done to promote health education. This matter has been successfully addressed within the curriculum and there is additional assistance provided by the area Health Authority through the Health Promoting Schools Award Scheme.

Partnership with parents and the community

55. The school has a good partnership with parents and very good links with the community. This has a good effect on the attainment and progress of the pupils. This good picture has been sustained since the previous inspection.
56. For the children who are under five and in Key Stage 1, the quality of information provided for parents is mostly good. There are regular and informative newsletters sent out and parents receive very good homework targets for their children in literacy and numeracy. This helps parents to understand what the school is aiming for with the pupils. Arrangements for consultations with the teachers about pupils' progress are offered twice a year and teachers are always available at any reasonable time to discuss pupils' work or any problems they may be facing. Comments from parents indicate that they value the openness and approachability of all adults in the school. Curriculum meetings about the literacy and numeracy initiatives are well supported and are judged by parents to be very worthwhile occasions. The annual reports on pupils' progress are satisfactory and include all subjects. However, they do not contain sufficient comments on how pupils might improve their work. The governors' annual report and school brochure are well presented and informative.
57. Parents of pupils with special educational needs are well informed. The special educational needs co-ordinator organises suitable review dates for parents and teachers to meet and discuss progress. This is supplemented by a letter outlining their child's progress should parents be unable to attend.
58. Parental involvement in pupils' learning is good. A number of parents help in the nursery to settle children into school routines. Parents are encouraged to become involved in the classroom and those who can help offer effective support for the teachers. A hard working band of parents, governors and friends of the school are enthusiastic, and effective supporters of fund raising and social events. Attractive large murals, on both the inside and outside walls of the school have been painted by volunteer parents and friends and considerably enhance the appearance of the environment for the pupils.
59. Very effective links have been established with local businesses. For example, the high quality

decoration of the community room was made possible by one local business. Another one regularly permits its employees to spend time in the school on the paired reading project. This has had a good impact on the pupils' progress and confidence. The staff, parents, governors and pupils work together effectively to promote the school in the community. The recently completed initiatives to combat vandalism have given all the confidence to further enhance the appearance of these old school buildings and create an attractive focal point of the community.

The management and efficiency of the school

59. Leadership and management

60. The headteacher provides good leadership and clear educational direction for the school and this has a marked impact on the attainment and progress of the pupils. The governors and all staff who work in the school have a clear commitment to raising standards. Realistic targets for literacy and numeracy have been set for the next three years and the school is on course to achieve these. Most of the weaknesses identified in the previous report have been successfully overcome. A sound base for improvement has been established.
61. For the past six years there has been no deputy headteacher and too much of the curriculum management has been left to the headteacher. This was judged to be a weakness at the time of the previous inspection when the role of co-ordinators was unsatisfactory. Some improvements have been made since then and all co-ordinators now monitor teachers' planning to help ensure curriculum coverage and the development of skills. After the previous inspection, all co-ordinators had time away from their classes to identify what they wanted pupils to learn. This resulted in the development of a good curriculum planner. Co-ordinators and governors are involved in the production of the good school development plan. This provides a clear and costed programme of action for the next three years and is effectively evaluated. However, the role of the co-ordinators remains largely underdeveloped. Most do not have a clear overview of standards and teaching across the school and none have drawn up their own subject plans as a base for development.
62. The support and monitoring of teaching and curriculum development is satisfactory overall, although much is still done by the headteacher. She monitors the quality of teaching and curriculum developments effectively. Appraisal has been focused on the improvement of teaching in the literacy hour and this has involved her in evaluative classroom observations. Similar arrangements have begun with the numeracy hour. The headteacher has systematically monitored pupils' writing over the past two years and this has had a good effect on improved standards. The science co-ordinator has begun a programme of visits to other classes and this has given her a better overview of pupils' progress. The management of the children who are under five is good and the management of special educational needs is sound. The school pays appropriate regard to the Code of Practice for special educational needs. The policy and supporting guidance provided for teachers is explicit. The governing body has an appropriate oversight of the special educational needs procedures in the school. It is kept suitably informed by the co-ordinator and the governor with responsibility for special educational needs, who meet each term.
63. The school has satisfactory policies for all curriculum areas and there are useful schemes of work for

all subjects, except information technology. There is a clear set of agreed aims which are appropriate and reflected in the work of the school. Good relationships, a commitment to improvement and an effective climate for learning where there is equality of opportunity are reflected in the good ethos of the school. There is strong support from the parents in all aspects of its work.

64. The governing body fulfils its statutory responsibilities and supports the school very well in all aspects of its work. There is an appropriate structure of committees that work effectively. The governors have a clearly developing strategic role and act as a critical friend for the school. Most are regular visitors to the school and three have observed teaching in the literacy hour. This has given them a valuable insight into how this is developing and how it is impacting on standards. Parent governors accompany the pupils on educational visits and help organise social functions for the parents. The governing body keeps a critical eye on standards in the core subjects through evaluation of results in the National Curriculum tests.

