

INSPECTION REPORT

Studfall Infant School

Corby

LEA area: Northamptonshire

Unique Reference Number: 121810

Headteacher: Mrs A Brinkman

Reporting inspector: Mr John Messer

Dates of inspection: 13th - 17th September 1999

Under OFSTED contract number: 707656

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
Type of control:	County
Age range of pupils:	3 -7 years
Gender of pupils:	Mixed
School address:	Rowlett Road Corby Northants NN17 2BP
Telephone number:	01536 203524
Fax number:	01536 408242
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Nancy Galloway
Date of previous inspection:	February 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
John Messer, RgI	Art Equal opportunities	Attainment and progress Teaching Leadership and management
John Baker, Lay Inspector		Attitudes, behaviour and personal development Attendance Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and the community
Kay Cornish	Special educational needs Mathematics Geography History	
Catherine Davey	Under fives English Religious education	The curriculum and assessment
Christine Richardson	Design and technology Music Physical education	
Paul Whittaker	Science Information technology	Staffing, accommodation and learning resources The efficiency of the school

The inspection contractor was:

Quality Assurance Associates Ltd
Herringston Barn
Herringston
Dorchester
Dorset DT2 9PU
Tel: 01305 251591

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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MAIN FINDINGS

What the school does well

- The teaching of information technology is very good and pupils make very good progress.
- The teaching of English, science, history, art, music and physical education is good and pupils make good progress in their lessons in these subjects.
- The headteacher, the deputy headteacher, senior managers and governors work effectively together and provide strong leadership.
- Generally subject co-ordinators develop their subjects well.
- The significant proportion of good and very good teaching is a strength of the school. Over a quarter of teaching in Key Stage 1 is very good.

Learning support assistants have a positive impact upon the quality of education which the school provides.

Provision for pupils with special educational needs is very good and pupils make good progress.

Financial planning and control are very good.

The special provision for pupils with moderate and severe learning difficulties is excellent.

Where the school has weaknesses

Planning for the under fives does not promote consistent progress for all pupils.

There are inconsistencies in the quality of teaching that lead to uneven progress and the school lacks clear criteria to check quality.

The success criteria in the school development plan do not always describe how initiatives will be evaluated in terms of their effect upon pupils' progress and attainment.

What the school does well far outweighs the weaknesses. The weaknesses 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 the weaknesses pointed out in its last inspection in 1996 and is better than it was. The quality of teaching in the reception classes has improved. Extra support has been provided to raise standards successfully for higher attaining pupils. Co-ordinators now monitor and evaluate the work in their subjects. The quality of the school's development planning has improved and clear priorities for improvement have been established. There are now policies and schemes of work for all subjects. Resources are now used more efficiently and the school is well placed to make further improvements.

Standards in subjects

This table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

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

This information shows that when compared with all schools, and when compared with schools which have pupils from similar social backgrounds, standards are average in reading and writing. In mathematics standards are average when compared with all schools but below average when compared with similar schools. Comparisons do not, however, take account of the high number of pupils in this school who have special

educational needs or those who have special provision to support their learning difficulties. If the pupils for whom special provision is designated were not included in the comparisons then standards in mathematics would also be average when compared with similar schools.

By the time they leave the school pupils attain standards in science which are in line with national expectations of seven-year-olds and in information technology most pupils attain standards which exceed expectations. Standards in religious education are in line with the expectations described in the Locally Agreed Syllabus. Good work was seen in history and physical education. By the age of five most children do well in the creative area of learning as well as in physical and personal development though most do not achieve the results expected of five-year-olds in language and literacy, the mathematical area of learning or in their knowledge and understanding of the world.

Quality of teaching

Teaching in:	Under 5	5 – 7 years
English	satisfactory	good
Mathematics	satisfactory	satisfactory
Science		good
Information technology		very good
Religious education		satisfactory
Other subjects	satisfactory	good

Teaching is at least satisfactory in 99 per cent of lessons. In well over a half of lessons, 57 per cent, teaching is good and in very nearly a fifth, 19 per cent, it is very good. There are some inconsistencies in the quality of teaching across the school.

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	Consistently good throughout the school. Pupils work and play happily together.
Attendance	Broadly satisfactory although unauthorised absence is above the national average.
Ethos*	Good. Pupils are keen and interested in their work. The school strives to improve standards. Relationships throughout the school are good.
Leadership and management	Good. The headteacher, the deputy headteacher, senior managers and governors work together to give clear direction to the work of the school.
Curriculum	Good. The school provides a wide range of activities within a broad and balanced curriculum.
Pupils with special educational needs	Very good provision is made for pupils with special educational needs. The provision for pupils in the area who have moderate or severe learning difficulties is excellent.
Spiritual, moral, social & cultural development	Moral and social development are good. Spiritual and cultural development are satisfactory.
Staffing, resources and accommodation	Good overall. Classrooms are mostly spacious and there are many additional teaching areas for teaching small groups of pupils. A very good number of

	support assistants.
Value for money	Good.

**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"> • Their children enjoy going to school. • The school encourages parents to play an active part in its life. • The school gives a clear picture of what is taught. • The school promotes good attitudes and values which they share. • Pleased with work children are expected to do at home. • Pleased with the standards which children achieve. 	<ul style="list-style-type: none"> • Some parents are not happy with the amount of

Inspectors agree with parents' positive views. Inspection findings show that parents are given good information about their children's progress.

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KEY ISSUES FOR ACTION

In order to improve standards further the headteacher, staff and governing body should:

- I. Develop a detailed planning framework designed to promote continuity of learning for the under fives. (paragraphs 24, 83,91)
- II. Ensure that the success criteria which are built into the school development plan describe more clearly how improvements will be evaluated in terms of their effect upon standards attained. (paragraph 64)
- III. Introduce and monitor a teaching and learning policy which clearly identifies the criteria required to ensure greater consistency in the quality of teaching. (paragraphs 63,100,109)

Other less significant weaknesses which the school should tackle:

- IV. Ensure that the whole school policy for mathematics includes the full and effective implementation of the National Numeracy Strategy. (paragraphs 109)
- V. Introduce more stimulating activities for all classes and improve the pace of learning. (paragraphs 90,98)
- VI. Further develop opportunities to share the high quality teaching in the school throughout all classes. (paragraphs 63)

INTRODUCTION

Characteristics of the school

1. This large infant school, which is situated on the outskirts of Corby in Northamptonshire, admits boys and girls aged between three and seven years old. There are currently 320 full time pupils on roll, although at the time of the inspection, very early in the school year, the reception children were attending on a part-time basis for the first half of the autumn term. There is an equal number of boys and girls and they are taught in twelve classes in the main school. Nearly all children in the four reception classes are under five years old and there are a further 81 children who are under five in the nursery unit. Children in the nursery attend on a part-time basis, either in the morning or in the afternoon, before moving into the main school at the beginning of the academic year in which their fifth birthday falls. The school admits children into the four reception classes from its own nursery and from other nursery classes and pre-school playgroups. A significant minority of children who enter the reception classes have no experience of organised pre-school provision. The school nursery is over-subscribed and, when places become available, children are admitted according to their position on the waiting list. The school admits children to its reception classes according to whether they have brothers or sisters in the school and how close they live to the school. Most pupils live in close proximity to the school but a very small minority, around 3 per cent, come from outside the immediate area as a result of parental choice.
2. The school has designated provision for up to 21 pupils in the area with moderate to severe learning difficulties, communication disorders, developmental delay, speech and language delay or hearing impairment. Currently 17 pupils have statements of special educational need. They are fully integrated into classes and into the life of the school. The school has identified a further 57 pupils who are currently on the register of special educational needs because they need some extra learning support. The proportion of full-time pupils currently on the special educational needs register, 23 per cent, is above the national average and the proportion of pupils with statements of special need, 5.3 per cent, is well above average.
3. Attainment on entry to the school is below average. Around 16 per cent of pupils are entitled to free school meals which is broadly in line with the national average. Very few pupils are from ethnic minority backgrounds and two are from homes where English is spoken as an additional language. The composition of the school has changed little since the last inspection but there are now fewer pupils admitted from outside the immediate area. Pupils leave the school at the end of Year 2 when nearly all transfer to the nearby junior school.
4. The school seeks to provide pupils with firm foundations for future education and for citizenship. It aims to create an environment which is happy, caring and secure and which is tolerant, disciplined, stimulating and purposeful. It promotes the spiritual, moral, cultural, mental and physical development of pupils. The school is committed to teaching attitudes, skills, concepts and knowledge appropriate to the individual by providing educational experiences which draw from the best of both traditional and modern approaches. It aims to meet the needs of all its children across the range of learning abilities by providing support and encouragement for all pupils to achieve their potential. The school values all people whatever their race, religion, gender or ability.
5. The school's main curricular aims, as described in the school development plan, are to introduce and implement the National Numeracy Strategy, to develop information technology across the curriculum, to review the curriculum for the early years and the policy for health education and to develop drama. The

school, in liaison with the local education authority, has set targets for improving pupils' attainment in reading, writing and mathematics. By 2001 it aims to ensure that in the National Curriculum tests 84 per cent of pupils attain at least Level 2 in reading, 92 per cent in writing and 87 per cent in mathematics. These targets will be reviewed as the school gathers more information on the differing strengths in each cohort of pupils due to take the tests.

5.

5. **Key indicators**

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	63	56	119

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	49	58	56
	Girls	45	48	45
	Total	94	106	101
Percentage at NC Level 2 or above	School	79 (83)	89 (88)	85 (82)
	National	80 (80)	81 (80)	84 (85)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	55	54	54
	Girls	47	47	45
	Total	102	101	99
Percentage at NC Level 2 or above	School	86 (81)	85 (96)	83 (90)
	National	81 (80)	85 (84)	86 (85)

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

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
Authorised	School		5.7
	National comparative data		5.7
Unauthorised	School		0.8
	National comparative data		0.5

5.

5. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
Fixed period		0
Permanent		0

5. Quality of teaching

Percentage of teaching observed which is:		%
Very good or better		19
Satisfactory or better		99
Less than satisfactory		1

5. PART A: ASPECTS OF THE SCHOOL

5. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

5. Attainment and progress

1. In the 1998 National Curriculum tests for seven year olds, the proportion of pupils who attained at least the national target of Level 2 was above average in writing and close to the national average in reading

and mathematics. The proportion who attained the higher Level 3 standard was above the national average in reading and close to the national average in writing and mathematics. In the teacher assessment of science, pupils' results were below the national average. A significant proportion of pupils who took the tests and assessments, 8 per cent, have special provision to support their learning difficulties and this factor tends to lower the school's comparative results. The results of the tests in 1999 are similar to those in 1998 but significantly fewer pupils attained the higher Level 3 standard as the group of pupils which took the tests contained fewer higher attaining pupils than in previous years. Variations in the proportion of pupils with special educational needs in each cohort makes it difficult to compare the performance of consecutive years but since 1996 standards have remained very close to national averages in reading, writing and mathematics. When compared with all schools, pupils' standards of attainment in the National Curriculum tests in 1998 were average in reading, writing and mathematics. When compared with schools which have pupils from similar backgrounds, the school's results in 1998 were average in reading and writing and below average in mathematics.

