

INSPECTION REPORT

The Green Infant School

South Normanton, Alfreton

LEA area: Derbyshire

Unique reference number: 112622

Headteacher: Mrs K Thomas

Reporting inspector: Mr G R Alston
20794

Dates of inspection: 19 – 22 June 2000

Inspection number: 188060

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	New Street South Normanton Alfreton Derbyshire
Postcode:	DE55 2BS
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Fax number:	as above
Appropriate authority:	Derbyshire Local Education Authority
Name of chair of governors:	Mr D Brett
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G Alston	Registered inspector	Special educational needs Under-fives English Design and technology Art	What sort of school is it? What should the school do to improve further? School's results and achievements How well are the pupils taught?
Mr A Smith	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
Mr J Collings	Team inspector	Science Information technology Physical education Music	How well is the school led and managed?
Mrs J Dixon	Team inspector	Mathematics Geography History Religious education	How good are the curricular and other opportunities offered to pupils? How well the school cares for its pupils

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Green Infant School is a smaller than average size school with 166 pupils ranging from four - seven years in age. There are very few pupils with parents from another culture, and there are no pupils for whom English is an additional language. The number of pupils entitled to free meals is similar to the national average. The percentage of pupils identified as having special educational needs due to learning or behavioural difficulties is below that found in most schools, and pupils' attainment on entry is slightly below the expected level in language and below in numeracy. There is one pupil who has a Statement of Special Educational Need. Three teachers, who are relatively new to the profession, have joined the staff in the last two years. As numbers of pupils have grown there is now a shortage of classrooms, and as a result a Year 2 class is taught in the hall.

HOW GOOD THE SCHOOL IS

This is a school where pupils and teachers work hard and do their best in an overcrowded situation. The school successfully provides a happy, caring learning environment in unsatisfactory accommodation. Children enter the school with standards that are slightly below the expected level in language and below in number and leave the school having reached the expected level in English and mathematics. Overall, the quality of teaching is sound and the school is well led by the headteacher with the support of a conscientious staff and an industrious governing body. As a result the school gives satisfactory value for money.

What the school does well

- The 1999 national test results at the end of Key Stage 1 in writing are above average and much better than other schools with pupils from a similar background.
- Pupils have good mental skills in number.
- The quality of teaching of English and for children under five is good.
- The pupils behave well, form good relationships and try hard with their work.
- Good provision is made for pupils' personal development, particularly for social and moral development.
- The headteacher has effectively steered the school through a period of considerable change, and with the support of a conscientious team of teachers, successfully provides a happy, caring environment for all pupils.
- The school has good links with parents and the community. The support parents give pupils, in school and at home, is a great help to them.

What could be improved

- The standard of pupils' handwriting, and in Year 2 opportunities for pupils to read for information in other subjects other than English.
- The number of opportunities for pupils to investigate and experiment in science or to use their good numeracy skills in everyday, practical situations in mathematics.
- The way that information from assessment is recorded in all subjects, apart from English and mathematics, so as to be easily accessible to teachers.
- The accommodation, so that pupils have opportunities to experience all aspects of physical education and remove a number of health and safety issues.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in its planned programme of improvement since the last inspection in March 1996, but in a minority of instances further improvements are needed. The school has provided more interesting and challenging books for higher attaining pupils and standards are beginning to rise. Teachers' planning has significantly improved and teachers plan together ensuring continuity and progression between classes. However, in a minority of lessons the teachers' plans do not indicate exactly what pupils are to learn and as a result the teaching is not as effective as in other lessons. Through a planned programme of development the school has improved investigational aspects of pupils' work in science and mathematics but, due to a significant number of new staff, who were not in post at the time, the impact of this is now not as strong. The monitoring role of the governors has improved and the headteacher regularly updates them on the impact of their decisions on spending. They consider a range of budget options and have made some significant decisions on how to best use the surplus money for example, in maintaining small classes. The school has continued to implement clear development and action plans. All these factors have maintained the quality of teaching and in turn this is beginning to raise standards, particularly in English. The school now meets statutory requirements in its arrangements for reporting comparative data to parents. The priorities the school has identified for development along with its enthusiasm and commitment to higher achievement, gives the school a good capacity for further improvement.

STANDARDS

The table shows the standards achieved by seven year olds based on National Curriculum test results.