Staffing, accommodation and learning resources

65. The school has sufficient suitably qualified and experienced teachers to meet the needs of the curriculum. The number of teachers to pupils is better than the national average. The school has received additional government funding to ensure all class sizes remain at thirty pupils or below after Christmas. There are sufficient support staff and they are appropriately qualified and experienced to support pupils with special educational needs. They provide good additional support to individuals and small groups, when working in classrooms and taking pupils out for specific focused support. In literacy lessons, they provide valuable support to the class teacher.
66. Staff have attended an appropriate range of in-service training programmes including training for the national literacy and numeracy strategies. Professional development is well focused on school needs identified in the school development plan, but also reflects individual professional needs arising from the current appraisal system. There are good arrangements in place for the induction of newly qualified and newly appointed teachers to the school. All teachers have additional curriculum responsibilities, which are generally well matched to their experience and expertise. All staff have appropriate job descriptions. Office staff, lunchtime supervisors, school meals staff and the caretaker all contribute positively to the effective running of the school.
67. The adequacy of the accommodation of the school is good overall. The governors have worked hard to make the Victorian buildings attractive and secure. This represents an improvement since the last inspection. Throughout the school there are good displays celebrating pupils work, internal decoration is good with the small hall and playground murals, being particularly striking. The school enjoys the use of two playgrounds which have been carefully marked, painted and planted. These positively enhance the environment and provide a stimulating learning resource. There is a playing field adjacent to the school. The two halls available to the school are used daily for whole school assemblies, singing, physical education lessons and for a well organised library and resource area. Since the previous inspection there has been a significant improvement in the outdoor play facilities for the nursery age children with good equipment now in place for developing physical play.

68. Resources available for the delivery of the curriculum are generally good. The school has purchased a good range of books to support the literacy strategy and these and the new reading scheme are having a good effect upon standards in English. Other subjects of the curriculum are well resourced, except for information technology where there are weaknesses. The ratio of pupils to computers is below the national ratio and the current range of software is limited mainly to literacy and numeracy programs.

The efficiency of the school

69. There is good financial planning underpinned by clear financial procedures in the school's finance policy. The headteacher and governors make well considered decisions about the use of resources available to the school. The finance committee of the governing body maintains an effective oversight of the finances and budget and all major spending decisions go through the full governing body. The governors assess the effectiveness of major spending decisions and this ensures a good measure of efficiency. There is a clear link between the school development plan and the budget and all developments are carefully costed. Clear indications are given of the criteria being used to evaluate the success of its individual elements. Funds for staff training and special educational needs are used efficiently. The additional support for pupils who have special educational needs impacts well on their progress and access to the curriculum.
70. The minor recommendations of the most recent audit report in October 1997 have been successfully addressed. Routine administration is good in all areas, including the school office and keeps the way clear for teachers to focus on their work with the pupils.
71. The staff of the school are efficiently deployed and a good balance has been achieved between teaching and support staff. This has a good effect on the attainment and progress of the pupils. The school uses education care officers well to support pupils with a Statement of Special Educational Need. This allows the programme for these pupils to be followed appropriately and the individual work with these pupils builds their confidence well. In lessons, their use in working with small groups is often effective in ensuring that pupils with special educational needs take part and contribute their ideas in discussions. Time management is generally good.
72. The accommodation is well used and the school has been highly successful in gaining additional funding to improve the security of the building and the attractiveness of the exterior accommodation. Displays of pupils' work and large murals enhance the learning environment and give pupils a pride in their school. This has had a marked effect on the ethos of the school and the climate for learning. The indoor and outdoor nursery accommodation and resources are used well to create a stimulating learning environment. Most resources are used well and effective use is made of visitors to the school and visits into the community. Computers are used well in the nursery and are an integral part of the curriculum. However, in Key Stage 1, they are not used sufficiently, either to develop pupils' computer skills, or to develop work across the curriculum.
73. In summary, the school makes efficient use of most of its resources and accommodation. The quality of teaching is satisfactory overall. From a relatively low base when children enter the nursery, pupils' progress is good in English and is satisfactory overall. The income per pupil is about average for this type of school. Taking all relevant factors

into consideration, the school provides satisfactory value for money. This judgement reflects that made at the time of the previous inspection.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

74. By the age of five, many of the children have language and literacy skills below those expected of five year olds. The children start nursery with poorly developed speaking skills. Many of them find it difficult to express what they mean or to communicate their needs. Whilst their speaking skills are still underdeveloped by the age of five, they make good progress in the nursery. This is due to the good teaching that encourages children to talk about what they are doing and to share their ideas. Adults take part in children's role-play, sometimes playing a character from a well-known story, such as the Three Bears. They provide good role models for children's speaking by supporting their language and extending their vocabulary. Good links between the different areas of learning further develop language. For example, children listen to the story of the Three Bears, use imaginative play to act out the story and sing action rhymes about the characters.
75. Early reading skills develop well as children share books with adults. They are encouraged to look at the pictures to pick up clues about what might happen next. Staff introduce rhymes; these develop a sense of pattern and by the time they are in the reception classes, older children identify rhyming words. Children in the nursery are developing a secure understanding that print carries meaning. By the time they are in the reception classes, children are beginning to know some individual letter sounds. Higher attaining children use the pictures to explain the story and know some individual words. Average and lower attaining children share books willingly and make good attempts to tell the story from the illustrations. In the nursery, teachers provide good opportunities for children to write. Most of the older children, due to move to the reception classes, write their own names. They understand that individual letters and words are used in writing and this shows in their efforts at writing lists or recipes during their imaginative play. By the time the children are in the reception classes, their letter formation shows developing control, although some reverse letters. With the teachers' help they write short sentences. Work in the literacy hour supports the children's learning effectively.
76. Most of the children start nursery with mathematical skills that are below national expectations. Although by the time they are five years old many children do not attain the Desirable Learning Outcomes in mathematics, they nevertheless make good progress from the low level of attainment on entry. Children develop their understanding of number, shapes and size through a variety of activities that involve, for example, working in the sand, singing rhymes and handling equipment. Older children in the nursery develop suitable skills in counting. Some higher attaining children count accurately as far as 35. A small number correctly identify the next number in a sequence. Children write numerals when engaged in imaginative play and some recognise random numbers between zero and ten. Teaching is sound and builds appropriately on what children have learned before. Staff in the nursery develop children's knowledge of size and shape well through stories and rhymes, such as the Five Little Ducks. Visual aids are used effectively to consolidate the children's understanding as the teacher encourages them to count the ducks each time that one disappears. However, when children, for example, handle and look at boxes of different sizes, their mathematical language is not extended sufficiently. Not enough is done to encourage descriptive terms, which the

children use in songs and during their role-play. Both in the reception classes and the nursery, teachers encourage children to show 'how many' by holding up the correct number of fingers. In the reception classes, this is extended further and older children show the correct numeral for numbers between zero and ten.