2. Inspection findings largely reflect test results. Inspection evidence shows that by the end of Key Stage 1, pupils attain standards which are in line with expectations of seven year olds in English, mathematics and science. Standards in information technology exceed expectations. Standards in religious education are in line with the expectations described in the Locally Agreed Syllabus. Good work was seen in history and in physical education. Standards across the classes in each year group are uneven; in parallel classes standards are higher in mathematics and English in one class than in another. This is partly due to the differing mix of higher and lower attaining pupils in each class and also due to variations in the quality of teaching. There is no significant difference between the attainment of boys and girls.
3. The scrutiny of children's work and an analysis of the assessments made when children first enter the nursery show that standards attained by most are below expectations for their age. A significant minority of children has poorly developed speech, restricted vocabulary and limited social skills. They make satisfactory progress in the nursery and reception classes but by the time they are five the standards attained in language and literacy, mathematical development and knowledge and understanding of the world are still below that expected of five-year-olds. By the time they are five most have attained the Desirable Learning Outcomes specified in national guidance in the creative area of learning as well as in personal, social and physical development.
4. Children who are under five make good progress in their personal and social development and by the age of five most have attained the desirable learning outcomes described in national guidance. They behave well, concentrate for increasingly extended periods of time and demonstrate a clear understanding of what is acceptable and unacceptable. They show increasing independence and co-operate well in group activities as when engaged in role-play activities in the home corner. Children make satisfactory progress in developing speaking and listening skills. From their earliest days in school they listen spellbound to stories though their ability to discuss their opinions about the stories they hear are relatively limited. They respond well to questions and follow instructions readily. Pupils understanding of language and literature is developing steadily and they make satisfactory progress but many have difficulty in expressing themselves clearly and often fail to find the words they need to describe events or experiences. They have a clear understanding of 'big' but find the concept of 'larger than' very challenging. They develop positive attitudes to books and every day they enjoy selecting books to take home. Most understand that letters represent sounds and in the reception classes they concentrate on a particular letter sound such as the letter 'c' for example when they paint the letter, model the shape in dough and paint pictures of a clever cat. Their progress in writing is satisfactory but, partly because many enter the school with very limited writing skills, few can write their name accurately by the time they enter the reception classes.
5. Children who are under five make satisfactory progress in the mathematical area of learning. They learn to count and how to sort objects by colour and later by size. Children make satisfactory progress in their knowledge and understanding of the world though opportunities are sometimes missed to extend their understanding more fully so progress is inconsistent. They have a sound knowledge of their local environment and though few can recite their address accurately, they have some understanding of times past and know that their grandparents are older than their parents. Children make generally sound and

often good progress in the creative area of learning. They select colours confidently, paint bold portraits and learn about famous artists. Pupils enjoy music and are good at distinguishing between loud and soft sounds. By the time they are five most can maintain a rhythm using untuned percussion instruments. Children make sound progress in the physical area of learning. They run with increasing control and are able to avoid bumping into each other when running in a crowded playground. They are increasingly adept at driving their tricycles at speed and steer accurately to avoid collisions. They grasp pencils and brushes correctly and are able to use them with good control. They are good at manipulating the computer's mouse and can click accurately on the required part of the screen.

6. The progress of pupils with special educational needs, and those of the Designated Special Provision, is good overall. Most of these pupils make very good progress and, by the end of Year 2, many attain the standards expected of seven-year-olds in English and mathematics because of the excellent support they receive. For most of these pupils their attainment on entry is well below expected levels so they make very good progress to attain average standards. The results of the National Curriculum tests for reading, writing and mathematics in 1998, show that the proportion of the school's pupils who do not attain the national target of Level 2 is closely in line with national figures. This is despite the fact that the number of pupils on the school's register for special educational needs is much higher than average and pupils, in the main, enter the school with levels of attainment which are below the normal expectations on entry. The school is excellent at the early identification of learning difficulties and produces individual education plans of high quality in order to improve pupils' basic skills in reading, writing and mathematics. Effective targets are also set for pupils with behavioural difficulties. Pupils with physical disabilities are well integrated and make very good progress. The very small number of pupils with English as an additional language, make very good progress across the full range of subjects.
7. The previous inspection report identified the need to raise standards to be achieved by the more able pupils. Since then a great deal of care and time has been spent in identifying these pupils' needs with a sharper focus. Higher-attainers have their own individual education plans and receive appropriate, timetabled tuition. As a result, the standards of higher attainers, as well as those pupils with designated special needs, have risen, reflecting the excellent provision which has been made for them.
8. In Key Stage 1, overall progress is good and it is very good in a quarter of lessons. Pupils make good progress in English, mathematics and science but there are significant variations in progress from one class to another. Progress is significantly better in Year 2 than in Year 1. In information technology progress is very good. By the end of Year 2, pupils are adept, for example, at using painting programs with precision to create carefully coloured, detailed pictures. Progress is good in history, music and physical education. Progress in art is good in most lessons observed though overall throughout the key stage progress is satisfactory. Progress is sound in religious education, design and technology and geography. Progress in information technology is especially good because the school places particular emphasis on developing computer skills in a sequential, step-by-step approach. The learning support technician for information technology also plays a major role in promoting very good progress. Good progress is made in personal and social development such that by the time pupils leave the school at the age of seven they are confident in their abilities and have an appropriate degree of self assurance.
9. Very good progress is made as a result of well structured lessons where skills are developed in a progressive manner and the learning is reviewed at the end of the lesson. Such well-structured lessons were seen in several subjects but a prime example was a lesson in religious education in Year 2. Here, the learning intentions were precise and explicitly described in the lesson plan. The Ten Commandments were related to school rules and the rules by which society operates. The children expressed awe at continuous torrential rain continuing for forty days and nights. They could relate to heavy rain storms and to school rules. The atmosphere was developed with the use of rain stick and other instruments to enthral the pupils who were all totally engaged. This presentation made the lesson come alive and gripped the pupils' imaginations. Very good progress is also a result of high expectations of pupils, the development of a brisk pace in learning and in the clear, measured achievement of learning intentions. Progress is slower where activities are uninspiring and there is no clear rationale or purpose evident. In the lessons where progress is slower, lessons proceed at a slow pace and there is a lack of rigour.

10. Progress in literacy is mostly good. The structure of the daily literacy lesson helps pupils to learn specific skills in sequential progression and it helps to focus teaching on developing language skills successfully. Skills developed through literacy are applied satisfactorily in other curriculum areas, especially the ability to use non-fiction books for research purposes in history, geography and science, though overall library skills are not well advanced and pupils have little understanding of how to find specific information in the school library. Pupils write for a range of purposes and in history they wrote clear factual accounts about castles. Pupils use their skills in numeracy to construct a range of graphs, often computer generated, to show clearly such information as favourite fruits or colours of school bags. By the end of Year 2 they construct, with the help of computer programs, clear vertical and horizontal bar charts as well as pie charts. They use their skills of following a recipe and of weighing ingredients when making cinnamon cakes with a learning support assistant but evidence of this purposeful application of literacy and numeracy skills was slight. The National Numeracy Strategy has not as yet been fully implemented and skills in mental arithmetic and oral work are still under-developed. Teachers are awaiting further training in the introduction of the National Numeracy Strategy.
11. The generally sound progress made in English, mathematics and science at the time of the last inspection has improved. The satisfactory standards found in 1996 in English, mathematics and science have been maintained. Standards in information technology are much better than at the time of the last inspection Progress in history and music has improved. The generally good teaching leads to mostly good progress. The school is well placed to maintain standards and to make some further improvements on the standards it currently achieves.
16. **Attitudes, behaviour and personal development**
12. Pupils' attitudes to learning are good and they enjoy their work, which makes a positive contribution to their attainment and progress. They are attentive, keen to answer questions and undertake tasks enthusiastically. Powers of concentration are good overall and most pupils sustain interest in their work. Most take a pride in their work and are keen to succeed. Pupils work well together in lessons and willingly take turns, for example, when using computers in information technology lessons.
13. Behaviour is good in the classroom, in assembly and when moving around the school. Pupils are aware of the high standards of behaviour expected and respond well to discipline which creates an orderly environment conducive to learning. In the playground behaviour is also good with all playing happily together. There is some boisterous play amongst boys but no signs of aggression. There have been no exclusions in the past year and the exclusion rate is static.
14. Relationships between pupils are good and they show respect for and listen to others. Relationships between pupils and staff are also good and pupils feel secure in their relationships with other adults as well as showing them respect.
15. Pupils care for their local environment, keeping the school mainly litter free and show respect for the school's resources and other people's property. Pupils willingly take on increasing responsibilities as they progress through the school which contributes positively to their personal development. These range from tidying up after themselves in Reception, carrying out responsibilities in their teaching groups in Year 1 and carrying out whole class duties in Year 2. Pupils take part in class assemblies and discuss and agree class rules which also contribute to their personal development.
16. Since the last inspection good attitudes to learning, good behaviour and good relationships between pupils and pupils and staff have been maintained. Taking on responsibilities is continuing to help pupils' personal development which is now satisfactory. The attitudes of pupils with special educational needs are generally equally positive in response to lessons. They are well integrated into all aspects of school life. Pupils respond well to praise and encouragement given by staff and have good relationships with adults and other pupils. The integration of special educational needs pupils in the lessons is good as the school promotes a high priority of tolerance towards individuals with special educational needs.

These pupils are respected and their successes are celebrated well.

Attendance

17. Attendance is broadly satisfactory although unauthorised absence is above the national average. Nearly all pupils, including those with special educational needs, arrive punctually and lessons begin on time. These factors have a positive effect on attainment and progress. Registers are completed in accordance with statutory requirements. Attendance has improved since the last inspection but unauthorised absence is still above the national average.

22. **QUALITY OF EDUCATION PROVIDED**

22. **Teaching**

18. Overall the quality of teaching is good. It is at least sound in nearly all lessons; it is good or better in just over two thirds of lessons and in very nearly a fifth of lessons it is very good. Unsatisfactory teaching is rare and only one unsatisfactory lesson was seen out of a total of 114. The substantial proportion of good and very good teaching is a strength of the school and is reflected in pupils' attainment and progress. Teachers and learning support staff are hard working and conscientious. Progress is uneven between classes as a result in a lack of consistency in the quality of teaching across the school. There is a significantly greater proportion of high quality teaching in Year 2 than in the rest of the school. Teaching is better than at the time of the last inspection when 17 per cent was unsatisfactory and just over a third of the teaching was good. Some of the weaknesses highlighted at the time of the last inspection have not been fully resolved. Sometimes the pace of lessons is too slow and on some occasions there is still insufficient direct teacher intervention. The good work of the learning support assistants is an important factor in many lessons. Working in close collaboration with teachers they assist individuals and groups of pupils and make a significant contribution to their progress.
19. Teaching for the under-fives in the nursery is always at least sound and in a third of lessons it is good. Teaching of each of the areas of learning specified in national guidance is satisfactory and the teaching of personal and social development is good. Relationships are warm and friendly and children are offered a wide range of varied tasks. The nursery nurses support learning opportunities for children and maintain good levels of supervision. Children are well managed and from their earliest days in school the youngest children are encouraged to collect for themselves the materials and tools they need and to put them away after use. A good start is made on encouraging independent patterns of learning. Classroom routines are becoming well established and are consistently reinforced. Teachers have regard for the desirable learning outcomes specified in national guidance and the curriculum for the under-fives encompasses the recommended six areas of learning but there is as yet no detailed planning framework to promote continuity and progression in learning for the under-fives. Great care is taken to settle children happily and securely in school and the promotion of social and personal development is good. The good teaching is based upon a sound understanding of the social needs of young children and generally the teacher and nursery nurses have a sound understanding of the nursery curriculum.
20. Teaching for the older under-fives in the reception classes is sound in three quarters of lessons and good in a quarter. Teachers' preparation of lessons is thorough and pupils are well managed. Teachers possess a sound understanding of what they are expected to teach but the complete range of skills, knowledge and understanding to be developed in the under-fives curriculum is not set out in a detailed planning framework to promote continuity from the start of schooling in the nursery to the commencement of National Curriculum studies. Whilst teaching is always at least satisfactory, there is a proportion of teaching which is less effective. Teaching is less effective where the pace of learning is too slow and this is related to expectations of what can be achieved in a given time being too low. Lessons are invariably well prepared and an appropriate range of activities are offered but teachers sometimes then adopt a supervisory role rather than engaging effectively in children's learning. This is often due to weaknesses in daily planning which does not always describe with precision the skills, knowledge and understanding which will be taught. Teachers use sound questioning strategies to assess pupils'

understanding and to encourage their participation.