Performance in:	Compared with				Key
	all schools			Similar schools	
	1997	1998	1999	1999	
Reading	C	B	C	C	well above average A above average B average C below average D well below average E
Writing	B	A	B	B	
Mathematics	C	B	C	C	

The information shows that results in writing are above the national average, and in reading and mathematics are broadly in line with the national average. Compared to schools that have pupils from a similar background, results are better in writing and similar in reading and mathematics. Trends over time show a slight variance from year to year, but results have been consistently above the national average in writing and in line in reading and mathematics. Results were higher in 1998 due to a larger cohort of pupils who took the test and a higher than normal numbers of higher attaining pupils in the Year 2 classes. Results in writing are particularly good because of the way the school teaches writing, by providing many opportunities for pupils to further develop and apply their writing skills in other subjects. The scrutiny of pupils' work and their performance in lessons indicate similar standards in the current Year 2 class. Results have risen over the past three years at a similar rate to that found in most schools locally and nationally in reading and mathematics, and at a better rate in writing. Standards in writing are sufficiently high; however, the quality

of presentation of pupils' work and pupils' handwriting skills are not as high as their other language and number skills. Standards in reading, mathematics and science could be further improved by providing more opportunities for pupils to read for information and to use their investigation skills in science and mathematics. The impact of the National Numeracy Strategy has helped to raise standards in pupils' mental skills. In information technology, at the end of the key stage, pupils' attainment is in line with national expectations. In religious education pupils' attainment at the end of the key stage is at the level expected by the locally agreed syllabus. Across the school, pupils achieve appropriately in all other subjects with the exception of physical education where the accommodation restricts opportunities for gymnastics. This shows that standards have been maintained, except in physical education. There is no significant difference in the progress made by boys and girls, although test results show girls do better than boys. Pupils with special educational needs make satisfactory progress in relation to their prior attainment as a result of the appropriate support they receive. They make good progress in classes with younger pupils where they receive help from good support staff. The school has met the targets it has set itself in national tests and has set appropriate future targets which it is on course to meet.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn, settle quickly to their tasks and sustain concentration well. They are proud of their school and give of their best at all times.
Behaviour, in and out of classrooms	All pupils behave well in all situations. They are courteous and polite to one another and to adults.
Personal development and relationships	Relationships are very good and are built successfully on mutual respect. Pupils are very mature and sensible; they organise themselves purposefully and readily show initiative both in and out of lessons.
Attendance	Attendance is similar to that found in most schools and pupils enjoy coming to school, often arriving early.

In recent times no pupil has been excluded from the school. Pupils' attitudes to learning are very good, their behaviour is very good and relationships are of a high quality. They work with enthusiasm and are well motivated, exhibiting great interest in all that is around them. These very positive attributes help pupils to make satisfactory and at times good, progress.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	N/A

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

Overall, the quality of teaching is satisfactory and the needs of pupils are appropriately met. It was particularly strong for children under five in reception classes even though one class was taken by a supply teacher. In all of the lessons seen the teaching was at least satisfactory with 50 per cent being good and one lesson of very good quality. Across the

school, in 98 per cent of the lessons observed the teaching was satisfactory or better, being very good in four per cent. In only one lesson was the teaching unsatisfactory. In Key Stage 1 there are three teachers new to the profession and fairly recent appointments to the school. The teaching in Key Stage 1 is sound, and in the lessons seen was satisfactory or better in all lessons except one. In 25 per cent of lessons the teaching was good and one lesson was of very good quality. This is a credit to the young teachers as the quality of teaching has been maintained since the last inspection. The implementation of the literacy and numeracy strategies and the introduction of the Qualifications and Curriculum Authority's (QCA) schemes of work have had a positive effect on the quality of teaching. The teaching of English is good with strong emphasis on developing pupils' writing skills, and in mathematics the teaching of mental strategies is good. The teachers provide good resources for pupils to use, set challenging tasks and make pupils feel valued. As a result pupils contribute confidently to lessons. Pupils are set appropriate targets, which they respond to positively by working hard and producing work that reflects their capabilities. The sound teaching is instrumental in helping pupils to make satisfactory and, at times, good progress. Overall, the support given to pupils by non-teaching staff is beneficial to all pupils. As a result the teaching is greatly enhanced when support staff are present to support these pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a good balanced curriculum for children under five. Due to the constraints of the accommodation pupils have no opportunity for gymnastics and in winter the weather restricts opportunities for games. There is a strong emphasis on literacy and numeracy and although good use is made of pupils' writing skills there are not enough opportunities for pupils to use their reading skills across other subjects. In science and mathematics, there are not sufficient opportunities for pupils to use their investigation skills in practical activities. The school provides an appropriate range of out of school activities.
Provision for pupils with special educational needs	The school makes satisfactory provision and appropriate work is planned to meet pupils' needs. Effective support helps pupils to achieve the targets set in the areas highlighted in their education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Learning opportunities for pupils' personal development is appropriate. Good examples were seen of pupils working together and organising themselves in English, art or when working on the computer. The school makes very good provision for pupils' moral and social development.
How well the school cares for its pupils	The school provides a secure, caring environment. Teachers know their pupils well, and good assessment in English and mathematics helps teachers build on pupils' past learning. Information gained from assessment in other subjects is not easily accessible. There are some minor health and safety issues.

Parents support the school well, both in raising funds and by helping pupils at home or in school with their work. The school tries hard and successfully keeps parents informed about the work of the school and of their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and has dealt admirably with many changes in staffing and pupil numbers. There is a good team approach in decision making and day to day organisation. Coordinators conscientiously manage their subjects. The headteacher carefully monitors teaching. Statutory requirements are not met in the teaching of physical education.
How well the governors fulfil their responsibilities	Governors are very supportive and carry out their duties purposefully. They successfully monitor and analyse the work of the school.
The school's evaluation of its performance	The school successfully evaluates its own performance. Where areas for improvement have been identified the school considers and implements ways to improve them.
The strategic use of resources	The school makes the best use of staff, accommodation and material resources. Staff and pupils use their time well.