77. By the age of five, most children's personal and social development meets the national expectation and they make good progress from the low level of attainment on entry to the nursery. Much of the teaching of personal and social skills is low key but effective in the nursery. The staff maintain a calm and secure working environment in which the children thrive. Children see the adults working well together and the high level of respect the staff have for each other and the children, provides a good model for children to copy. Children are developing a good understanding of the difference between right and wrong. This is reinforced through stories and by the sensitive intervention of adults in their work and play. Adults in both the reception classes and the nursery make their expectations very clear. Children know how to behave, how to take part in tidying equipment away and how to wait their turn patiently. The children are friendly and polite. They enjoy talking to adults and explaining what they are doing. In both the reception classes and the nursery, children know the daily routines and understand the simple but relevant rules about behaviour. As the children get older, staff in the reception classes provide suitable opportunities for the children to work in small groups or with a partner. The children respond well on these occasions, sharing resources and supporting each other.
78. In their knowledge and understanding of the world most children are not attaining the national expectation, although from a low base, they make good progress. Teaching is good and teachers provide a wide range of activities to promote children's skills in observation. The activities provide opportunities for children to discover, for example, how different materials feel and the texture of soapy water or wet sand. The staff's discussions with children encourage the children to extend their vocabulary. Older children in the reception classes begin to use scientific language to describe what they see, for example, when investigating light sources. Stories about different creatures give children a greater knowledge and understanding of some of their characteristics. This is sometimes used to good effect to promote numeracy skills when the children count, for example, the number of legs on a spider. In the nursery, staff promote technology skills well. Children use the computers confidently. They know how to use different keys to make the program respond and most handle the computer mouse correctly to click on items to drag and reposition them on the screen.
79. Children's progress in physical development is satisfactory and most children attain the Desirable Learning Outcomes by the age of five. Teaching is sound and teachers provide suitable opportunities for children to practise and develop their skills in manipulating and working with tools, such as pencils and paintbrushes. In both the reception classes and in the nursery, children have suitable opportunities to paint, model and to use scissors, which help them to become more adept in handling equipment and improving their control, for example, of pencils and the computer mouse. Outdoor play in the nursery, gives children ample opportunities to climb, run and manoeuvre bikes and large building apparatus. Since the last inspection, the school has improved the provision for outdoor play and the children now have an attractive and suitable area in which to develop their physical skills. There has been substantial replacing of toys and equipment and there is now a suitable range to meet the

physical needs of the children more effectively.

80. The children's creative development is below that expected for five year olds. However, the children make sound progress in creative development and teaching is satisfactory. The children are introduced to a wide range of media, such as paint, fabric and card. They have suitable opportunities to develop their ideas and create pictures, for example, by finger painting. The children enjoy the chance to handle wet sand, to mix different colours and to develop their imaginative play in the 'Three Bears House'. They express themselves in singing, and respond to the words by raising and lowering their voices to reflect, for example, someone sleeping, or a bear growling. Effective adult intervention encourages children to discuss their ideas and express what they are feeling, strengthening relationships further. In the reception classes, older children build on their earlier learning appropriately.

English, mathematics and science

English

81. The results of the 1999 National Curriculum tests indicate that attainment in reading and writing are in line with the national average. Compared with similar schools, writing is in line and reading is above average. Results for 1999 show that levels in reading have been maintained, but in writing there has been marked improvement over the last three years. Teacher assessments for speaking and listening for 1999 indicate that pupils achieve broadly in line with national averages. Inspection evidence supports the picture of steady improvement in reading and the improvement in writing. Analysis of trends over time indicates that standards in English have improved from below national levels to be in line with them.
82. Most pupils' speaking and literacy skills are in line with the national expectation with listening skills the stronger element. Pupils listen and respond well during lessons and particularly enjoy listening to stories and poetry. They concentrate well in whole class sessions of the literacy hour, in small groups led by the class teacher and classroom assistant, and in whole school assemblies. By the end of Key Stage 1, most pupils pay close attention to their teachers and follow instructions remembering important points from what they hear. They are keen to answer questions put to them. Pupils talk confidently about their reading books and describe current events in their lives. Most use an appropriate, though sometimes limited, vocabulary. Some are less confident in reading their own work aloud and in some lessons, opportunities are missed for pupils to share their work with the class. For example, in a literacy hour closing discussion session the teacher read examples of pupils writing and in an assembly pupils were not given the opportunity to personally read their own prayers to the school.
83. By the end of the Key Stage, standards of reading are in line with the national average. Pupils read books that offer suitable challenge and most average and higher attaining pupils read with good fluency. When reading in a small group during literacy work, pupils are well supported by the teacher and this enables most of them to read confidently, recognising familiar words. When attempting unfamiliar words most pupils have a good knowledge of the sounds of letters and letter combinations and use picture and context clues well. High attaining pupils read independently and with good accuracy. Pupils of all abilities have a good awareness of the characters in the reading scheme when discussing what they have read. Older pupils know how to

locate information using a contents and index page.