21. Teaching for five to seven year olds is almost always at least sound; in just over two thirds of lessons it is good or better and in over a quarter it is very good. The substantial proportion of good and very good teaching, represents a particular strength as it promotes good and very good progress. The one unsatisfactory lesson, in information technology, was largely due to a lack of effective teacher intervention and unsatisfactory expectations of pupils' performance. The quality of teaching in Year 1 follows a different pattern from that in Year 2 where the proportion of very good teaching is much higher. This indicates some inconsistency of teaching between year groups. Good teaching was seen in all subjects and examples of very good teaching was seen in English, mathematics, science, history, information technology, physical education and religious education. In the best lessons teachers gave clear precise instructions so that pupils were in no doubt about what was expected of them, stimulating activities were provided and the teachers had a clear idea of what they were seeking to teach. Such effective teaching was seen in science lessons in Year 2 for example, when pupils were studying sound. Pupils were required to listen to taped sounds, to analyse and identify them, to note similarities and differences, to classify them using Venn diagrams and describe their observations using appropriate vocabulary. Here teaching was enhanced by the teachers' good subject knowledge and the pupils rose to the demanding challenges presented. The lessons built upon the work completed in previous lessons which the teachers had evaluated carefully to ensure a continuity in pupils' learning. In the most effective lessons expectations of behaviour and performance are high. Teaching was enhanced where precise learning intentions for each ability group were described in daily planning. In the less effective teaching the pace of lessons slowed the amount of progress which pupils could make and not enough was expected of all pupils. Teaching failed to engage pupils' attention where activities were uninspiring and there was no attempt to share the learning objectives with pupils.
22. Across the school very good teaching is characterised by thorough preparation of lessons and precise planning which includes details of how work will be matched to pupils' widely varying needs. Lesson planning is inconsistent throughout the school. It sometimes details the activities to be pursued rather than what skills, knowledge and understanding are to be developed in each session. The best plans include precisely what it is intended that pupils will learn during the session together with how the degree of progress will be evaluated. Teachers possess good knowledge of subjects and a sound understanding of how children learn best. Praise and encouragement are usually coupled with suggestions as to how work might be further improved. Teachers are caring and relationships between teachers and pupils are generally positive. A good rapport, based upon mutual respect, is developed. The marking of pupils' work is mostly thorough and the best gives them an indication of how they might develop and improve their work. Pupils take reading books home regularly and some homework is set in mathematics and spelling, as well as in other subjects when appropriate. This extra practice helps to maintain standards.
23. Good teaching was seen in English where the National Literacy Strategy is having a positive effect on the progress pupils are making in reading, writing, spelling and most significantly in their understanding of the structure of language and their ability to remember the technical terms to describe features of language. The literacy hour includes a good discussion period at the end of the lesson which is used well to consolidate pupils' learning and to determine how successfully they have understood what has been taught. This strategy is employed effectively in other subjects when teachers bring the class together to assess how successful the lesson has been and to check on progress and understanding. The teaching of mathematics is more erratic and the new National Numeracy Strategy has not yet been fully implemented.
24. The teaching of pupils with special educational needs is very good. Tasks are very well adapted to suit pupils' particular needs. Support assistants work in close collaboration with the teachers and the co-ordinator for special educational needs. They make an excellent contribution to the quality of teaching for pupils with special needs within the classroom and occasionally when these pupils are taken out of the classroom. The co-ordinator involves the classroom teachers and assistants in the planning and review of individual education plans, which are detailed, informative and updated regularly. The progress of pupils on the register of special educational needs and those in the Designated Special

Provision, is carefully monitored. Useful records are kept which help to inform future learning plans.

The curriculum and assessment

25. The curriculum provided for the under-fives is satisfactory and it is good for pupils in Key Stage 1. The school has worked hard to address most of the issues raised following the last inspection. There are now curriculum policies and schemes of work in place for all National Curriculum subjects. There is adequate time allocation to teach all subjects to the required depth, including information technology, and composition in music. Planning now takes good account of the needs of the more able, and co-ordinators are more fully involved in the monitoring and evaluation of their subject. Planning and co-ordination for the under-fives is underdeveloped. Assessment of pupils' work across the school is more effective, and portfolios of pupils' work are now dated and annotated. Assessment is now used more effectively to determine progress and set future targets.
26. The curriculum is broad and balanced and provides a good range of activities. Statutory requirements regarding the teaching of the National Curriculum and religious education, including acts of worship, are being met. The school is taking steps to address the imbalance which has occurred since the implementation of the literacy and numeracy hours. Staff have worked hard to implement the literacy hour successfully. Implementation of the National Numeracy Strategy is in need of further development.
27. Parents are appropriately informed of their right to withdraw pupils from religious education and sex education. Environmental education is integrated into teachers' planning and the teaching of personal, social and health education, including drugs education, is effectively incorporated into subjects across the curriculum, including science. Circle time, a special session where pupils gather together to discuss important issues, is beginning to be used effectively to promote personal and social development.
28. Following recommendations arising from the last inspection, the curriculum for the under-fives is more relevant to children's needs. Reception class teachers now plan work together to promote consistency and the nursery teacher attends these planning meetings. Desirable outcomes for learning are incorporated into planning but there is no overall, cohesive curriculum plan to guide teachers in specifically what to teach and how and when to teach it. This means that skills, knowledge and understanding for children under five are not developed systematically and some opportunities to enhance progress are missed. Planning of the curriculum for the under-fives is unsatisfactory but the school is addressing this as a matter of priority and has already drawn up an action plan.
29. Curriculum planning for pupils in Key Stage 1 is good. Weekly and longer term planning is effective and takes place regularly throughout the school and takes good account of pupils' needs. Occasionally daily planning lacks a clear focus on precisely what skills and knowledge are to be taught. Teachers plan work together to promote consistency, and the senior management team, together with co-ordinators and governors, monitor plans and observe lessons. Although strengths are clearly identified following lesson observations, there is not always appropriate emphasis on weaknesses in order to improve. The monitoring of lessons in literacy, however, is proving effective in improving the quality of both teaching and learning. Detailed schemes of work are successfully incorporated into long-term planning and published schemes, in physical education for example, are providing support for teachers and are modified to suit the needs of the school. Effective systems are in place for the passing on of information to encourage a cumulative approach in learning.
30. The curriculum is enhanced by a range of extra curricular activities. These include visits to local places of interest such as Rockingham Castle. Good use is made of the local community and pupils take part in a music festival along with other local schools. Pupils participate in activities such as country dancing, and visitors, such as authors and musicians, further enrich provision.
31. All pupils have full access to the curriculum. Pupils with special educational needs are very well integrated and other pupils are supportive of those with disability. The co-ordinator for the higher

attaining pupils monitors their progress and provision is made to provide them with activities which ensure that they make appropriate progress. The school monitors the progress of boys compared to girls but has not as yet found that there are any significant differences.

32. The policy for special educational needs is detailed, clear and comprehensive. The policy also includes provision for the more able children. All requirements of the Code of Practice are met in the curriculum for pupils with special educational needs. Pupils receive a broad, balanced curriculum with work which is well matched to their own individual needs. Pupils' individual education plans are of a very high quality. They contain dates for review and targets for each term; the targets are modified as the year progresses in line with pupils' development. This year, no pupils have the need for help with 'signing' to overcome hearing difficulties. However, the curriculum is planned accordingly with adequate resourcing should this specific need arise. Outside agencies are closely involved if pupils need specific assessments in order to help in planning their programme of activities. For example, the speech therapist for the local National Health Trust works regularly at the school, providing a planned programme for pupils with speech problems. The assessment of pupils' progress is carefully analysed so that new targets fully meet their needs. All pupils have full access to the curriculum of the school and of the National Curriculum.
33. Assessment procedures for the under-fives are satisfactory and are good for Key Stage 1. The use of assessment to inform planning is satisfactory throughout. Very good induction procedures, including home visits, before children enter the nursery or for new children due to enter the reception classes, means that teachers already have an overview of new entrants from the start. All classes keep pieces of children's work and photographs of what children can do, and teachers produce a comprehensive end of year report for parents, which gives an overview of what the child has achieved. Nevertheless, there are no detailed records to measure the progress which children have made in achieving the learning objectives for the under-fives. Baseline assessments for children in reception classes were taking place at the time of the inspection. The school uses the information from these assessments to place pupils in appropriate learning groups as well as a point from which progress can be monitored.
34. Carefully annotated pieces of work for National Curriculum subjects are kept and all pupils, including children in reception classes, have individual record books for National Curriculum subjects. Progress in phonics and the acquisition of sight vocabulary is noted, and records are appropriately dated to show how much progress pupils have made. National and school tests are used effectively to monitor progress and set future work, and an assessment task for each subject is set termly throughout the school and moderated by staff. In order to support the raising of standards the school has begun to track a target group of pupils to determine progress throughout the school.
35. The day-to-day assessment of pupils' learning is generally satisfactory. Teachers use questions well to find out what pupils know and can do, and planning identifies assessment tasks. Reading books are taken home regularly and brief comments on reading progress are entered into the home/school reading record books. The marking of pupils' work is generally satisfactory though there are inconsistencies in the quality and helpfulness of teachers' marking.
40. **Pupils' spiritual, moral, social and cultural development**
36. Overall the provision for the spiritual, moral, social and cultural development is good. It is good for moral and social development and satisfactory for spiritual and cultural development. The provision for pupils' spiritual development is satisfactory and is provided through assemblies, religious education and other lessons. In assemblies and religious education lessons there are some opportunities for pupils to reflect on their feelings. The quality of the collective acts of worship is sound and they are enhanced when pupils themselves play a major part in presenting the themes to be explored.
37. The school makes good provision for the moral development of its pupils who have a clear understanding of right and wrong. Moral values are promoted strongly in assemblies and through religious education

lessons, a good example being linking the school rules with the Ten Commandments. Pupils have a good understanding of the need for rules and are involved in composing classroom codes of conduct.

38. Good provision is made for pupils' social development. Pupils throughout the school are given responsibilities appropriate to their age ranging from tidying up in the reception classes to carrying out whole class duties in Year 2. Adults are good role models and behave courteously towards each other as well as to pupils. All classes discuss and agree their own class rules and the reasons for them particularly the affect of the individual's behaviour on others. Pupils also have opportunities to take part in whole-school assemblies and opportunities to develop their awareness of citizenship through raising money for charities and sending food parcels to the elderly at Harvest Festival. The school ensures that pupils with special educational needs take a full part in the school activities, particularly in the responsibilities for assisting with everyday duties in the school. Staff encourage caring attitudes to those pupils with specific needs and problems. The school's stated aims to help all pupils are followed through in a wide range of activities.
39. Provision for cultural development is satisfactory with opportunities to learn about their culture through visits to local places of interest and the study of Christianity through religious education lessons. Other religions are also covered in religious education lessons and the school's initiative of sponsoring a young boy in an African village gives pupils the opportunity to study African life and culture including music.
40. Since the last inspection, good provision for moral and social development has been maintained. Provision for spiritual and cultural development is not as good as previously reported but is still satisfactory.

Support, guidance and pupils' welfare

41. The school provides good support and guidance to pupils on their academic progress and personal development which together with successfully promoting the general welfare and health of the pupils, have a beneficial effect on the quality of education provided. Pastoral care is the responsibility of the class teachers who, together with classroom assistants, know their pupils well, are sensitive to their pupil's needs and thus able to provide good personal support and guidance.
42. Good assessment procedures together with mostly satisfactory marking and adequate day-to-day monitoring of progress ensures that pupils are well supported and guided in their educational development which contributes positively to standards achieved.
43. Support for pupils with special educational needs is excellent overall. All staff are accessible and responsive to these pupils. The staff know their pupils well and this contributes much towards pupils' personal development and attainment. There is excellent liaison with support agencies: the educational psychologist, the educational welfare officer, the nurse, the speech therapist and advisers for hearing, sight impairment and for 'signing'. Teachers from the Support Teaching and Educational Psychology Service, support the school as well. All visit regularly and work co-operatively with staff and parents so that pupils' problems can be overcome.
44. Procedures for promoting good behaviour are good and include involving pupils in discussing and agreeing class rules. Pupils are aware of the standards of behaviour expected and generally conform to them which creates an orderly environment conducive to learning.
45. Procedures for monitoring and promoting regular attendance are good and unauthorised absence is followed up appropriately. All staff are familiar with the school's Child Protection procedures and aware of their importance. There is very good liaison with other agencies. Strong emphasis is placed on pupils' health and safety. The school is working towards the Healthy Schools silver award and personal safety is well promoted in "Keep Safe" week covering topics such as stranger danger, fire, road and water

safety. Health and safety procedures are good and the school carry out termly inspections of the premises, reporting their findings to the governing body who take appropriate action. The site supervisor is very diligent in his duties and makes a considerable contribution to pupils' safety by regularly checking the buildings and grounds looking for potential hazards such as broken glass left by intruders.

46. Since the last inspection the successful promotion of pupils' welfare, health and safety has been maintained. Support and guidance to pupils on their academic progress and personal development is now good as are procedures for promoting discipline and good behaviour and procedures for promoting good attendance.