Staffing levels at the school are adequate and there is an appropriate range and quality of resources to support the teaching and learning. The accommodation is unsatisfactory and impinges on the quality of education the pupils receive. The school is over-crowded, the playground is too small and there are a number of health and safety issues. The school considers carefully how it can get best value in purchasing equipment and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching. • The behaviour of pupils. • The progress pupils make. • The management and leadership of the school. • The information the school provides. • The school helps pupils become mature and responsible. • The school expects pupils to work hard and achieve their best. • The homework pupils receive. 	<ul style="list-style-type: none"> • More activities out of school. • The accommodation.

Inspectors' judgements support parents' positive views. It does not support parents' concerns about out of school activities. The school provides a satisfactory range of activities out of school and many pupils enjoy this provision. However, parents' views about the restricted accommodation are fully founded and is adversely affecting the education the pupils receive.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 national tests the proportion of pupils at the end of Key Stage 1 reaching the expected Level 2 and above was above the national average in writing and in line in reading and mathematics. The proportion of pupils reaching the higher Level 3 was above the national average in writing and close to the national average in reading and mathematics. When compared with schools with pupils of a similar background the school's results were above average in writing and average in reading and mathematics. The school has generally achieved above average standards over the past three years in writing, although results vary in reading and mathematics with different cohorts of pupils who took the test. Results were higher in 1998 due to higher than normal numbers of higher attaining pupils in the Year 2 classes. Teachers' assessments in science show that the proportion of pupils expected to achieve the required Level 2 and above was broadly in line with the national average.
2. The weakness in the previous report was concerned with underachievement by higher attaining pupils in reading. There has been an improvement in this area and it is no longer a concern. However, there are not sufficient opportunities for pupils to read for information across other subjects apart from English.
3. On entry to the school, the attainment of most children is below the level expected for their age in mathematics and slightly below in language, although there is a wide range of abilities. Overall, children under five achieve well and make good progress in the reception classes. By the time they reach compulsory school age, their attainment is higher than the national expectation in their personal and social development, and in line in language and literacy, mathematics, physical development, creative development and their knowledge and understanding of the world. Most children are confident and articulate in talking and enjoy listening to stories. In reading, they are familiar with letters and their sounds and can compose simple sentences in their writing. In mathematics, they can understand number values, and recognise numerals to ten. They share equipment well and are beginning to work collaboratively. They are developing good attitudes to learning, sustain concentration, persevere with their work and show some independence.
4. Overall, pupils' attainment in English by the end of the key stage is in line with the national average. Pupils achieve well in writing and speaking and listening and appropriately in reading. By the end of Key Stage 1, pupils' attainment is above the national average in writing, slightly above in speaking and listening and close to the national average in reading. By the end of the key stage, pupils listen carefully, and the majority are articulate and use well-formed sentences and an appropriate range of vocabulary. Pupils contribute well to class discussions and are able to explain clearly what they have learnt. In reading, all pupils show a developing enthusiasm for books and display an appropriate range of strategies to become independent readers. By the end of the key stage, the majority of pupils can successfully read from a range of texts. The most fluent, confident readers can discuss the meaning of what they have read and explain which parts they have particularly enjoyed. Higher attaining pupils have sound library skills; and are able to use scanning and skimming skills successfully to find information. However, opportunities for pupils to read for information are insufficient. In writing, by the end of the key stage, most pupils can express their ideas clearly. Standards in spelling and the use of grammar are good

but handwriting is not always joined and letters are not consistent in size. Most pupils can write for different purposes producing interesting, lively accounts. However, written work is generally not well presented and below the good standard of spelling and use of grammar. Higher and average attaining pupils produce a range of writing including stories, book reviews and poems.