84. Pupils regularly take books home to read and some parents record progress in a useful homework book. Initiatives involving nursery age children joining the library, a reading partnership which places emphasis on improving the reading of boys, and the enthusiasm of pupils, parents and teachers for the new reading scheme, have all had a significant impact on reading standards
85. Standards of attainment in writing are now in line with national averages by the end of the key stage. Higher attaining and most average attaining pupils use capital letters and full stops appropriately. Spellings are generally accurate across a range of writing. The headteacher monitors and assesses pupils' writing every half term and this has a positive effect upon progress and the standards attained. Many pupils are beginning to write imaginatively and some higher attaining pupils write well structured stories. Most average and lower attaining pupils satisfactorily complete appropriate tasks and worksheets during literacy lessons. Across the curriculum, writing contributes effectively to the understanding and recording of work covered. Higher attaining pupils use dictionaries appropriately to support extension activities in their writing.
86. Progress over time is mostly good. Most pupils advance well in listening, reading and writing and make satisfactory gains in speaking. Pupils with special educational needs make satisfactory progress in reading and this is good when they receive additional support. Those pupils with Individual Education Plans make sound progress and most plans appropriately identify small steps to success. There is careful recording of progress in learning letter sounds and blends and the individual reading book records are good. These factors impact well on pupils' progress. Progress in the lessons seen was mostly good. Whilst assessment opportunities in short term planning are identified in many lessons, in a minority it is not followed up to better inform the work levels for the next lesson and this limits progress. As a result, in some lessons, learning objectives are insufficiently focused on specific skills planned to prior attainment. In this minority of lessons, pupils make insufficient progress. Pupils advance well when the teacher is clear about the attainment levels of the class and moves them on effectively in their learning. For example, in a good lesson in a reception/Year 1 class where the teacher used the story when 'Tiger came to tea' to illustrate an initial letter sound.
87. Pupils have good attitudes towards their learning in all aspects of English. Most concentrate well, take pride in their work and show good levels of concentration. They enjoy reading and are very keen to share their books with visitors. Behaviour is good in the large majority of lessons. On the few occasions when it is unsatisfactory, this is associated with work which is not matched sufficiently to their level of ability, or when it lacks interest for them. A small minority of older pupils, mainly boys, demonstrate inappropriate behaviour on occasions, lack concentration and find it hard to work independently of the teacher. Pupils with special educational needs have good attitudes to their work and they have good relationships with the support assistants.
88. The quality of teaching is good. Teachers plan work thoroughly using the structure and guidelines of the literacy strategy effectively. Class management is satisfactory overall with teachers making clear their expectations of work and behaviour. In whole class sessions pupils are particularly well managed and whole class discussions of what has been achieved supports and reinforces learning well. Where teaching is most

effective, there are high expectations of the pupils and time is well used in the lesson to fulfil tasks that match pupils' needs well. Pupils' work is marked conscientiously, but does not regularly indicate how they might improve their work in the future. Parents are informed of learning objectives in English and good use is made of homework, which is positively encouraged. Support staff are used well with individual and group work. They are involved in planning and provide valuable support during literacy sessions when the teacher focuses on a particular group. Teachers plan effectively across year groups and this is having a good effect on the development of skills from year to year. The co-ordinator and the headteacher have successfully managed the implementation of the National Literacy Strategy and all staff are increasingly confident with their planning and lesson structure. This is having a good impact on progress in English and has contributed to the significant rise in standards.

Mathematics

89. In the 1999 National Curriculum assessments for seven year olds, when compared to all schools, standards in mathematics were similar to the national average. When compared with similar schools, standards were also average. The percentage of pupils who attained the higher level (Level 3) was similar to the national average. When compared with the national picture, there was no significant difference in the performance of boys and girls. Apart from a dip below the national average in 1997, standards have improved in line with the national trend. The percentage of pupils attaining the higher level (Level 3) increased significantly between 1998 and 1999. The 1999 teacher assessments of attainment in mathematics showed that teachers had underestimated the percentage of pupils who attained the average level. The school has analysed the reasons for this. Teacher assessments were made seven weeks before the test and five pupils on the margin improved their performance to the next level.
90. Inspection evidence mirrors the results of the 1999 National Curriculum assessments and places attainment by the end of Key Stage 1 in line with the national average. Progress over time and in lessons is mostly satisfactory. Standards have improved since the previous inspection when they were judged to be below the national average.
91. By the end of Key Stage 1, most pupils have a good sense of the size of a number and where it fits into the number system. They count accurately in twos, fives and tens to 100 and begin at any given number. Higher and average attaining pupils have quick recall of addition and subtraction facts to ten. Most pupils use objects, pictures and symbols when presenting and discussing their work and recognise simple relationships and patterns. For example, they recognise the pattern made by odd and even numbers on a 100 square and correctly use symbols such as those for greater and less than in number statements. They use the correct mathematical names for two and three-dimensional shapes and higher and middle attaining pupils describe properties such as the number of sides, faces and corners. Pupils use non-standard measures in length and weight and higher attaining pupils measure accurately using standard measures. Most pupils communicate their findings in simple tables and graphs. For example they draw block graphs of the totals resulting from throwing two dice and the results of letter counts of words in a book.
92. Progress is mostly satisfactory for all pupils, including those who have special educational needs.

Pupils make sound gains in their understanding of number. Mental number sessions at the beginning of the numeracy hour are effective in developing pupils' mental agility and most have quick recall of addition and subtraction facts to ten. Pupils advance satisfactorily in their understanding of shape space and measures. Experiences to develop pupils' use and application of mathematics and in data handling are not provided systematically to the same extent as other aspects, and this slows down the progress pupils make in these areas. Pupils use their numeracy skills satisfactorily in other areas of the curriculum. For example, measuring skills support work in design and technology and pupils use graphs and tables to present work in science. Registration periods are used well by teachers to develop mental number skills.