Partnership with parents and the community

1. The school has established a satisfactory partnership with parents and the community overall which makes a positive contribution to pupils' attainment and progress. Parents find the school very approachable and are welcomed and encouraged to play an active part in the life of the school. For example, they were consulted on the home/school agreement. Comments from parents at the time of this consultation were taken into account when framing the revised behaviour policy. Parents are well informed about the school through the prospectus, frequent newsletters and other correspondence and also well informed about the curriculum through recently introduced half-termly curriculum sheets which cover information about topics, as well as literacy and numeracy.
2. The information provided to parents about their children's progress through consultation evenings is good and annual reports are satisfactory. Relationships between parents and staff are good and parents are welcome to raise issues or concerns at other times by appointment.
1. Parents are fully involved with the individual reviews of those pupils with special educational needs. At least twice a year they are consulted, and sign either interim reviews, or full annual reviews about the education and progress of their children. Following discussion with the co-ordinator, they are given very good information about the targets to help their children to improve. Parents are alerted early over any concerns which the school has over their children.
2. Parents are satisfactorily involved in their children's learning through homework, which includes a shared reading scheme as well as spellings and topic research. There is limited but much valued parental help in the classroom and good parental support on trips and visits. The school also benefits from the voluntary reading support scheme whereby trained volunteers assist with helping pupils' reading development. The Friends of Studfall Infant School organise social events and raise useful funds for the school and parents also help maintain the British Steel garden. The school is currently exploring ways of developing closer links with parents in order to develop the partnership further.
3. There are good arrangements for pupils entering the nursery and reception including induction days, parents' meetings and home visits. There is close liaison with the junior school including curriculum links, joint aims statements, and good transfer arrangements. These arrangements ensure that pupils start school happily and enjoy a smooth transfer on to their next stage of education.
4. Overall links with the community are satisfactory. There are good links with the local secondary school including Year 2 visits and Year 10 pupils undertaking work experience at Studfall. There are some links with local churches and good use is made of the area as an educational resource. The school has fostered a connection with a large publishing company based in the town but there are limited opportunities for links with local businesses and industry.
5. Since the last inspection the good relationship with parents has been maintained and they continue to be well informed about the school, the curriculum and their children's progress. Satisfactory involvement in their children's learning has been maintained but parental help in the classroom is now limited. Good links with the junior and secondary school and satisfactory links with the community have been

maintained. The quality of the content of the home-to-school diaries is satisfactory. Parents are full of praise over the quality of support for their children.

58. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

58. **Leadership and management**

6. The leadership and management of the school are good. The headteacher and her deputy work together well to give clear educational direction to the work of the school. Educational developments are rooted in a commitment to provide the good standards of educational provision and to strive to improve standards. The headteacher is given good support from the senior management team, teaching staff, learning support staff, governors and parents. Pupils' welfare and the aim of enabling all pupils to improve their standards of achievement are over-arching considerations in the school's decision making processes and this contributes to the positive ethos which is generated within the school.
7. The school's comprehensive provision for pupils with identified special educational needs is excellent. There are clear lines of responsibilities and communication. The leadership for the provision is excellent. The headteacher, with a highly qualified background in special educational needs, has rightly made the provision for these pupils a high priority. The co-ordinator works very hard with the headteacher to provide excellent management of this area to ensure that the progress of these pupils is monitored and evaluated carefully. One very effective use of her time is the support and training that is given to special needs' assistants so that their work is of a high standard. The governing body plays an important role in supporting and monitoring the provision for pupils with special educational needs. There is a very effective committee specifically for special educational needs provision, which regularly reports back to the full governing body. This committee meets often. In addition, at least three local education authority representatives meet with the school staff and the governor for special educational needs on a regular basis for monitoring purposes. A member of staff has designated responsibility for the higher attainers, which shows that the school recognises the needs of all pupils. The school ensures through its very good documentation and liaison with the receiving junior school, that the supportive foundations laid at Studfall Infants for pupils with special needs, are built upon when they leave. The school is very committed to helping all pupils, including those with special educational needs. It has provided a 'beacon of excellence' in its special educational needs provision.
8. The school's aims inform the initiatives outlined in its development plan and it has been successful in achieving these. Governors work hard to support the school. They are given able guidance by the chair of governors. Appropriate committees have been established to assist the running of the school and meetings are properly minuted. Governors have ensured that the school complies with all statutory requirements.
9. Parents are kept well informed about issues affecting the school. The school pays close attention to the views of parents. Parents have been consulted on the introduction of a home/school contract and a good agreement has been written.
10. The support and monitoring of curriculum development are good. A strength of the leadership of the school is the expertise of the curriculum co-ordinators who generally have good knowledge and understanding of the particular areas of the curriculum for which they are responsible. They are effective in promoting and developing the curriculum. The English co-ordinator, together with the headteacher and governor with responsibility for monitoring literacy, have for example, monitored and evaluated the introduction of the National Literacy Strategy by observing and commenting upon literacy hour lessons in every class. In this way they promote a continuity of approach across the school. Co-ordinators organise helpful parents' evenings where teachers explain how reading and mathematics are taught and how the National Curriculum tasks and assessments are organised. The process of self-evaluation is part of the school's ethos. The school evaluates the quality of education which it provides and is regularly seeking ways in which standards can be further improved. The monitoring of the quality

of teaching is unsatisfactory. There is no teaching and learning policy which sets out clearly the criteria against which teaching is to be measured nor the essential elements which the school considers representative of excellent teaching. It is not easy, therefore, to evaluate the quality of teaching with precision. The monitoring of teaching has not been systematically developed so that weaknesses can be clearly identified and improvements made. Teaching is monitored by the direct observation of lessons and positive, encouraging comments are made but there is rarely a clear indication of any weaknesses and precisely how these might be overcome.

11. The school has developed clear aims and a wide ranging set of agreed policies which provide good reference points to guide teachers' work. The school development plan is effective in guiding long-term strategic planning and in ensuring that resources are directed to the areas identified as priorities. The main priorities are relevant to the needs of the pupils and are aimed at improving the quality of education provided. The plan includes careful costings and deadlines for completion of specific tasks though criteria against which the school can measure its degree of success in reaching its targets are not always described precisely. The introduction of the National Numeracy Strategy, for example, is not clearly linked to criteria against which the school can evaluate the impact of this initiative in terms of its effect upon standards of attainment in mathematics. Similarly the success criteria for improving curriculum planning for the under-fives does not indicate how improvement in the standards attained will be evaluated. The success criteria for the development of information technology state that success will have been achieved when new equipment has been successfully installed rather than describing how improvements will be evaluated in terms of standards attained by pupils.
12. The issues raised in the last inspection report have been dealt with successfully. The quality of teaching in the reception classes has improved, higher attaining pupils now achieve higher standards, co-ordinators monitor and evaluate work in their subjects, the school development plan has improved, resources are used efficiently and the school has policies and schemes of work for all subjects. The effectiveness of the school's leadership and management has improved since the last inspection. The school is well placed to maintain and further improve the standards which it promotes.

Staffing, accommodation and learning resources

13. The provision for staffing, accommodation and learning resources is good and since the last inspection there have been improvements in the quality of overall provision. In particular, improvements to the accommodation have been made and additional resources, most notably for information technology, introduced in line with what was highlighted in the previous report.
14. There is a good match of the number and experience of the teachers to meet the demands of the curriculum. Teachers are appropriately qualified and they are deployed effectively with regard to the subject areas for which they assume a co-ordinating role and according to aspect, especially special educational needs. The functions of the senior management team are clearly set out and all staff have appropriate job descriptions. Teachers work very effectively as a whole-school staff team and their respective roles and responsibilities are made clear through the staff handbook.
15. The match of support staff to the demands of the curriculum is very good. They know the pupils well, work effectively with the teachers and make a valuable contribution to the progress of all pupils, especially those with special educational needs and in information technology.
16. Arrangements for the professional development of the teaching staff are good. Adequate funding is made available for the induction of teachers new to the school to allow time for them to observe and work with other teachers at Studfall and at other schools. The mentoring arrangements are very good with high quality support and guidance. Priorities in the school development plan influence very strongly the priorities for the professional development of all staff. This has had a positive impact on the quality of education, for example, in the structure for teaching the literacy strategy.

17. Teacher appraisal is in accordance with the Northamptonshire scheme and in line with statutory requirements. The process has contributed to the identification of staff development needs, although there have been few observations to date of teachers teaching. The school is, however, currently concentrating on teachers' professional development through a programme of direct observation of teaching in all classes.
18. Overall, the quality and support of staff for special educational needs are excellent. Teaching and support staff have good qualifications and training to help pupils with special needs within the whole class and in one-to-one situations. There is a very good balance of expertise in order to support all pupils with special needs, including those of 'signing' for the hearing impaired. Provision of support staff is very generous. They receive excellent training and efficient oral and written instructions so that the team of all staff for pupils with special educational needs is highly effective and impacts strongly on the progress of these pupils.
19. Areas of learning for the special educational needs pupils are generous and well planned. Much of the accommodation has been adapted to provide ideal areas for the support of individuals and small groups, such as the small colourful soft-play room containing plastic balls for crawling and jumping in, as a reward for good effort and behaviour. In addition, the school has wheelchair access. Resources for special educational needs are overall good and cater for a wide range of difficulties.
20. The school's accommodation is good. This has been enhanced by improvements since the last inspection with the provision of additional classrooms and the upgrading of the interior with, for example, new carpeting. The accommodation is adequate for the number of pupils but benefits from having several additional teaching areas such as the information technology room, a soft-play room and small rooms for withdrawal groups of pupils. Corridors are wide and allow for small groups to work there also. The points made in the last inspection report relating to the storage of dining tables and chairs in the hall, placing some limitations upon space available, and to the restrictions on the use of the library as a study skills area, because of its location in part of a corridor, still apply.
21. The accommodation for the children under five is generous in terms of space both indoors and outside, undercover. However, the organisation and presentation of this area lacks imagination and fails to provide an appropriately stimulating environment.
22. The school grounds and outside play areas are of a good size. They include a well-maintained garden area, a pond which is suitably fenced off and several trees which together afford a stimulating environment and valuable learning resource. The school's accommodation, indoors and outside, is well maintained.
23. The school has a good level of resources for the effective delivery of the curriculum. Curriculum co-ordinators play a key part in ensuring that there is adequate provision of resources for the teaching of their subjects. Resources for information technology have been improved since the last inspection and there is now a good range of hardware and programs. Resources are generally in good condition, well deployed and stored appropriately for ready access by pupils and teachers.

The efficiency of the school

24. The quality of financial planning is very good. The school budgets very systematically for new and well-focused expenditure and does not rely solely on previous patterns. The planning process involves the school's finance and personnel committee receiving a draft budget from the headteacher, devised in relation to the priorities in the school development plan. The committee finalises the budget before its adoption by the governing body. Planning ahead for the coming year is done in the context of projected income for the coming three years, based on anticipated pupil numbers. The school is alert to the projected decline in numbers and prudently identifies a carry forward figure for this and the next two years. Curriculum co-ordinators, as budget holders for their subjects, evaluate spending annually in terms of its contribution to raising standards. The finance and personnel committee monitors spending

very closely. It receives monthly budget monitoring statements and, as necessary, makes adjustments to further proposed spending.

25. Teaching and support staff are very efficiently and effectively deployed according to their expertise and the school's identified needs. Appropriate in-service training and development ensures that the teachers' expertise is maintained at a high level. The additional funding for pupils with special educational needs is very effectively allocated to provide inclusive education of a very high order. Caretaking, cleaning and midday supervisory staff are effective in the discharge of their responsibilities and contribute positively to the overall smooth running of the school.
26. Efficient use is generally made of accommodation and learning resources across the curriculum. Whilst accommodation is generally used satisfactorily, teaching areas for the children under five are not always organised imaginatively to bring about effective learning.
27. The school administers its own finances, essentially through the senior administration officer. The process is very efficient and uses the minimum of senior staff time. The quality of information made available to the headteacher and the governing body is very good and finances are kept in very good order. The day-to-day organisation and administration of the school is very good and gives high quality support to the teachers and the efficient running of the school.
28. There is very good use of staffing and resources for the pupils identified in need of extra support. This section of the school is highly efficient. The funds received by the school for the designated special provision are efficiently used with spending on professional development suitably focused and monitored. Most of the funds are used on staffing for these pupils so that they have steady support throughout the day.
29. The socio-economic circumstances of the pupils and the attainment on entry to schooling is low; pupils' attainment at the end of Key Stage 1 is in line with the national average and both the progress made and the pupils' attitudes are good; the quality of education, particularly the teaching, is good and the unit cost for a school of this type is low. The school has made some significant improvements since the last inspection. Given these factors Studfall Infant School provides good value for money.