5. Pupils' attainment in mathematics is in line with the national average by the end of the key stage. All pupils achieve appropriately and make sound progress. Pupils' attainment in mental calculation strategies is good. In Year 1, pupils are competent in shape recognition and using mathematical language. They have a good understanding of the place value of tens and units and can competently add and subtract to ten. By the end of the key stage, sound progress is being made in number and in solving problems. Most pupils have instant recall of addition of multiples to ten. The majority can successfully apply their knowledge of number bonds to money problems. Higher attaining pupils are developing their own strategies for solving problems and can explain their reasoning. Pupils' knowledge of shape, space and measures is sound. However, pupils are not given sufficient opportunities to use and apply their knowledge and understanding of mathematics in everyday, practical situations.
6. In science, pupils' attainment by the end of the key stage is in line with the national average. Pupils know the effect of soil, water and air on plant growth, and identify some building materials and relate them to their properties. However, pupils are not secure in developing and understanding the need for fair test. For example, in a Year 2 investigation to identify what plants need to grow, many pupils did not understand the need to change only one variable whilst keeping all the others the same in order to carry out a fair test. Sound progress is demonstrated by pupils' greater independence to carry out practical work, their ability to relate different organisms to their habitats and their understanding of how to create and switch on and off a simple circuit. Pupils have appropriate skills in observation and communicating their findings for example, in studying the strongest points on a magnet. Pupils have a satisfactory knowledge of the natural world, materials and their properties and the physical world. Progress in investigating and experimenting is restricted, because there are not sufficient practical activities for pupils to develop their skills in these areas. Consequently, attainment in this aspect of science is below the expected level.
7. In information technology, pupils' attainment is in line with national expectations by the end of the key stage. Pupils achieve appropriately and their progress is sound. By the end of the key stage, most pupils are confident in the use of a mouse and successfully use the keyboard for word processing. The majority have a satisfactory facility with desktop publishing, for example, in using left align and the return key to present their poems. They use graphing programs effectively to present data and successfully write simple programs to control a floor robot.
8. By the end of the key stage, pupils' attainment in religious education is at the expected level in the locally agreed syllabus. The majority of pupils make sound progress. Pupils have a wide knowledge of Christianity, and knowledge of other religions, such as Judaism is strong. They are able to discuss their own views and feelings about key figures such as Mother Teresa and the effect they can have on people's lives.
9. Since the last inspection average standards have been maintained in reading, mathematics and science and improved upon in writing where standards have risen to be above average. At the end of the key stage, the standards pupils achieve are

at the level expected for their age in art, design and technology, geography, history and music. However, in physical education the unsatisfactory accommodation restricts opportunities for gymnastics. Because of lack of classrooms half of the hall has been modified to accommodate a Year 2 class. This has resulted in no gymnastics for any pupil for the last year and outdoor games are limited by the weather. As a result, the provision for physical education is inadequate and does not meet statutory requirements. In addition, the playground is sloping and this restricts pupils' ability to develop satisfactory ball skills because balls roll away from them. Overall, standards have been maintained in most subjects with the exception of physical education where they have fallen. Progress in nearly all lessons is at least sound; and in a large minority is good. Over time, pupils make sound progress in art, design and technology, geography, history and music but unsatisfactory progress in physical education. There is no significant difference in the progress made by boys and girls.

10. Across the school, pupils' writing skills are further developed in other subject areas. The above average skills are utilised well; many opportunities are provided for pupils to write at length and for different purposes, for example, in science and history. However, there are limited opportunities for reading for information. The learning in many subjects is restricted by a lack of opportunity to use research skills for example, in religious education, history and geography. Pupils' numeracy skills are used effectively to classify, compare and measure in several subjects, for example in art, design and technology, geography, information technology and science. The school has reached the appropriate targets it has set itself for literacy and numeracy.
11. Non-statemented pupils with special educational needs (SEN) make sound, and on occasions, good progress towards the targets set for them in their individual education plans (IEP). Pupils' IEPs clearly identify their difficulties and appropriate targets are set to meet these needs. Teachers use these plans purposefully in planning appropriate work for them to meet the pupils needs. Children under five who have SEN make good progress as a result of high levels of good quality support they receive from nursery nurses. The pupil with a Statement of Special Educational Need makes good progress because he is well tutored by a good quality support staff for example, in the literacy and numeracy sessions.

Pupils' attitudes, values and personal development

12. The good standards of behaviour and discipline achieved at the last inspection have been maintained and improved upon in several areas. The positive attitudes displayed by pupils, staff and parents alike are a strength of the school. They grow from the caring ethos generated within the school and are powerful enough to make many rules and procedures superfluous. Pupils are polite and very helpful. They are enthusiastic and display a real family concern for one another. Of particular note is the care shown to pupils with problems or disadvantage who are supported with great sensitivity. For example, the way that several Year 2 pupils were seen to watch and care for younger pupils in the schoolyard.
13. In class, and in the homework tasks set, pupils are very committed to their work and wanting to give their very best effort. They work conscientiously and with good levels of concentration either when working in groups or working alone. Pupils are attentive and the majority respond very quickly to calls for attention by the teachers. Behaviour during the inspection was very good. In their eagerness to participate in class activities, a small minority of children on occasions forget to put their hand up and call out the answer or to offer their opinion. The teachers deal with this positively by reminding them of the correct way to respond. Pupils readily accept and quickly

conform to the well-established routines. There have been no exclusions from the school in the last year.