93. Pupils' attitudes to the subject are good and they particularly enjoy the oral sessions when they are challenged to make quick responses to questions. Pupils share equipment well and co-operate effectively in group tasks. For example, in a Year 2 lesson there was good sharing of ideas in a number activity using dominoes. Most pupils persevere well with their work and are keen to succeed. Behaviour is mostly good, although a small minority of mainly boys find it difficult to concentrate or co-operate effectively.
94. The quality of teaching is satisfactory. The implementation of the numeracy hour has brought about a consistency of approach and structure and this has had a good effect. Teachers have a secure knowledge of the subject and high expectations of behaviour. In less successful lessons, expectations of what all pupils might achieve are not always appropriate and this results in work which is not securely matched to their different needs. Planning of the numeracy hour is sound. There is a good weekly planning structure, although individual lesson objectives are not always precise enough. Teaching in the introductions to the numeracy hour is good and inspires the pupils to participate effectively. In group activities, teachers do not always have a clear focus for their time and, where the teaching is less effective, the activities given are not clearly based on an assessment of what pupils already know. For example, work given to pupils in a Year 1 and in a Year 2 lesson did not offer sufficient challenge for higher attaining pupils and failed to build well on previous learning. Relationships are good and lessons are well organised so that little time is lost. Teachers make good use of equipment to promote pupils' understanding. For example, in all year groups good use is made of number lines, number cards, dominoes and dice to help develop pupils' counting and addition and subtraction skills. Homework is used effectively to enhance and enrich learning in the subject. Parents are well involved in the school's mathematics programme. They have had good information about the numeracy hour and receive homework booklets and half termly newsletters that clearly indicate the targets that the school is developing in numeracy.

Science

95. Standards in science, by the age of seven, are in line with national averages. This reflects the statutory teacher assessments for 1999, which show that standards are average compared to all schools and when compared to schools of a similar background. There has been an upward trend in standards over the past three years and standards are higher than at the time of the last inspection.
96. By the end of Key Stage 1, most pupils correctly label parts of the human body. They have a suitable

understanding that living things require nourishment and need certain conditions for them to thrive. The pupils develop this understanding, for example, through observing plants growing and recording their findings. They carry out investigations into the properties of different materials, testing whether they bend, squash or stretch and they record their results in tables and charts. The pupils are beginning to develop an understanding of how to test out their ideas more systematically. This was evident in one Year 2 class when they worked in pairs to solve the problem of how to light a bulb using wires and batteries. Although, most pupils were able to make a circuit, it was the higher attaining pupils who worked systematically trying different combinations of joining the wires, battery and bulb, learning by their method of trial and error. These pupils talked about what they were doing clearly and used appropriate scientific language to describe what they were finding. Once all pupils had made a circuit, most were able to explain the correct order for the lamp to light.

97. Most of the pupils make satisfactory progress in science. The long-term plan has provided a more secure base for teachers to plan activities that follow on from what has been taught before. This has had impact upon the progress pupils make in their scientific knowledge and understanding. For example, the pupils in the mixed reception/Year 1 classes are gaining a secure understanding that light comes from different sources. This develops further in the classes of older pupils as some brighter pupils distinguish, for example, between light that is reflected such as the moon, and light that is a source such as the sun. By Year 2, pupils clearly understand that electricity is a source of light and heat. However, the progress made by pupils in developing their scientific skills of investigation and experimentation is inconsistent across the year groups. This is linked to how this work is planned and carried out. For example, brighter pupils in Year 1 do not have enough opportunities to write their own accounts of what they observe, or to develop their own means of recording the results of their experiments. Too often, they copy information or use worksheets, this limits not only their scientific skills, but also the use of their writing and mathematical skills.
98. Most of the pupils have satisfactory attitudes towards their learning in science. They are interested in what they are doing and most concentrate appropriately. The pupils use scientific language when talking about their work, for example, pupils in Year 1 and 2 use terms such as 'reflect', 'source' and 'darkness'. Younger pupils in the mixed reception/Year 1 classes, show a lively interest in their work. They are keen to take part, but wait patiently for their turn. Most are well behaved and listen to each other and their teachers. The exception is a small number of pupils in Year 2 who find it difficult to accept when other children are chosen to show what they can do. They demand attention and this interrupts discussions and slows the pace of the lesson. In Year 1, pupils try hard, but when the work they are doing becomes too difficult, or they are unsure of what they are to do, they lose concentration; the quality of their work suffers as a result.
99. Teaching is satisfactory. Most teachers' planning sets out what pupils are to learn by the end of the lesson. However, in some classes, it is not always precise enough and teachers' expectations of what pupils of different attainment can achieve are unrealistic. This leads to higher attaining pupils sometimes completing work that is too easy and lower attaining pupils being met with work that is too difficult. This is evident in some of the pupils' written work in earlier lessons and the activities planned in Year

1. This slows the progress of these pupils, particularly in aspects such as recording. Since the last inspection, teachers have more confidence in teaching science. Improvements have been particularly evident in the way that teachers use the long term planning guidance and how they now ensure that sufficient time is given to teaching science. This has enabled pupils to extend their scientific knowledge and understanding appropriately and reflects in the improved standards over the last three years. However, the teaching of investigational science is weaker by comparison. Problems arise in investigational work when teachers do not check that the resources they are using are appropriate. For example, when pupils try to observe the absence of light, the investigation is spoiled because the 'blackout box' is not adequate. The lack of sufficient explanation and discussion about the equipment pupils use to make electrical circuits leads to confusion. The pupils do not realise that the wires carrying the electrical current are made of metal, but think they are made of plastic. When they come to predict which materials are likely to carry an electrical current, they draw the wrong conclusions and do not make enough progress in their understanding. Since the last inspection, there are more opportunities for pupils to use scientific equipment. They have had the chance to test out their ideas in some of the activities that are set up on the science displays in each classroom. These activities appeal to pupils and encourage them to be inquisitive and to handle equipment carefully. Whilst this a positive move it is not sufficient to ensure that investigation skills develop appropriately.