82. PART B: CURRICULUM AREAS AND SUBJECTS

82. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

1. At the time of the inspection there were one hundred and eighty one children accommodated in the nursery and four reception classes. At the beginning of the inspection the nursery children were still being admitted and had only been in school for two half-day sessions. Children in the reception classes were attending either morning or afternoon sessions during the settling in period prior to full time schooling. Children enter school with levels of attainment which are below that expected for the age group. The early assessment of children's achievements soon after they start school helps to identify those who may require extra learning support. Children make good progress in developing their social and personal skills and make satisfactory progress in all other areas of learning. The school lacks a comprehensive curriculum policy and scheme to support the learning of children under five and this limits the progress that children are able to make. Children with special educational needs make good progress because they are supported well and their needs are being met.

Personal and social development

2. The teaching of personal and social development is good. By the age of five most have attained the recommended desirable learning outcomes. Younger children are encouraged to sustain concentration during stories, singing and movement and teachers make these lessons interesting. They persevere with tasks such as bead threading and painting, and play happily with their peers. They take turns fairly, as in role play when being the shopkeeper in the class cafe. When their curiosity is aroused by stimulating activities children respond with joy and delight. They display caring attitudes to one another as was demonstrated when a child fell and hurt himself during a climbing activity. In developing their independence skills younger children decide which colour paint to choose or which book to take home from the library, whilst older children dress and undress themselves with increasing skill and listen attentively to instructions and follow them willingly. Teachers' expectations of behaviour are good. Children are made aware of right and wrong from the start and the need for consideration of others and good behaviour are taught well. The very good procedures designed to help children settle happily in school, together with the good relationships which are evident between staff and children, make a major contribution to the good progress that children make in this area of their learning.

Language and literacy

3. The teaching of language and literacy is broadly satisfactory. On entry most children's attainment in language and literacy is below that expected nationally. Although they make satisfactory progress from the time they enter the nursery class until their fifth birthday, lack of stimulation in some lessons and missed opportunities to develop skills systematically means that progress is not maximised. The children's knowledge and understanding of the use of language is limited, and although children listen attentively and with good concentration to stories, songs and rhymes, there is sometimes insufficient purposeful teacher interaction in free choice activities in order to accelerate learning. Most children choose books happily and older children talk about their favourite stories and pretend to read the text. They show interest in wanting to read because books are easily accessible and plentiful. Shared reading sessions using large format 'big books' are used well and teachers use good questioning skills to extend learning. They use imaginative strategies, such as the use of puppets, to capture children's attention. The home-school reading scheme, whereby children select books to take home, is contributing to the children's interest and enjoyment of books. By the age of five children recognise a small number of words and identify some letters by their sounds. Younger children attempt to make marks on paper, in the shopping corner for example, and older children copy accurately under the teacher's writing, a few incorporating known words independently from the words they have learnt to recognise. Handwriting is legible but not yet securely formed. Classrooms do not consistently provide a word rich environment by using clear captions, questions, labels and word banks, or well planned opportunities to encourage children to want to write. Expectations are sometimes too low. For example, when pupils start school there is insufficient encouragement for them to select their own name cards or to 'have a go' at writing their names from their earliest days in school. By the age of five most have not yet attained the nationally recommended desirable learning outcomes.

Mathematics

4. Overall the teaching of mathematics is satisfactory and pupils make sound progress. The children's attainment in mathematics is below that expected nationally and by the age of five most have not attained the recommended desirable learning outcomes. On entry to school children have a very limited mathematical vocabulary. Although a significant number of nursery children recognise some primary colours and most can sort objects according to colour, many are unable to use this knowledge of sorting to arrange cups and saucers in place settings in the home corner. Reception class children count out objects to five and beyond such as when giving each teddy the same number of sweets but do not use this knowledge sufficiently in simple practical addition and subtraction activities. Their knowledge of shapes, such as circle, triangle and square, is limited and a significant number find difficulty in sequencing a simple pattern. The children's understanding of the words used to describe relative quantities, position and size is limited and their understanding of concepts such as 'lighter than', and 'taller than' are below expectations for their ages. Teachers use stories, rhymes and number games well to stimulate and extend children's learning in lessons and although a good range of follow up free choice activities are provided they are not always sufficiently structured to accelerate learning. Therefore many opportunities to capitalise on what children know and can do are lost.

Knowledge and understanding of the world

5. The teaching of knowledge and understanding of the world is broadly satisfactory and most children usually make satisfactory progress. Children's knowledge and understanding of the world is limited on entry to the nursery. Teachers provide some stimulating experiences in order to develop understanding. For example, following a visit to the pond to collect frogspawn, nursery children had observed and recorded the changes that occurred. They develop their understanding of other cultures, such as Spanish dance and costume as part of a topic on Spanish Easter celebrations. Children in the reception classes observe weather changes and record their findings on the class weather chart. They talk about their family but do not yet understand the concept of 'oldest' or 'youngest', and although they know that fur is soft, their knowledge of other materials and their properties is underdeveloped. Children soon become familiar with the computer and their learning is accelerated because skills are carefully and systematically taught. For example, after being shown how to operate the mouse, children successfully sorted items on screen in a simulated bakery shop. Skills such as cutting and sticking are well developed because of the many opportunities provided for them to practise. Nevertheless experiences in this area of learning are not extensive and some children do not always make the progress of which they are capable. By the age of five most have not attained the recommended desirable learning outcomes.

Creative development

6. Teaching in the creative area of learning is satisfactory. By the age of five most have attained the recommended desirable learning outcomes. Children have access to a range of activities to help them to develop creatively, and teachers' expectations ensure that progress is at least satisfactory. Younger children mix colours from an early age and manipulate paintbrushes and glue sticks confidently. They happily pretend to be 'mum' or 'dad' in the home corner, and offer 'cups of tea' to all. In developing their observational skills children look closely at fruit and flowers through a magnifying glass and make a fair representation of what they see. Older children confidently select materials for their collage pictures, cutting and sticking with dexterity. They listen carefully to music and stories on the tape recorder and use facial expressions and mime to indicate what is happening, memorise songs and rhymes, performing them with enjoyment, and sometimes accompany their singing with percussion instruments whilst showing an awareness of the beat. Although home corners are well equipped, organisation of materials lacks excitement and stimulation, therefore opportunities for role-play are limited.

Physical development

7. Overall the teaching of the physical area of learning is at least satisfactory and it is often good. In the area of physical development children make satisfactory and often good progress because teachers

provide appropriate activities and their expectations are high. By the age of five, most children have attained the recommended desirable learning outcomes. Younger children steer and control wheeled vehicles and attempt to throw and catch balls with increasing skill. They manipulate small equipment, such as pencils and brushes, with a fair degree of control and accuracy. Children in the reception classes show a good awareness of space and of the need for taking care because teachers explain safety rules carefully. They are able to stop and start at a given signal such as that of a tambourine, and hop, jump and run with good control. Children enjoy these lessons because teachers make learning fun.

8. The quality of teaching is always at least satisfactory and it is good in just over a quarter of lessons. This is an improvement since the last inspection. Teachers have satisfactory subject knowledge and manage children well, and when teachers' expectations are high and lessons are challenging children respond with enthusiasm and alacrity. This is particularly evident in whole-class sessions which are often planned and taught well. Follow up activities are often less effective because there is no clear focus, teacher interaction is not sufficiently purposeful and activities lack challenge. It is evident that these young children are only just coming to terms with a new school situation and teachers are working hard to establish a secure environment in which children can learn. Nevertheless opportunities are missed to set the pace of learning from the start.
9. Although there is no comprehensive plan that tells teachers what to teach and when and how to teach it to ensure a step by step development in learning, teachers and co-ordinators now plan together to promote consistency of provision. Weekly and some longer term planning appropriately addresses the learning objectives for the under fives, but some daily planning is inconsistent in quality and lacks a clear focus on the skills, knowledge and understanding to be taught. The school has appropriately identified teaching and learning for the under-fives as a priority for further development and has drawn up a comprehensive action plan.
10. Accommodation is spacious and is enhanced by the secure outside play area which is used frequently. This is an improvement since the last inspection. However organisation of classrooms lacks vision and imagination and resources, although plentiful and easily accessible, are not always used to maximum effect. Relationships among staff and children are very good and all staff are clear about their role and all feel valued. The care and concern which is shown to all makes a major contribution to the sense of security and confidence which these young children are beginning to demonstrate.

92. **ENGLISH, MATHEMATICS AND SCIENCE**

92. **English**

11. Standards of attainment on entry to full time education are below those expected nationally. By the time they leave school most pupils attain the standards expected of seven-year-olds. National Curriculum test results concur with these inspection findings. In the 1998 tests the school's results were average, both when compared with all schools nationally and with similar schools. The proportion of pupils who attained at least the national target of Level 2 in reading was close to the national average and the proportion who attained the higher Level 3 standard was above average. In writing the proportion who attained at least Level 2 was above the national average and the proportion who attained the higher Level 3 standard was close to the national average. The school's results in the 1999 tests were slightly lower than in the previous year because the cohort of Year 2 pupils which took the tests in 1999 had a lower number of higher attaining pupils than in previous years. Higher attainers achieve better in reading than in writing. There is little difference in attainment between boys and girls. Overall, national test results since 1996 show that standards are being maintained at average levels. The well implemented literacy hour, together with very efficient co-ordination and monitoring of the subject, is already beginning to have a positive impact on standards. Pupils of all abilities make good progress because teachers plan and deliver work carefully to meet their specific needs.
12. On entry to full-time school pupils' command of language is below average. They make good progress

because teachers use questions effectively to test and extend learning, and provide well planned opportunities for pupils to practise speaking. For example, pupils in Year 1 decide who lives in their house and discuss why each person is important, although their sentences are often short and sometimes ungrammatical. The pupils' confidence in modifying their speech for different audiences is growing, as was demonstrated when a Year 2 class explained the importance of keeping school rules during a whole school assembly. Older pupils describe their weekend activities to a friend, and are increasingly able to formulate their own questions, when for example, discussing the story of 'The Watermelon'. However, their use of descriptive language is limited and some teachers do not always capitalise on opportunities to extend pupils' bank of new words. Pupils with special educational needs are very well supported and make good progress.

13. Pupils, including those with special educational needs, make good progress in reading. Pupils take a range of reading books home regularly. The large format 'big book' class and group reading sessions in the literacy hour are used effectively to extend and enhance the range and quality of reading books experienced by the pupils. Pupils show enjoyment and concentration because teachers make the shared reading sessions interesting. Skills such as phonics and comprehension are taught systematically. Sometimes, however, initial sounds are taught in isolation, therefore pupils lack the necessary skills to blend sounds in order to decode unfamiliar words. Year 1 pupils identify familiar words and phrases in their reading books and talk about the plot, often recalling events sequentially, and some describe simply the character's feelings, on being lost in a wood for example. Pupils in Year 2 read more complex text accurately, and observe punctuation such as full stops in their reading. They use non-fiction books for research in history and geography but, pupils' knowledge and understanding of non-fiction books is nevertheless underdeveloped, and although they know that an index is arranged in alphabetical order, their knowledge of library skills is limited. Pupils talk about their favourite stories and, following a visit by the author Colin West, they produced their own books for others to read.
14. From scrutiny of work over the past year it is evident that pupils, including those with special educational needs, make good progress in writing. There are plenty of well planned opportunities for pupils to use their writing skills in other subjects such as history and religious education. By the end of Year 1 pupils write simple sentences independently and sometimes include full stops and capital letters. Their writing is neat and well presented because handwriting skills are taught well. By the end of Year 2, pupils write imaginative stories, such as 'The Flying Carpet' and incorporate words such as 'excited' and 'terrified' to enrich their work. They describe in detail the lives of famous people in history such as Florence Nightingale using correctly punctuated sentences in order to make sense of what they write. Pupils make good progress in spelling because skills are systematically taught, using the 'look, cover, write' technique effectively, and they are building up a bank of sight vocabulary which they incorporate into their work. Use of colourful, descriptive language, in poetry writing for example, is limited, and teachers do not always capitalise on opportunities to extend pupils' bank of interesting vocabulary. All classrooms have a good range of prompts, such as word banks and dictionaries, to which pupils regularly refer.
15. Attitudes to work and standards of behaviour are good. Pupils sustain concentration when tasks are challenging and imaginative. They co-operate purposefully in group activities, sharing the work fairly and respecting others' views. Teachers have good relationships with their pupils and enjoy sharing the big book sessions with them. They encourage pupils to follow well established routines, and well organised lessons, together with teachers' expectations, means that pupils quickly settle to work. Where behaviour and concentration lapse it is almost always as a result of pedestrian lesson pace and the lack of inspiring activities.
16. The quality of teaching has improved since the last inspection. It is now good overall. Nearly a third of teaching in Year 2 is very good. No unsatisfactory lessons were seen. Teachers have a secure knowledge of both the National Curriculum and the National Literacy Strategy. They prepare work carefully and most have good expectations of pupils' levels of effort and the standards they want them to attain. Time is used well and lessons are very effectively resourced. Skilful questioning is a strong feature of many lessons, and tasks are carefully modified to meet the needs of all pupils. Less effective teaching occurs when whole- class sessions are too long, activities lack stimulation and the pace of learning is too slow.