14. The family ethos sets the scene for very good relationships. Pupils treat teachers and other staff with respect and in their turn they are treated respectfully. Pupils' ideas are valued, accepted and built upon by teachers. Pupils are caring towards each other, are supportive, even under duress or provocation, recognising the problems that others may have. For example, considering the small area of the playground there were very few incidents of pupil disagreements with one another. It is a credit to their restraint, good behaviour and respect for each other that this is so. No incidents of bullying, physical or verbal abuse were noted during the inspection. However, the school is very aware and prepared to take swift action on any unacceptable behaviour and pupils are strongly prepared to discourage it themselves.
15. The tutorial/pastoral system encourages and stimulates pupils to develop their abilities to make informed choices and to mature in their own good time. As a result, reception children are beginning to display high levels of self-confidence and growing personal responsibility. Pupils are enthusiastic in lessons and very eager to enter into discussions, they are quick to generate and build upon ideas and show real concern for the wider world.
16. Attendance is in line with the national average. Unauthorised absence is below the national average. Pupils are very eager to come to school and significant numbers do come to school early each day. The link between school and home is strongly improved by the morning communications and information exchanged between parents and staff at this time. Parents bring their children into class and it is an opportunity for them to see their children's work and talk with their teachers. The pupils who arrive very early are well supported and looked after by the school. The very good quality of attitudes, behaviour, personal development and relationships and satisfactory attendance across the school enhance the education the school offers.

HOW WELL ARE PUPILS TAUGHT?

17. In the previous inspection the quality of teaching was unsatisfactory in four per cent of the lessons seen. This was mainly due to lack of adult support for pupils. Overall, the sound quality of teaching has been maintained and only one example of unsatisfactory teaching was seen. There have been a number of teaching staff changes and staff training in the school has been beneficial in improving the teaching of English and aspects of mathematics. The quality of the teaching is reduced at times as a result of a lack of precise learning objectives in lesson plans and assessment procedures in most subjects that do not give an easily accessible picture of pupils' achievements.
18. Overall, the quality of teaching is satisfactory and the needs of pupils are appropriately met. It was particularly strong for children under five in reception classes and, although one class was taken by a supply teacher, in all of the lessons seen the teaching was at least satisfactory with 50 per cent being good and one lesson of very good quality. Across the school, in 98 per cent of the lessons observed the teaching was satisfactory or better, being very good in four per cent. In only one lesson was the teaching unsatisfactory. In Key Stage 1 there are three teachers new to the profession and fairly recent appointments to the school. The teaching in Key Stage 1 is sound. All of the lessons seen were satisfactory or better,

except, the one which was unsatisfactory, and in 25 per cent of lessons the teaching was good and one lesson was of very good quality. This is a credit to the young teachers as the quality of teaching has been maintained, and in English and mathematics has improved since the last inspection.

19. Overall, the teaching for under-fives is good and enables children to acquire new knowledge and skills well and develop their ideas. Teachers' planning is extensive and carefully based on the desirable outcomes for children's learning. Relationships are very good and the teachers have a good understanding of the needs of young children in these areas. The nursery nurses and the teachers cooperate and work well together, planning interesting activities to build the children's confidence and increase their understanding in these areas of learning. In an art lesson taken by a nursery nurse, good support was given ensuring the children focused carefully on shape as they tried to draw the school. This was effective in helping the children achieve good quality drawings. A strength is the creative way the teacher introduces and develops the lesson. In a very good mathematics lesson aimed at increasing children's understanding of the ordering of numbers and counting in twos and tens, the teacher interacted well with the children using a number 'washing line'. Good informal assessment took place leading to each successive step, building effectively on children's past knowledge. The lesson was well organised and the input from 'Freddy the Fox' (a glove puppet) further added to the children's motivation and enjoyment and increased the learning.
20. In Key Stage 1 the teaching is sound. Where teaching is of good quality it provides pupils with opportunities to apply their intellectual and creative effort in their work and to make good progress. In such cases, careful preparation provides a good range of resources to support pupils' learning and they are well motivated by praise and encouragement. In a Year 2 history lesson when pupils were finding information about the past, the teacher provided a very good range of resources. Pupils were well motivated when seeing old school photographs, the school logbook and especially 'the cane'. In the role-play activity which followed, it was clear pupils had gained a lot in their knowledge and understanding about school days in the past. The teacher has high expectations of pupils and they respond enthusiastically applying their intellectual efforts well. Lessons are well planned and organised, providing pupils with challenging tasks. An example of good teaching was in an English lesson when pupils discussed what they could do at the age of three and four. They successfully used this information in writing their own rhyming couplets after studying the song 'At the ripe old age of one'. Questioning was used effectively to enable pupils to develop their ideas and increase their understanding. The teacher had high expectations of pupils and valued their contributions to the discussion. In completing the task pupils worked productively and at a good pace. Pupils showed high levels of interest and were able to sustain their concentration. In the literacy and numeracy hour, teachers have established good classroom routines for pupils and there is an industrious working atmosphere. Pupils are able to work well independently and concentrate for long periods. When parent helpers and support staff are present they are used purposefully and provide good support for pupils for example, in mathematics and English.
21. Teachers have a sound knowledge and understanding of the subjects they teach. In a reception class information technology lesson, the teacher's expertise and ability to demonstrate how to program a 'Pixie' excited the children. The teacher carefully balanced the amount of information she gave to the children as against effective questions to check on the children's own knowledge. This resulted in the children gaining a clear understanding of not only how to program the robot, but also how to get it to reach a preset location. The introduction of the National Literacy Strategy