Information technology

1. At the time of the previous inspection, attainment was judged to be above national expectations and teaching was satisfactory. Since that time improvement has not been sustained and attainment is below national expectations. Computers are not sufficiently used to support work across the curriculum. Overall, progress is unsatisfactory. Experiences of the subject are sporadic and the lack of a scheme of work to support teachers in planning activities that build on skills systematically from year to year are key contributory factors. The school is planning to go onto the national grid for learning next year in a move to raise standards.

2. By the end of the key stage, all pupils have had some experiences of assembling symbols and text and have a basic familiarity with the keyboard and mouse operations. For example, they use the mouse effectively to access programs and use the spacebar, return and caps lock keys when word processing simple pieces of text. Higher attaining pupils use the delete key in their work. There are few examples of pupils using different forms such as tables, sound and pictures to communicate ideas and most pupils have little knowledge of how to store and retrieve their work. Interactions with pupils indicate that they have little idea about the control aspects of the subject. For example, they had little realisation that many devices respond to commands. For all pupils, including those who have special needs, overall progress is unsatisfactory in most aspects of the subject, although there is satisfactory development of basic word processing skills. The good start made in the nursery is not built on effectively in subsequent stages.

3. Where the pupils were seen working on the computer, they showed interest and enjoyment in the activities. When working in pairs they helped each other and higher attaining pupils supported lower attaining pupils effectively. Pupils treat the equipment responsibly and seek help when necessary.

4. There is insufficient evidence to make an overall judgement on teaching, but it is clear that some staff lack confidence and expertise in developing pupils' capability in the subject. Although information technology is built into teachers' planning, the exact nature of tasks and what pupils are intended to learn are not always clear. The long term curriculum plan contains basic end of year target statements, but there

is no scheme of work to indicate to teachers how these might be achieved. There are no whole school assessment systems to act as a base for planning work or to indicate what pupils have covered. This means that there is no clear starting point from which to build at the beginning of new units of work. Teachers do not use computers sufficiently to support and enrich learning across the curriculum. There are examples of literacy, numeracy and adventure programs being used, but these are not widespread.

Religious Education

5. Attainment in religious education is in line with the expectations of the local agreed syllabus. In the last inspection, no judgements were made owing to limited opportunities to observe lessons.

6. Religious education is taught in class lessons and through collective worship. The subject makes an effective contribution to the spiritual, moral, social and cultural development of the pupils. Pupils, including those with special educational needs, make satisfactory progress in their knowledge and understanding and in the ability to think reflectively about the world and people around them.

7. By the end of Key Stage 1 pupils have a satisfactory knowledge of the major Christian Festivals and celebrations. They understand that there are similarities in festivals and celebrations in many faiths. Most pupils know a range of Bible stories and are aware of the lives of significant religious people from the past, for example, Saint Thomas and Saint Francis. They have a sound understanding of the special signs, symbols and artefacts used in Christian worship. Some Year 1 pupils enacted adult roles effectively, and extended their understanding well during a lesson on baptism when using a doll and Christening robe. Pupils appreciate the need for moral values and codes of conduct and most show a good understanding of these in relation to the school community and its rules. In Year 2 pupils learn about the Hindu Festival of Divali and through the story of Rama and Sita identify characters associated with good and evil.

8. Overall progress is satisfactory. Pupils increase their understanding of rituals and stories associated with various religions satisfactorily throughout the key stage. They develop respect for the beliefs of others through suitable opportunities to compare different religious beliefs. Pupils learn of the significance of each person and move forward their own perceptions when discussing things special to them. They make good progress in understanding that their own behaviour has an effect on themselves and others. When discussing presents given at special times like birthdays and Christmas they extend their thoughts in achieving a balance between giving and receiving.

9. Most pupils listen attentively in lessons and in assemblies. They willingly become active participants in Christening role play and use percussion instruments imaginatively to illustrate their perception of good and bad story characters from the Hindu religion. They share opinions and listen carefully to each other's thoughts and ideas.

10. The quality of teaching is satisfactory with some good features in lessons in the reception/Year 1 classes. Teachers provide a good balance of opportunities for pupils to improve the knowledge of major religions and consider reflectively their own lives and values. The good relationships between teachers and pupils supports work in the subject well enabling the confident sharing of personal thoughts. Planning is well based on the good scheme of work and lesson themes are appropriate to the age of the pupils. There is no whole school system for assessing pupils' work in order to build on prior knowledge and this is a weakness in the planning. Careful records of planned assembly themes are made which ensures a good balance between class based activities and collective worship.

109. Other subjects

Art

11.The work seen in art was better than that normally seen for pupils' age and pupils, including those who have special needs, make good progress. Development in the subject has been good since the previous inspection, when attainment and progress were judged to be satisfactory. The quality of teaching in the two lessons seen and in the after school art club was good. The provision of the art club makes a good contribution to the attainment and progress of the pupils who attend.

12.By the end of the key stage, pupils work well with materials, tools and techniques both practically and with imagination, producing both two and three-dimensional work. The good subject knowledge and high expectations of the teachers and support staff bring this about. For example, in a Year 2 lesson, pupils made good progress, enjoyed their work and showed pride in their achievements when making diva lamps from clay and decorated Divali cards from paper and card. The teacher successfully integrated the planning of art, design and technology and religious education to make the work more meaningful for the pupils.