17. The school has developed an effective literacy strategy. Teachers have worked hard to implement successfully much of the organisation and structure of the literacy hour. The school has detailed weekly and longer term planning which gives an overview of what and how skills will be taught and teachers plan work together to ensure consistency of approach. Occasionally daily planning lacks clear focus on the specific skills to be taught.
18. The co-ordinator is very well trained for her role. She leads a strong, well organised team, effectively involving the literacy governor in much of the school's work. The school is building its scheme appropriately around the literacy strategy and is incorporating drama to enrich the teaching of English. Improvements since the last inspection include carefully annotated portfolios of pupils' work, moderated across the whole school. The curriculum is monitored rigorously, thus enabling pupils to continue to make good progress, and assessment procedures, including the analysis of both in school and national tests, are used effectively to plan future work. The evaluation of the quality of teaching, however, is not systematic and lacks firm direction. Day-to-day assessment of reading, and the marking of pupils' work is in need of further development in order to make it fully effective. The contribution that the subject makes to pupils' spiritual, moral, social and cultural development is good. Pupils learn to empathise with fictional characters, to share ideas, work co-operatively and develop an increasing knowledge of literature.

100. **Mathematics**

19. The results of the National Curriculum tests in 1998 show that by the end of Key Stage 1, standards, when compared with all schools, are broadly in line with national averages. When compared with similar schools the pupils' results show standards which are below average. This comparison takes no account of the large number of pupils in the school with statements of special need. If the pupils in the designated special provision were removed from the calculations then the school attains average results when compared with similar schools. The performance of both girls and boys in mathematics in 1998 was closely in line with the national averages and showed very little difference in gender distribution. A similar picture emerges for 1999, although standards at Level 3, the higher attaining level, were lower in 1999 than in 1998. Pupils scoring below Level 2, the national norm in 1998 and 1999 are very close to the national figures. This is despite the larger proportion of pupils on the special educational needs register.
20. Inspection findings show that standards are now mainly in line with National Curriculum test result averages. However, the number of pupils working at a higher than average level has risen. This is an improvement from the previous report of 1996 when inspectors found that: "The work for the more able pupils was too easy and there was too low an expectation of what they should achieve". This weakness has been rectified. In the main, higher attainers are well challenged. Pupils with special educational needs make good progress throughout, due to the excellent provision for them. Their needs are identified very early and, as a result, they often exceed the targets on their individual education plans. Some attain the national average test scores when they come to the end of Year 2.
21. Overall, progress from the beginning to the end of Key Stage 1 is good, but variable between year groups. At the age of five years, the point at which pupils begin their studies of the National Curriculum, pupils' attainment is below the national expectations of the nationally recommended desirable learning outcomes for mathematics. This evidence is based on the scrutiny of work of the reception pupils. Progress of the median group at reception is slow, although some higher attainers, and most special needs pupils, make satisfactory progress. In the reception classes, most pupils can match objects one-to-one by size and have a secure sense of how to record numbers to five and use coinage to five pence. However, there is a lack of recording numbers to 10, of doubling, of sharing numbers into two groups, and of work on position, direction, mass and capacity.
22. Although in the early half of Year 1 progress is slow in mathematics, by the end of Year 1 pupils have made satisfactory progress on the whole. There are strengths in pupils' progress in number work, measuring in centimetres, handling data and presenting findings in graphical form; in coinage and in

place value and calculations. Scrutiny of last year's work, together with inspection observations and discussions with pupils, show weaknesses in pupils' concept of zero, in confidence in the quick recall of number facts and mental calculations, in describing the movement of angles, and in understanding and using mass and capacity.

23. In Year 2, good progress is made overall when the good foundations of number work developed in the latter half of Year 1 are built upon firmly. All pupils at Year 2 make at least good progress in most of the attainment targets of the National Curriculum with higher attainers making very good progress. By the end of Key Stage 1, many pupils still lack confidence in quick mental recall, mental calculations and in mass and capacity.
24. Pupils have positive attitudes to the learning of mathematics. They are willing to discuss their work and are conscientious. Pupils are very well behaved and enthusiastic. Pupils co-operate well with each other, such as when sorting objects into size and when sharing measuring apparatus. They are very confident when using the computer to generate graphs of the data which they have collected. They have a high degree of independence when selecting appropriate apparatus to aid their practical activities. However, during the sessions devoted to mental work at the beginning of each numeracy lesson, a significant number show a lack of confidence for quick mental recall. Pupils' presentation of their work is exemplary.
25. Overall teaching is sound. It is always at least satisfactory, occasionally it is good and in some lessons teaching is very good. Teaching in Year 1 is mostly sound and occasionally very good. Teaching in Year 2 is mostly good and sometimes very good and consequently progress accelerates towards the end of the key stage, resulting in progress overall being good. Teachers set high standards for the behaviour of pupils and expect them to settle to their work sensibly. Planning for the breadth and balance of the curriculum is mainly satisfactory, apart from insufficient detail paid to mental calculations and a lack of sufficient work on mass and capacity. The school is in the early stages of beginning to implement the National Numeracy Strategy and teachers are still awaiting further training. Teachers' evaluation and assessment of pupils are good and teachers use the information well in their planning for pupils' individual needs.
26. Classes have clearly accessible areas of learning for mathematics, which encourage a high degree of pupils' independence. Resources are good and used effectively in the main to consolidate pupils' understanding of the conservation of number and place value. Computers are used well to support learning and pupils use programs to create clear graphs and pie charts of data they collect about favourite colours or the type of pets owned by pupils. There are good links with other subjects, for example in geography for finding positions on a grid in preparation for understanding a local street map. All strands of the National Curriculum Programmes of Study are covered and statutory requirements for teaching the subject are met. The management of pupils is good overall and succeeds in enabling pupils to work co-operatively with one another. The support staff have a very clear understanding of their role and ensure that pupils have a secure knowledge base.
27. The co-ordinator, in the past, has worked hard to implement a scheme of work for mathematics. The new National Numeracy Strategy is in the early stages of implementation and the school lacks clear printed guidance on how to implement the new strategy uniformly in each class. Teachers are still awaiting further training and guidance. Procedures in place for monitoring the sampling of pupils' work are sound; the levelling of work according to the National Curriculum criteria is good. However, support and monitoring of the teaching is underdeveloped and lacks firm direction.

109. **Science**

28. The results of the teacher assessments in 1998 show pupils' attainment to be below average compared with the national figures and when compared with the results from similar schools. Inspection evidence, however, indicates that the level of attainment is in line with the national average and this shows that standards in science have remained as they were at the time of the last inspection. It is clear that teachers were very cautious when making their assessments last year and were reluctant to ascribe

attainment levels which might not be absolutely secure. The effect of this has diminished the school's comparative results.

29. In Key Stage 1 pupils investigate changes in substances, such as when chocolate melts and water freezes. They describe their observations well and say whether the changes that occurred were what they had predicted. They appreciate some of these changes can be reversed. Through studying life processes and living things, pupils know that animals have life cycles and that some creatures change their form, for example, caterpillars to butterflies. They understand the basic requirements of living organisms through investigations into what animals and plants need to survive. A good example of this is the studies of pond life which pupils make. They know ways in which creatures, like the dragonfly, are suited to their surrounds. When looking at physical processes, pupils understand that sounds come from a wide range of sources, can be of different volumes and that they are heard when they enter the ear. In all areas of science pupils record their findings using appropriate scientific terms such as 'loudness', 'pupa' and 'life cycle'.
30. Pupils make good progress as they move through the school. For example, in learning about minibeasts, they take increasing responsibility for the labelling of diagrams and for describing their findings. In lessons pupils make good progress and it is very good where the teaching is very good. They very quickly become clear about what they have to do or investigate as, for instance, in a lesson in Year 1 when looking at materials, to determine some of their properties before classifying them into 'rough' or 'smooth'. Through the teachers' planning, which takes account of all pupils' needs, and with good quality support from additional adults, all pupils make good progress.
31. Pupils have good attitudes to science and they particularly enjoy the practical activities of investigating and experimenting. They are well behaved and, when required, work together very productively, as in a lesson where groups were studying wood and objects made from wood. Pupils sustain concentration well and take pride to present their written work and drawings very neatly. Pupils are beginning to demonstrate initiative in determining their own ways to record information by selecting, for instance, which type of graph to show the numbers of different creatures seen in the pond.
32. The quality of teaching ranges from sound to very good and is good overall. The best teaching is where there are appropriate resources made available, there are high expectations of the pupils' behaviour and application to their work, questioning is used effectively to ensure the pupils' understanding and the pace of the lesson is good. All teachers have good knowledge and understanding of the science curriculum and their lesson planning is good, particularly where the learning objectives are clear and assessment opportunities are identified. Teachers make very effective use of additional adult help, especially to support lower attaining pupils and those with special educational needs.
33. The co-ordinator is knowledgeable and enthusiastic about science. She has a commitment to high standards and a clear vision of how the subject can be developed. The co-ordinator manages science well and monitors closely the planning throughout the school. She has ensured in the planning of the schemes of work that pupils are taught about experimental and investigative methods in each of the other three areas, life processes and living things, materials and their properties and physical processes. As yet, however, she has not had the opportunity to monitor the teaching of the subject through classroom visits.
34. Resourcing for science is satisfactory. There is an adequate supply of appropriate apparatus, materials and equipment which is stored safely but readily accessible to the teachers. The school grounds, which include a garden, partly maintained by the pupils and a pond area, provide an additional valuable resource for learning.
35. Science links well with other subjects such as mathematics in the presentation of data and English in the descriptions of observations. The subject makes a valuable contribution to the pupils' social and moral development, by their working together in groups and through learning about their environment and how

they should respect it.

117. OTHER SUBJECTS

117.

Information technology

36. By the end of Key Stage 1, attainment in information technology is above national expectations. This finding represents an improvement from the time of the last inspection when standards achieved were in line.
37. Pupils know the parts of a computer system, such as a mouse and a keyboard, and understand their functions. Their information technology capability is good; they have a secure knowledge and understanding of commands in word processing programs and of information technology tools, for example, in an art program. Pupils use their skills effectively to generate and present ideas, for instance, using the art program to create designs and illustrations and to produce maps of real and imaginary places. Pupils use information technology to save data, such as of favourite forms of exercise or modes of travel to school, and represent the information in alternative forms - pie charts and block graphs.
38. Pupils' knowledge and understanding of control technology is good. Using programmable robots, pupils give commands that produce desired outcomes in their movements. Pupils use CD-ROMs which provide simulations, such as of a castle, in connection with work in history, to explore real and imaginary situations. Pupils deploy their word processing skills to generate and communicate ideas in text, writing stories and providing captions to pictures, for example. Pupils are well able to describe their use of information technology and know an appropriate range of special terms associated with computers. They use their skills well in mathematics, where they illustrate data in computer generated graphs and charts, and art where they create detailed, carefully coloured pictures.
39. Progress made by pupils over the two years in Key Stage 1 is very good and, in lessons, with the generally high quality of teaching, progress is also very good. Pupils learn very quickly and effectively what they have to do. They develop well the necessary skills appropriate to a new program, gain control and precision through experimentation and acquire a very good understanding of the scope of the program. This is exemplified well in the work done by pupils using the art program "Colour Magic", using a range of tools for drawing, painting and spraying to create designs and illustrations. Progress made by pupils with special educational needs, through suitably adapted work and with additional adult support, is good.
40. Pupils' attitudes to information technology are good. They enjoy working on the computers, are confident and, in pairs, mutually supportive. Pupils show respect for the equipment and for other pupils who are working on it. Behaviour is good and pupils demonstrate great excitement linked with serious intent. They sustain concentration and take pride in the quality of their finished work, as of the written work they produce.
41. The quality of teaching ranges from unsatisfactory to very good and, overall, it is very good. In the one lesson where teaching was unsatisfactory, it was because the teacher left a small group of pupils to their own devices and did not intervene sufficiently to check if they were doing what they were supposed to be doing. The key features of the very good teaching is that clear, precise explanations are given, specific skills are taught in a planned way, such that expertise is developed progressively, and the pace of lessons is brisk. The teachers and the information technology support staff have a very good knowledge and understanding of the subject and of its application to the pupils. Well planned whole-class lessons focus essentially on the teaching and learning of information technology skills which are subsequently practised very effectively in small group situations with the information technology technician. Teachers then appropriately incorporate the pupils' acquired skills in other subjects, such as in producing graphs for work in mathematics. Teachers have very high expectations of the pupils' behaviour and the standard

of their work. The management of pupils in lessons is very good.