has maintained the good teaching of English and teachers are competent in the teaching of phonics and basic skills. The National Numeracy Strategy has improved the teaching of mental strategies. All lessons clearly identify what pupils are to learn and end with effective plenary sessions to check on pupils' learning. In the teaching of mathematics, good use is made of mental exercises to give pace to the lesson. In other subjects, where teaching is less effective, the objective of the lesson is too general for example, 'to look at an artist's painting' and as a result pupils are unsure of what they are trying to achieve. The teachers' management of pupils is good, ensuring good levels of discipline and creating an industrious working atmosphere. Teachers show great sensitivity towards pupils' needs and as a result pupils feel valued and confidently contribute to the lesson. In a Year 2 music lesson, pupils responded very positively to the teacher's praise and encouragement as they successfully interpreted 'Mr. Ant's' journey using sounds. Pupils are eager to learn and when given their task, respond positively by working hard and producing good quality work that is matched to their ability. The sound teaching is instrumental in helping pupils make sound, and at times, good progress.

22. Homework is used appropriately to support the work in classrooms. The regular use of homework is effective in promoting the development of reading, spelling and mathematics with pupils. There is no reading diary and the opportunity of an effective link between home and school is missed. For older pupils, there are good opportunities to extend the work done in class at home for example Year 1 pupils wrote their own questionnaires to ask their parents and grandparents about the past.
23. The pupil with a Statement of Special Educational Need is supported well. He receives good individual help in the classroom from a nursery nurse and has access to all areas of the curriculum. IEPs exist for all pupils who have been identified as having SEN. They are well structured and identify appropriate and realistic goals. Overall, pupils with SEN make sound progress towards the targets set for them in their IEPs. Teachers use the information in their individual plans purposefully and plan appropriate tasks to meet their identified needs. In reception and Year 1 pupils make good progress. This is because of the good quality support they receive, and the use made of IEPs in planning work. Teachers plan tasks based on pupils' IEPs and nursery nurses are well briefed to work with small groups and individuals enabling pupils make good progress. For example, in a mathematics lesson when children were exploring simple addition, the support was well used in helping pupils who found difficulty concentrating remain on task.

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

24. The school has made significant improvements since the previous inspection. However, in some instances further improvements are needed. The school has widened the cultural experiences offered to pupils with trips and visitors to school and expanded its multicultural resources and artefacts. These are used well across the curriculum. Standards of higher attaining pupils in reading have improved but there are not sufficient opportunities for pupils to use research skills and read for information. Through a planned programme of development the school has improved the investigational aspects of pupils' work in science and mathematics but, due to a significant number of new staff, who were not in post at the time, the impact of this is now not as strong. The school has worked hard to successfully implement the National Numeracy Strategy with a focus on developing mental skills and strategies. However, these good skills are not sufficiently well used in everyday,

practical situations. Similarly in science there are not sufficient opportunities for pupils to use and apply investigative skills.

25. The curriculum for children under five is broad and balanced and provision is good. Planning successfully addresses the nationally recommended Desirable Learning Outcomes for this age group and prepares them well for Key Stage 1 of the National Curriculum. The newly constructed outside play area promotes well the children's physical, creative and social development on a daily basis. In Key Stage 1, the school does not fully provide a broad and balanced curriculum because accommodation restrictions mean pupils do not have opportunities to experience all aspects of physical education in particular, gymnastics. All pupils share in collective daily worship although the lack of hall space restricts the range and nature of the assemblies that can be offered.
26. Literacy and numeracy receives a high profile and the school's implementation of both the National Literacy and Numeracy Strategies is good. The emphasis on reading and writing and also mental arithmetic has had a significant impact in raising pupils' literacy and numeracy skills. However, although pupils have many opportunities for extended writing there is not sufficient emphasis on handwriting and presentation of work, as well as providing more opportunities for pupils to read for information. In mathematics, although pupils' mental skills are good there is not enough emphasis on pupils using and applying their knowledge in practical situations. Numeracy skills are being satisfactorily developed in other areas of the curriculum. For example, measurement in design and technology, graph work in geography and use of time lines in history.
27. The quality of curriculum planning provides appropriate guidance for staff and uses a format for teachers which ensures consistency. This is particularly effective in mathematics and English. However, short-term plans are not consistent in all subject areas and in a minority of instances do not always clearly identify what pupils are expected to learn and how this will be achieved. All pupils are provided with equality of opportunity and equal access to the curriculum. There are sound policies and schemes of work in place for all National Curriculum subjects and religious education. These are to be reviewed in a planned programme of development. Healthy eating and looking after ourselves are planned as part of science topics. The school has plans to implement a coherent personal, social and health education programme throughout the school to further enhance pupils' self-esteem and personal development.
28. There are good procedures in place for when pupils first start school in the reception class. New pupils are sensitively introduced into the school, visiting reception with their parents prior to entry enabling them to settle quickly into a welcoming environment. Good links with the junior school ensure pupils have a smooth transition to their next stage of education.
29. There are equal opportunities for all. Appropriate procedures are in place to meet the requirements of the Code of Practice for pupils with SEN. The pupils have full access to all subjects taught. All staff understand the school's staged approach to identification of SEN and to provision. Outcomes of assessment inform planning for individuals. Information from previous schools is used well. Progress is consistently reviewed and annual reviews set clear and appropriate targets.
30. The curriculum is enriched for 25 per cent of pupils in Years 1 and 2 who take part in playing recorders and for 30 per cent of pupils in Year 2 who join in a 'fun' French club at lunchtimes. This has been further enhanced by visitors to the school who

have effectively shared their expertise with pupils for example, a sports coach from Bolsover Leisure Centre and an author during Book Week 2000. There have not been as many visitors as in previous years because of limited space in the hall. Trips take place to the library, local church, Derby Playhouse and places of interest such as Elvaston castle and Wollaton Park.