13.Most pupils are competent at observational drawing and the teachers' knowledge of how to develop line and tone is a key factor in the good work seen. Pupils talk enthusiastically about their work and use equipment and materials sensibly. For example, when working with clay, they concentrate on the task and use tools to successfully make patterns on their finished designs. Pupils' paintings show good and bold use of colour and indicate a growing confidence to express their ideas and feelings in imaginative ways.

14.There is some evidence of pupils evaluating their own work, although progress in this aspect does not appear as rapid as in other areas. There are no whole school systems for assessing pupils' progress and there are no collections of work from different year groups to reveal and demonstrate levels of attainment. There is little evidence that assessment influences the planning of the art curriculum or builds on the examples of good work seen.

Design and Technology

15.By the end of Key Stage 1 the work seen in the subject is at a level expected for pupils of this age. Progress for all pupils is mostly satisfactory and sometimes good. Since the last inspection standards have risen.

16.By the end of Key Stage 1, pupils experience a range of designing and making activities using different materials. They list their ideas and evaluate their success. Pupils in reception and Year 1 use a good range of large and small apparatus to build their own ideas of transport and buildings. They are able to describe their work effectively. From a range of materials, they construct collages using appropriate cutting and sticking skills. When working on a 'Schools' topic, Year 1 pupils draw simple designs and plans of houses and schools. Year 2 pupils produce large box models of castles linking work in mathematics and history. In food technology, they successfully make appropriate choices when designing their own sandwiches and choosing ingredients for a fruit salad. Links with science are supported when making wheeled vehicles that are refined and tested for efficiency.

17.Progress for most pupils, including those with special needs, is sound across the key stage. By the time they reach the age of seven most have developed an appropriate range of skills in designing and making and are able to evaluate and improve their work effectively. In reception/Year 1 classes, pupils improve their personal designs for a birthday cake and extend these further using paper plates and a good range of collage materials to represent their ideas. When making fruit salad and sandwiches in Year 2, they acquire a growing awareness of health and hygiene. Year 2 pupils make good links with the multi-faith aspect of the religious education programme when creating a variety of artefacts celebrating the Divali Festival. When experimenting with a variety of materials and tools, pupils' techniques improve and they demonstrate increasing accuracy and attention to detail.

18. Pupils are well motivated and are interested in work related to design and technology. They co-operate well, sharing materials such as glue, fasteners, card and fabrics. Behaviour is good in all lessons and pupils concentrate and focus on tasks well. Most pupils contribute actively to class discussions regarding possible designs and use of materials. They are interested in the work of other pupils, for example, when positively commenting on finished designs for crowns in Year 1.

19. The quality of teaching is sound. Teachers plan lessons effectively linking them well to current topics. They have a secure knowledge base and ensure a wide range of materials is available for pupils to use. These factors have a good effect upon the progress pupils make. Lessons are characterised by a busy workshop atmosphere and teachers are well supported by classroom assistants and volunteer parents.

History and geography

20. No lessons were seen in either history or geography. However, from a scrutiny of planning and pupils' work, the quality of teaching is at least satisfactory with good features. From talking with pupils and looking at their written work, pupils make sound progress in both subjects. There have been improvements in both subjects since the last inspection. Planning for both now provides a structure that builds appropriately on what has been taught before. This ensures that pupils make sound progress in acquiring skills, knowledge and understanding.

21. In both history and geography, there are suitable opportunities for pupils to develop their writing skills. In history, pupils write accurate accounts, for example, of the Gunpowder Plot. Pupils in Year 2, talk knowledgeably about the main characters in the event. Higher attaining pupils understand that there was conflict between the Protestants and Roman Catholics. They explain in simple terms what their differences of opinion were. The pupils use appropriate historical language. When looking at pictures they draw sensible conclusions about whether people in the picture lived in the past or present, based on the clothing they are wearing. The pupils understand that things may change over time and they notice differences in the way people travelled long ago compared to how we travel today. Higher attaining pupils understand why we admire some people from the past and explain how the way they behaved can inspire us today. They link this to their knowledge of Grace Darling and her brave action in saving shipwrecked travellers. Pupils compare the items in Katie Morag's home with that of her Grandma. They note the differences in the appliances and utensils from the different times. This is a useful link with pupils' work in geography.

22. In geography, pupils read about Katie Morag who lives on the Isle of Struay. They compare living on an island with living in Somercotes. The pupils identify what they would like about life on an island and some of things they would miss. Pupils interpret plans and their mapping skills develop appropriately. In Year 1, pupils make simple maps and by Year 2, they include keys and symbols. They understand the difference between physical features such as hills and rivers, and those that are built by people. Teachers use visits successfully to develop pupils' understanding of their local area and to study a contrasting locality such as Matlock Bath. There are some good examples of pupils developing their writing skills. They produce travel brochures advertising the main features and events not to be missed on the visit. Pupils' written accounts are individual and extended and provide a clear picture of how the visit went.

23. In both subjects, pupils are working at levels expected for seven year olds. This is an improvement in geography, as standards were judged to be below average in the previous inspection. There is greater individuality in the work pupils complete. Teachers rely less on the use of worksheets to teach history and geography and place greater emphasis on discussion and pupils writing their own accounts. This promotes pupils' learning appropriately.

Music

24.The work seen in music is in line with standards expected for pupils of this age. This is similar to the judgement made in the last inspection.

25.By the age of seven most pupils sing in tune and are able to maintain a pulse when clapping to accompany songs. They interpret mood and character when playing percussion instruments, for example, in a religious education lesson in Year 2 when following the story of Rama and Sita. They compose simple musical arrangements to illustrate parts of the story appropriately. Pupils know a good range of songs, which they sing from memory in assemblies and singing lessons.