42. The curriculum for information technology meets statutory requirements and provides equality of access and opportunity for all pupils. Whole school planning is of a good quality and acknowledges the most recent national guidelines. Planning sheets deployed by the teachers are very well structured and ensure appropriate coverage and necessary continuity and progression. Assessment arrangements are good and assessment is used effectively to inform curriculum planning. Provision for pupils with special educational needs is very good through the efficient deployment of support staff and equipment. For example, last year, identified adult support and a laptop computer were provided for a pupil with cerebral palsy.
43. The subject is co-ordinated by a very conscientious teacher who is very knowledgeable of the subject. She provides a clear educational direction for the subject and is very ably supported by the technician. The ethos for the teaching of the subject is very good with a clear commitment to high standards. Arrangements for the professional development of staff are good and the co-ordinator systematically advises colleagues of recent innovations. However, opportunities for monitoring the teaching of the subject are not yet developed. The school liaises closely with the neighbouring junior school and is looking to develop closer ties with the local secondary school. There are plans to establish the school's own website.

Religious education

44. By the end of Key Stage 1, attainment in religious education is in line with expectations. Good account is taken of the requirements of the locally agreed syllabus. Pupils throughout school receive their religious education through lessons and assemblies as well as through general school activities.
45. Pupils are taught to respect and care for living things and to show kindness and consideration for others. Younger pupils talk about their families and discuss why they are important, and learn to take care of themselves and others in promoting their feelings of self esteem. Older pupils retell events from Bible stories such as Noah's Ark and then explore the importance of living by a set of rules. They know the importance of Christian festivals such as Easter and Christmas. Pupils visit the local church and act out ceremonies such as weddings and christenings in order to develop their understanding of the reasons why people go to church. Older pupils compare objects used in Jewish and Christian religions and all are learning to show understanding and respect for the beliefs of others.
46. Satisfactory progress is being made in developing an understanding of religion from a sound factual knowledge of Christianity and other religions, and in developing a sense of awe and wonder and curiosity in the world. Progress accelerates when teaching is inspiring and when questions are carefully presented to extend understanding.
47. Pupils have positive attitudes towards learning. Pupils respond sensitively to music, stories and dance and an air of reverence is often evoked in lessons and assemblies. Pupils are learning to recognise the needs of those less fortunate than themselves and have recently 'adopted' a Kenyan child. They show an awareness of the Ten Commandments and know the importance of living by a strong moral code, and they treat others with courtesy and respect. Opportunities are well taken to share their learning with others through assemblies and class discussion.
48. Teaching overall is sound. The quality of teaching has improved since the last inspection. It is always at least satisfactory, sometimes it is good and occasionally excellent. Teachers have good subject knowledge and plan work well, and lessons follow a logical sequence. Resources are often used very effectively to capture pupils' attention. Examples of high quality teaching were seen when teachers created a spiritual atmosphere through inspired storytelling and talk, and used questions sensitively to encourage pupils to look for deeper meanings. Less effective teaching occurs when activities are insufficiently linked to a religious theme, lessons lack imagination and pace is slow. All teachers establish a good rapport with pupils which sets the scene for effective learning.

49. The well constructed policy and scheme of work clearly states what is to be taught and is well implemented. This is an improvement since the last inspection. Co-ordination of the subject is good. What pupils have learned is assessed and plans are modified in the light of findings. Written work is often set to test pupils' understanding. Good use is made of local churches, and visitors representing other religions are invited to the school. Well used resources, including those for multi-cultural faiths, are plentiful.

131. **Art**

50. Art is firmly established in the school's curriculum and work of sound quality is produced. Pupils, including those with special educational needs, make sound progress throughout the school. Pupils in Year 1 use wood shavings, straws and sticks to make interesting collages. African artefacts were carefully studied by pupils in Year 2 prior to the completion of good, detailed drawings. Pupils use their developing skills in graphics well to make posters which are designed to encourage everybody to put their crisp packets in the waste paper bins. Pupils study the work of other artists, such as Monet and van Gogh, to gain knowledge of techniques and to give them inspiration for their own work. Good work is produced using computer programs. Beautifully coloured and very detailed pictures of trees in autumn have been produced by Year 2 pupils with the help of a computer. Pupils learn how to make a colour wash as a background to landscape paintings and they know how to add black or white to colours to create different tones. They have developed sound skills of colour mixing to create the shades they seek when painting. Sketch books have just been introduced in Year 2 so that pupils can record their developing ideas and techniques. These are beginning to form a useful means of assessing progress. Pupils' drawings are used to show developing maturity and the self-portraits entered in pupils' individual records of achievement show how remarkably techniques develop between the ages of five and seven. Pupils use their illustrating and colouring skills well, as when decorating their history topic books with careful drawings of castles. The standards reported on in the last inspection have been maintained.

51. Pupils settle willingly to their work. They take a close interest in the tasks they are set and work purposefully. They discuss their work sensibly and are generous in praising the work of others. They sustain concentration for extended periods and are usually proud of their finished products. They dwell on achieving the effects they are trying to create and develop their work thoughtfully.

52. Teaching is mostly good and progress in the lessons seen was generally good. Overall progress through the key stage however is, as shown by the scrutiny of work, just satisfactory. This is because skills are not always taught sequentially so that pupils build upon their talents cumulatively. Teachers usually give clear explanations of requirements and demonstrate skills so that pupils know what is expected of them. Teaching is less effective where there seems little reason for practising a technique and pupils do not know why they have been required to make, for example, a mauve colour wash. A range of techniques is developed including printing, work in pastels and wax crayons as well as clay modelling. Teachers generally have sound knowledge of the subject and are confident in their teaching. The quality of teaching has improved since the last inspection.

53. All strands of the national curriculum programme of study are covered. The school has produced a sound outline-planning framework, but the co-ordinator is currently in the process of creating a scheme to review and revise planning so that teachers have clearer guidance on how to ensure that skills, knowledge and understanding are taught progressively. She is currently examining the degree of continuity of learning across the school. Resources are adequate to support teaching and learning. The co-ordinator provides valuable support and guidance and maintains a good overview of provision. The study of the work of famous artists and craftspeople makes a good contribution to pupils' understanding of their cultural heritage and the study of African artefacts, for example, gives them some insight into other cultures.

Design and technology

54. Only one design and technology lesson, in food technology, was observed. A scrutiny of pupils' work and of displays around the school was made and discussions were held with the co-ordinator and pupils. From this evidence, boys and girls make satisfactory progress by the end of Year 2. Pupils with special educational needs make good progress because of the opportunities to work and learn alongside other pupils of their own age in practical situations, for example sewing and cookery, and the high quality of the support they receive. The quality of the school's work has been maintained since the last inspection.
55. Pupils in the reception classes make attractive books and cards with pop-up pictures, carefully create thumb pots with clay, and assemble an interesting range of simple puppets during the year. They practice skills of cutting, sticking and folding paper when they make up and down shapes for a letter display. They select the appropriate tools and materials for their tasks without difficulty. These skills are developed well and reinforced in Year 1 where pupils use a wider range of materials, for example, wood shavings and sticks. Year 1 pupils design and make simple items with wheels and axles. Using recycled materials, one makes a baby's pram, complete with string of toys to amuse the baby, and another makes a recognisable vehicle. Pupils in reception and Year 1 make models of animals and vehicles using a range of construction materials. They build walls carefully with big bricks in reception and in Year 1 make more complex models, sometimes following a model or picture.
56. In Year 2, pupils make castles that closely resemble the models in a book, using recycled materials. Year 2 pupils develop confidence in the use of construction apparatus. When designing and making simple working models, pupils join small pieces together to make boats and carts to be pulled by horses. They explain what they are doing very thoughtfully. Year 1 pupils design their own patterns for their needlework, carefully selecting cross-stitch or straight stitches, and colours. Pupils with special educational needs are fully involved and prepare their own designs, sometimes with support and advice from higher ability pupils. Pupils write and draw in books they have made of the sequence of activities in making the design. They label pictures and demonstrate their understanding of the terms and tools used, for example bodkin and binca. Pupils design a variety of shields and flags for their castle display. They select the materials, tools and techniques needed to make a drawbridge for a castle and explain their choices.
57. Cross-curricular links are evident between food technology and literacy when reception pupils make jam tarts, porridge, pancakes and bread to link with texts from the literacy hour. Year 1 and 2 pupils use numeracy skills of weighing, measuring and counting when making biscuits and Christmas cakes. Pupils understand about healthy eating and the need for hygiene when they cook in the food technology room. Design and technology, including food technology, features regularly as aspects of topics. More planned opportunities to investigate and take apart simple items and learn how they work, and to make assessments of what they are making, are being implemented this term. Pupils enjoy their work in design and technology, especially food technology, where pupils can enjoy the fruits of their labour. They take pride in completing their work.
58. The quality of teaching in the lesson seen was good. The lessons are planned carefully to give a small group of pupils with special educational needs the opportunity to work alongside other members of their group and to learn with them. The staff ensure that all of the pupils benefit from the session by sharing tasks equally, giving each one an opportunity to work independently. They teach skills, such as weighing accurately and rolling biscuits carefully, and use questions and specific vocabulary skilfully. Pupils are dressed appropriately and careful attention is given to health and safety.
59. The co-ordinator is very effective in her role and has recently updated the school policy and the nationally recommended scheme of work is being put into practice enthusiastically. There is good liaison with the junior school over the scheme of work to ensure that pupils develop a range of skills in a systematic manner in Key Stage 1 and are prepared well for the next stage in their education. There is a suitable range of resources for the subject and the school has recently purchased a speedloom so that weaving can be added to the Year 2 activities. Design and technology makes a sound contribution to pupils' spiritual and social development. Social development is fostered when a small group of pupils

with severe and moderate learning difficulties work harmoniously alongside higher attaining pupils when making cakes. Pupils express awe as the oven is opened and the results are revealed.

Geography

60. Provision for geography is sound throughout Key Stage 1. The progress of pupils was good in the lessons seen during the inspection. Evidence of the scrutiny of planning of pupils' previous work, together with discussion with pupils and staff, indicates that the progress of the majority of pupils is sound throughout the school year. Pupils with special educational needs and of high attainment make good progress.
61. By the end of Year 2, pupils have experienced a wide range of topics linked to physical and human geography. Their experiences are broad and relevant. Pupils over the age of five in reception have a secure understanding of the weather patterns and local surroundings. In Year 1, pupils' mapping skills are encouraged very early. Most pupils have a good awareness of the function of a map. They make good attempts to record symbols of different types of housing on their simple road maps of their immediate area. Most pupils have a satisfactory knowledge of where Corby is located on a map of the United Kingdom. In lessons, most pupils show good progress in Year 1 in understanding how routes from home to school can be marked out on a four-squared grid.
62. Evidence shows that pupils at Year 2 have understood clearly the differences between Corby and the village of Kapsokwony in Kenya. They recognise the main countries on a map of the United Kingdom. Higher attainers label with considerable accuracy the continents of the world on a map. By the end of Year 2, evidence points to secure knowledge gained of local places and contrasting lifestyles in distant places. Although pupils have a modest appreciation of conditions which give rise to human settlement, they are less secure in picking out physical features in geography, for example, the formation of hills, valleys, rivers and lakes. By the time they leave, most pupils have found out and recorded their own personal addresses quite accurately.
63. Pupils are well behaved in their geography lessons. They take turns to speak and draw out routes on a large grid with good co-operation and interest. Most show a lively interest in recognising their own street names on a large local street map. They are very confident to show their own road maps on which they have recorded symbols of different types of houses. Pupils' concentration in geography lessons is good.
64. The quality of teaching seen during the inspection was good overall, and at least satisfactory. Expectations of pupils are high, with good levels of challenge across a range of curriculum areas in practical and research tasks for topics. Planning refers directly to the National Curriculum's Programme of Study. Lessons are active, showing teachers' good organisational and management skills. Due to the organisation of the school's rolling programme of topics and timetables, it was not possible to see all year group teachers give lessons in geography. A multi-media approach to resourcing motivates pupils effectively in lessons, in which video clips, tape recordings, photographs and a wide range of artefacts, books and materials are used.
65. There is good leadership for geography. There are strengths in providing good professional development of the teachers' knowledge and understanding of the subject. The co-ordinator has been allowed time to observe teachers' lessons and she has worked alongside newly qualified staff to support them in geography lessons. Very good support has been given by the local education authority's adviser for geography.
66. There are good links made with other subject areas; the school economically supports a child in Kenya and this has enriched pupils' experience of another culture. A lively use of displays and maps enhances pupils' understanding of geography and gives details of outdoor visits to Lodge Park and East Carlton Park, to Ferry Meadows and Nene Valley Railway. These encourage good observation of differing locations. Good use of computer programs for designing maps has been made. Resources are good and

well used; these include large photographs of the different types of housing in the school's immediate area; they have an obvious impact on pupils' learning and understanding. The locality is a rich resource for geography, and selectively used by the school.