31. Provision for pupils' spiritual and cultural development is good. The very good provision for social and moral development is a strength of the school.
32. Spiritual development is promoted successfully. There are some incidental opportunities to explore spirituality in many areas of the curriculum. In religious education and through personal and social education pupils learn to express their emotions and views openly. Empathy is generated in history with the study of life in schools and society 100 years ago and its comparison with life today. Through art, pupils are helped to understand the work of famous painters such as Van Gogh and Monet. There are good opportunities for pupils' spiritual development in assemblies and at special festivals during the year. Appropriate music sets the mood, hymns are enthusiastically sung and prayers are thoughtfully offered. Visitors and visits to the local church enhance this experience.
33. The school is a happy, well-ordered community promoting a caring and sharing ethos. There is a clear moral code for good behaviour and this is embedded in the teaching and life of the school. All staff in the school provide an excellent role model by setting a clear example. Pupils learn from the respect and consideration shown to them. They learn to respect each other and property and know the difference between right and wrong. For example, the reasons for school rules and how these contribute to the well being of others and to the environment. Assemblies often have a strong moral theme. For example, the story of the Good Samaritan in which pupils learned about tolerance and helping those in need. Pupils show sensitivity in such instances.
34. Provision for the social development of pupils is very good. Their achievements are acknowledged with stickers and certificates for good behaviour, academic work and positive attitudes. Relationships in the school are very good and pupils work cooperatively and act very responsibly when jobs are given to them. Pupils take messages, tidy up equipment at the ends of lessons and older pupils conscientiously look after younger ones, for example on the playground or in the toilets. The school is enriched by, and is responsive to the needs of the wider community. In partnership with the junior school, pupils take harvest gifts to the elderly and are involved in Christmas appeals for children in need.
35. The cultural dimension of pupils' learning is good. A good range of books, artefacts and pictures reflect well the lives of people from other countries and cultures. For example in art, pupils study African patterns such as Ndebele patterns that are celebrated in school displays. African jewellery, facemasks and musical instruments also provides a vehicle for further widening pupils' appreciation of other cultures. Multi faith awareness is addressed through assemblies and the study of Judaism and other faiths in religious education. The school invites visitors from different religious backgrounds and visits the local church. However, there is a lack of opportunities for pupils to visit other places of worship. Visiting authors and pupils' visits to theatres and other places of interest helps to raise their awareness of the traditions of the area in which they live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school continues to provide the caring, supportive community that was the subject of favourable comment in the previous inspection. Pupils receive effective support and guidance. There is a strong principle of care, respect and consideration for others which parents value highly. Staff are very sensitive to the needs of the pupils in their charge. They know them well and work hard to ensure their welfare. The trusting relationships which pupils enjoy with their teachers give them confidence to share any concerns and help them to cope with the problems that arise in everyday life. The personal development of the pupils is very good and although not formally monitored is given a high profile in lessons. The school plans to implement a personal, social and health education programme throughout the school that will be helpful to teachers in monitoring pupils' personal development more reliably. New pupils are sensitively introduced into the school and quickly settle into a welcoming environment. Good links with the junior school ensure pupils have a smooth transition to their next stage of education.
37. Overall, the school has sound assessment procedures in place, which enable pupils, including those with SEN, to make satisfactory progress. Assessments of the ability of children entering school are carefully analysed and used effectively to plan sessions to meet the needs of all children. The assessment procedures in reception classes are good and used well to monitor children's progress. They include careful planning of what the children know, understand and can do, in all areas relevant to children of their age.
38. In English and mathematics there are half-termly assessment tasks and staff keep individual pupil record sheets which clearly show pupil achievements and identify targets for development including the level they are working towards in national tests. These give a clear picture of pupil progress and are used well to inform planning. However, in other subjects, although assessment takes place and records are kept, they are not effective in giving a clear picture of individual pupils' achievement and progress.
39. The school achieves high standards of behaviour within the school building, in the playground and during the lunchtime. Stickers and stars are awarded for good behaviour and personal achievements. These are celebrated at weekly assemblies. There are good arrangements for monitoring and eliminating bullying and oppressive behaviour should they occur. Attendance is effectively monitored by the school and fully complies with current requirements.
40. Teachers throughout the school are very sensitive to the needs of the pupils and they show warmth and understanding in their relationships with them. There are satisfactory procedures for child protection and these are known by staff. The headteacher, as the designated trained member of staff, keeps in touch with external support agencies, attends update courses and disseminates documentation to the staff. The school is aware of the need to train staff in order to give them a greater understanding of child protection issues and has plans to address this.
41. The teaching staff and mid-day assistants are diligent when they deal with safety matters and are promoting the daily routines well. There are two qualified first-aiders and midday assistants have also undergone basic first-aid training. The headteacher, secretary and cleaner have attended a personal safety course this year which is to be disseminated to the rest of the staff. There is a health and safety policy, annual health and safety checks and risk assessments carried out by the headteacher and a governor on a regular basis. Fire drills are carried out each term.