26.Music enhances work well in literacy and mathematics in the reception/Year 1 classes with counting songs and nursery rhymes. Pupils listen to a wide range of music in class and assemblies. For example during the week of the inspection brass music was in focus and listening to, and seeing, real instruments develops their musical knowledge and understanding well. The new published scheme in use in the school covers an appropriate range of musical styles and music from a variety of countries is featured, expanding appreciation of different cultural styles. Pupils in Year 2 successfully name a good range of percussion instruments which they regularly use to describe different noises and sounds. Younger pupils try out simple rhythms using their own and other pupil's names.

27.Progress in music is generally satisfactory and often good. Pupils make good progress in their ability to sing in tune. They progress well in their knowledge of pitch and tempo. When working in a group or part of a class lesson they learn to interpret the work of other pupils and time their own contributions effectively. Pupils who take part in the lunchtime choir and recorder clubs make good progress in their singing and performance skills.

28.Pupils have positive attitudes to music and enjoy performing. They respond well to teacher guidance and demonstrate good control of their instruments waiting their turn to contribute to the class work. The behaviour of most pupils in class lessons and when singing in a large group is good. They pay close attention and try hard to learn new songs.

29.The teaching of music in the lessons is good. Teachers' planning is thorough and they show good knowledge and understanding of the subject. The structure of the scheme gives all teachers the confidence to tackle a range of musical activities. A good variety of taped music extends musical knowledge and pupils' own compositions are recorded and used well to improve performance. In singing lessons, a good balance is achieved between teachers working with pupils to improve performance, whilst maintaining the flow to ensure enjoyment in singing. Pupils benefit from opportunities to perform for parents in class assemblies and when celebrating festivals such as Christmas and Harvest. Staff support and encourage pupils, including those with special educational needs well.

Physical education

30.Three lessons were seen in physical education covering the required elements of gymnastics, games and dance. On the basis of these lessons and teachers' planning, the work seen is as expected for pupils' age and the progress of all pupils, including those who have special needs, is satisfactory across the range of activities. The quality of teaching is satisfactory.

31.In a Year 1 dance lesson, most pupils controlled and co-ordinated movements well and responded imaginatively to the speed and mood of music. The good subject knowledge of the teacher, her pleasant and enthusiastic manner and the very good pace and progression of activities enabled the pupils to advance well in developing control and balance and in responding enthusiastically to the music. In a Year

2 games lesson pupils developed good basketball skills and bounced a ball with good control and technique. The effective use of the expertise of a coach in a previous lesson was used well by the teacher to consolidate the correct skills. The teacher's enthusiasm transmitted well to the pupils and had a good effect on their response and progress. In a Year 1 gymnastics lesson all pupils treated the equipment with care and paid due attention to safety aspects. They enjoyed the activities and were developing a sound understanding of how the heart is affected by vigorous activity. Clear instructions and demonstrations from the teacher had a good effect on the progress made by the pupils. They moved around the available space confidently and showed sound control of their bodies when running, hopping and skipping.

32.Planning is securely based on a published scheme of work which gives uniformity to the organisation of lessons. For example, all lessons have an appropriate structure, beginning with a warm up activity, followed by a skill development session and closing cool down session. Little time is wasted changing and moving to the working space. In common with most infant schools, there were no after school sports clubs available for the pupils at the time of the inspection. Access to two halls, good exterior space and good resources impact well on attainment and progress. However, the time allocated to the subject is less than normally found. All aspects of the subject are planned and covered, but time constraints make it difficult to ensure that each aspect is sufficiently developed from year to year.

131. PART C: INSPECTION DATA

Summary of inspection evidence

132. The inspection was carried out by a team of 4 inspectors over 4 days.

- During the period of the inspection, 45 lessons or part lessons were observed, adding up to a total of just over 36 hours.
- Inspectors attended school assemblies and registration periods in all year groups.
- Samples of pupils' work were examined for each class for the current and previous academic year.
- A comprehensive range of school documentation including the school development plan, teachers' records, all curriculum planning documents, the records kept on pupils, sample reports sent to parents and the school register were inspected.
- In each class, inspectors listened to a sample of pupils read. Pupils were examined in their mathematical knowledge.
- Discussions were held with members of staff, governors, pupils, parents and administrative assistant.
- A parents' meeting held prior to the inspection was attended by 4 parents, at which they expressed their views about the work of the school.
- The responses to the 56 questionnaires completed by parents were taken into account during the inspection.
- The budget figures and the most recent audit report were examined.

1. Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y2	162	4	48	41
Nursery Unit	39	0	13	0

TEACHERS AND CLASSES

Qualified teachers (YR - Y2)

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

7
23.14

Education support staff (YR - Y2)

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

3
86

Qualified teachers (Nursery unit)

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

1
39

Education support staff (Nursery unit)

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

2
65

Average class size:

27

FINANCIAL DATA

Financial year:

1998/1999

	£
Total income	259,498
Total expenditure	276,974
Expenditure per pupil	1,601
Balance brought forward from previous year	23,388
Balance carried forward to next year	5,912

PARENTAL SURVEY

Number of questionnaires sent out:

170

Number of questionnaires returned:

56

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	32	64	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	39	54	2	3	2
The school handles complaints from parents well	13	60	11	14	2
The school gives me a clear understanding of what is taught	26	65	5	4	0
The school keeps me well informed about my child(ren)'s progress	27	62	4	7	0
The school enables my child(ren) to achieve a good standard of work	32	62	6	0	0
The school encourages children to get involved in more than just their daily lessons	35	52	11	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	16	73	7	4	0
The school's values and attitudes have a positive effect on my child(ren)	29	66	2	3	0
The school achieves high standards of good behaviour	24	65	7	4	0
My child(ren) like(s) school	52	46	2	0	0