67. Since the previous inspection, the school has produced a good scheme of work and has planned a variety of visits and activities to include 'the environmental aspects of the subject of geography'.

History

68. Provision for history is very good. Pupils make consistently good progress, particularly in developing a very good sense of chronology. By the end of Key Stage 1, they understand clearly that history is concerned with the past. Evidence shows that pupils have ordered events, placed events and objects, artefacts, in correct date order. They have good skills to help them in their interpretation of history, for example, their book research skills of using an index to answer questions. Also, pupils make up good questions of their own to interpret and understand the past in a project about castles, for example: "Did they wear the same clothes each day? How did they make shoes or bread? Which kind of feathers did they use for arrows?".
69. Pupils make clear distinction between their own lives and people in the past, for example, by imagining what life was like in an old castle if one were a lord or a lady or as a servant. They give valid reasons why life in the past was different from modern life. Their recordings of a visit to the local Rockingham Castle are full of perception and insight.
70. The school makes very good use of the pupils' teddy bears, old toys, knowledge of themselves, of their grandparents and of a visit to Rockingham Castle, to encourage meaningful learning and to help pupils build up their sense of chronology. Due to the good matching of tasks to the needs of the pupils, pupils make good progress overall. The use of proformas for pupils to record their work is kept to a minimum. The majority write their own thoughts to describe the past and to record visits to the local castles. A range of learning skills are in evidence: respect for evidence, perceptive observations of experiences, and the ability to present their findings appropriately.
71. Pupils at all ages enjoy learning about the past. They behave well in lessons. They handle originals and replicas of artefacts, photographs and other resources very carefully. Relationships with adults during discussions are warm and encouraging. Pupils listen carefully to teachers' questions and are very keen to answer them. Pupils show avid concentration on the computer screen when using a program about castles and when, after using the icon on a picture of an old wooden door, the image of the opening door is accompanied by a creaking sound and the figure of a knight in chain mail says "Follow me".
72. The quality of teaching in history is always at least good and it is mainly very good. Teachers have a clear understanding of the National Curriculum Programmes of Study for the subject. Expectations of high standards and neat presentation of work specifically for the subject are consistent. Planning is detailed. Learning objectives are expertly shared with pupils in a careful promotion of the subject's capacity to inspire wonder. Pupils are well managed as most lessons proceed at a brisk pace. Resources are of a high quality and very well deployed by teachers to inform pupils.
73. The subject in the past has had strong leadership; this is continued by the present, recently appointed, co-ordinator. Both have been successful in maintaining history as a high profile subject which is much enjoyed by pupils. The school's curriculum for history is well planned and supported well through good resources collected as school, as well as those on loan through the county's library and museum services. The school effectively draws on the richness of people and of the local history to inspire the imagination of its pupils and to enhance their cultural development.

Music

74. Boys and girls, including pupils with special educational needs, make good progress in music. Pupils know a wide range of songs, rhymes and hymns, and they join in confidently with the singing in assemblies. The youngest pupils are absorbed when they experiment and make sounds on a variety of tuned and untuned percussion instruments. They gradually begin to listen to the other sounds around them and adapt their rhythms to blend in with what they hear. Year 1 pupils create an interesting and imaginative range of body sounds with their hands, and start to use these effectively and appropriately as an accompaniment to the story of “We’re going on a Bear Hunt” and “Red Riding Hood.” They are clearly aware that tapping on the floor, flicking fingers and tapping with their nails, produces quite different sounds.
75. Older pupils in Year 2 listen appreciatively to sounds of instruments and play them with increasing control. They try hard to think of different ways to play instruments to increase the range of sounds they can use. Pupils have learned that they ‘tap’ rather than ‘hit’ instruments and can start to play and stop on command. They are also aware of the value of silence in music.
76. The singing of pupils in assemblies is tuneful, with clear diction. Pupils of all ages join in the singing and any actions enthusiastically, but do not lose the tone of their singing. In the weekly Year 2 singing practice, pupils quickly learn to increase and decrease the volume of their singing. They sing quietly and loudly by following the teacher’s gestures and drawn signs. Their tone is sweet. Pupils listen thoughtfully to music played as they enter the hall and are quick to recognise music they have heard previously.
77. Pupils’ attitudes to music are good. They think about their parts in performance and are aware of the need to take turns and respond to others. They are keen to start to sing and play, but wait and listen well. During the singing practice there are many smiles and shining eyes when pupils realise that they have copied their teacher successfully, by holding a note and getting quieter and louder without having to breathe again.
78. The quality of teaching is good. Teachers and support staff manage pupils sensitively, calmly and appropriately. They encourage good listening habits and transmit their own enthusiasm and pleasurable anticipation of the challenge of finding new ideas or learning songs well. Staff give praise and encouragement generously, but offer suggestions, or ask for ideas, as to how performance can be improved. Teachers use their own musical skills very effectively.
79. There is now a comprehensive policy and scheme of work for music, and the curriculum has been broadened effectively to meet National Curriculum requirements in full. This is a significant improvement since the last inspection. The subject is co-ordinated very efficiently and good use is made of the musical skills and knowledge of the staff. There is good support for staff who feel less confident about teaching music. Resources are good and include some multicultural instruments. The school takes part in the Corby Music Workshop each year and the quality of music makes a valuable contribution to assemblies, where all pupils, and visitors, have opportunities to sing and listen to music. Music makes a strong contribution to pupils’ spiritual, moral, social and cultural development. Social development is promoted as pupils await their turn to play a part when performing and appreciate the unifying feeling of working together as part of a team in a performance. This appreciation of something shared also contributes to spiritual development as pupils react together in contributing to joint presentations. They sometimes reflect quietly upon their work. The work on traditional songs and songs from other countries contributes to their cultural development.

Physical education

80. Boys and girls, including those with special educational needs make good progress in physical education. Pupils enjoy and benefit from a rich physical education curriculum and in Year 2, achieve standards that are good for their age, especially in country dancing and gymnastics. Since the last inspection standards

have improved.

81. Pupils know the importance of a warm-up and cool-down at the start and end of lessons. They know that their heartbeat rate increases after exercise. Pupils are aware of the importance for their own safety of working in silence and responding immediately to the teacher's "Stop" command. Most Year 1 pupils can skip confidently in and out of spaces and develop a variety of ways of travelling around the room, carrying a quoit or beanbag on their head. Groups work on apparatus together and move smoothly over and under each other, and the apparatus, without bumping. They walk backwards carefully, in and out of the apparatus, but there are no collisions. Pupils are well aware of safe practice.
82. In Year 2 gymnastics, pupils show a very good awareness of space, changing direction and working at different levels. They show confidence in working on the apparatus and hold balanced positions well. Pupils stretch and curl, create a flowing sequence of movements on the apparatus. Most can complete a forward roll without difficulty. More able pupils perform a backward roll or a cartwheel and end in a good standing position. The majority are able to devise interesting sequences for travelling at different heights on the apparatus.
83. In country dancing pupils put together the skills needed to perform a country dance. They clap in time with the music, change confidently from clapping only with hands to alternate clapping on hands and bodies. The majority of pupils swing a partner in a controlled manner and pupils successfully sequence the main steps of "The Elsdon Circle."
84. A strength of pupils' response in lessons is their awareness and understanding of the need for safe practice in handling apparatus and moving around the room. They respond well to the expectations of the teacher and are all dressed appropriately for the lessons. They work together effectively and have learned to work constructively and supportively with the pupils with special educational needs who are in their groups. Pupils in all groups work with very little noise and this enables them to concentrate and perform well. Pupils are very enthusiastic about all their work in physical education lessons and their commitment to learning the steps in country dancing is impressive.
85. Teaching in physical education is good, and sometimes, very good, which is an improvement since the last inspection. Lessons begin with an appropriate warm-up, proceed at a good pace, with a strong emphasis on listening skills and activity. Teachers have high expectations that pupils should work in silence and follow any agreed safety practice consistently. Staff work very well together to provide sensitive support and encouragement for individual pupils. They manage and structure lessons well to ensure that all pupils benefit from the activities and have the opportunity to make good progress. Teachers praise and encourage pupils for their performance, but suggest, or ask for, ways in which pupils could improve the quality of their movements. They make very good use of pupil demonstrations and this motivates the rest of the group to achieve a higher level of performance.
86. The policy has been recently up-dated and the enthusiastic co-ordinator has arranged for additional training for staff in the use of new schemes and resources. The schemes of work have been improved since the last inspection. Staff also have an annual updating of Health and Safety requirements and the in-service training provided by the school and the local education authority has had a beneficial impact on the quality of teaching and learning in physical education. Resources and facilities are good and there are separate resources for use by pupils at lunch times. Physical education makes a good contribution to pupils' spiritual, moral, social and cultural development by giving them opportunities to work together reflectively on developing sequences in dance and movement as well as by giving them an insight into the cultural heritage associated with different dance forms.

168. PART C: INSPECTION DATA

168. SUMMARY OF INSPECTION EVIDENCE

The inspection of Studfall Infant School was undertaken by a team of six inspectors who, over a four and a half day period, completed a total of 23 days on inspection in the school. Members of the inspection team:

- spent over 85 hours visiting classes when observing 114 lessons and evaluating pupils' work,
- attended a sample of registration sessions,
- attended assemblies,
- observed pupils' arrival and departure from school,
- held discussions with pupils about their work,
- held interviews with the headteacher, the deputy headteacher, teachers, support staff and members of the governing body,
- held discussions with parents and ancillary staff,
- listened to pupils from each year group reading, assessed their library research skills and evaluated their understanding of books in general,
- evaluated a wide range of work of a representative sample of pupils from each class,
- analysed a large amount of documentation provided by the school both before and during the inspection including:
 - the school prospectus, school policies, the governors annual report to parents, the report of the previous inspection together with the post inspection action plan, minutes of governors' meetings, financial statements, the school development plan, teachers' planning documents, pupils' records and reports, the work of a sample of pupils with special educational needs together with their individual education plans,
- scrutinised attendance registers,
- considered past work and photographic evidence,
- observed lunchtimes and playtimes,
- noted extra-curricular activities,
- held a meeting attended by 27 parents and considered 75 responses from parents to a questionnaire asking them about their views of the school.

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	320	16	73	52
Nursery Unit	40.5	1	1	0

Teachers and classes

Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent):	14
Number of pupils per qualified teacher:	19.29

Education support staff (YR – Y2)

Total number of education support staff:	12.5
Total aggregate hours worked each week:	345.5

Qualified teachers (Nursery unit)

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	40.5

Education support staff (Nursery unit)

Total number of education support staff:	2.5
Total aggregate hours worked each week:	75

Average class size:	40.5
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Financial data

Financial year:	1998-1999
	£
Total Income	591770
Total Expenditure	584150
Expenditure per pupil	1738.54
Balance brought forward from previous year	12480
Balance carried forward to next year	20100

PARENTAL SURVEY

Number of questionnaires sent out:	401
Number of questionnaires returned:	75

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	25	67	3	5	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	44	51	1	4	0
The school handles complaints from parents well	19	58	19	1	1
The school gives me a clear understanding of what is taught	25	65	3	5	1
The school keeps me well informed about my child(ren)'s progress	29	53	8	8	1
The school enables my child(ren) to achieve a good standard of work	37	53	8	1	0
The school encourages children to get involved in more than just their daily lessons	32	44	19	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	32	56	6	4	1
The school's values and attitudes have a positive effect on my child(ren)	37	52	10	1	0
The school achieves high standards of good behaviour	38	47	12	1	1
My child(ren) like(s) school	61	35	3	1	1

Other issues raised by parents

There were no other significant issues raised by parents. Parents are strongly supportive of the school.