Staff are vigilant at all times including lunchtimes when outside play is potentially hazardous because of cramped playground space and the uneven yard surface sloping towards the wall. Results of accidents are kept in school and parents are notified. A number of health and safety concerns were identified and shared with the headteacher during the inspection. On one day there were 20 entries in the accident book as pupils suffered bumps and grazes as a result of the size and condition of the playground. The yard surface is uneven, several metal pieces stick out of the wall and the size of the playground makes it difficult for children to run and play freely without bumping into each other. Another safety issue is the lack of toilet provision for pupils in the outside classroom that requires them to walk across to the main building without adult supervision.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The school has maintained the strong links with parents and in some areas further developed and improved them. The availability of information to parents is very good. This is particularly the case for those parents who bring their children into school each day. The communication with staff and the opportunity to see what is happening in classrooms is very beneficial to parents' knowledge and understanding of current teaching practices. The understanding of what their children are doing in class permits additional learning at home to be targeted well.
43. Parents who attended the meeting with inspectors confirmed this and parents' positive responses to the inspection questionnaire further demonstrates that they are generally very happy with the quality of information supplied to them by the school. Those aspects of the school which parents felt very happy with, from the questionnaires, are the levels of behaviour, good pupil progress being made, school expectations of hard work and development of pupil maturity and the school's working relationship with parents. The areas where slightly less satisfaction were reported was the levels of extra-curricular activities and concern about the use of the hall as a classroom and lack of space. Inspectors' judgements do not agree with parents' views and indicate that the school provides an appropriate range of out of school activities and experiences for pupils. Inspectors agree with parents' views that the use of the hall as a classroom limits the school's ability to fully deliver the National Curriculum and the size of the playground is too small.
44. The school's early initial contacts with parents and the transfer arrangements to junior schools are well planned and prepared in good time. There is a sound group of regular parents helping in school and this has a positive impact on pupils' learning, supporting the good work going on in the school. Parents are used effectively and given positive guidance that enables them to assist effectively in lessons. They work efficiently both in classrooms as well as on educational visits that the school manages for the pupils' benefit.
45. The pupils' detailed annual reports do set future individual targets for pupils to aim for during the year. The school newsletters are a valuable source of information for parents, especially for those unable to make regular visits to school, about school issues and social events. However, they do not contain much information about topic or class activities. The school policy, as daily contact within school, is much valued and encouraged. The school has a very effective 'open door' policy of access with parents joining pupils in the classroom before the start of the first lesson and at the end of the school day. This is of great value in developing strong links between home and school. Parents' opinions agree that they receive information in a manner that is very helpful to them. Parents of children who have special educational needs

are kept well informed of their children's progress and are invited to attend review meetings each term to discuss how well these pupils are achieving.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The management of the school is effective and has played a substantial role in the significant improvements made since the last inspection. The school has an effective outline three-year development plan. The current year is clearly costed and used as a working document to ensure there is a planned programme for continued development. The school has also developed detailed action plans for particular areas of focus. This is a significant improvement since the last inspection. Other significant improvements since the last inspection are standards in reading for higher achieving pupils, greater curriculum continuity through better medium-term planning and the school's results are reported to parents with national data for comparison. The school has made satisfactory progress in developing investigation skills in mathematics and science and the governors have become more involved with curriculum planning and finance.
47. The headteacher is a good, effective leader who has a clear vision of what the school needs to do in order to improve further. She is very committed, conscientious and effective. Her all round performance since the last inspection means that she has secured the respect of governors, staff, parents and pupils. She has been instrumental in raising standards, supporting inexperienced staff and is very aware of the need to develop coordinator roles to enable her to delegate responsibilities effectively. The headteacher has managed the significant turnover of staff very well with standards being maintained and in a minority of subjects rising, even though there has not been consistency of coordinators over time. She has developed a very effective 'open door' policy for parents. Many come into the school each morning and spend time in classrooms, for example, reading or playing educational games with their children. She has run effective numeracy and literacy workshops for parents to involve them more in sharing responsibility for their children's learning. She has successfully pursued grants, for example, Key Stage 1 and National Grid for Learning funding to develop staffing and information technology in line with the school development plan. The headteacher is very well supported by an experienced deputy headteacher, however coordinator roles are not well developed. This is due to the majority of the teachers being in their early year of teaching. It is a specific aim of the headteacher and the deputy headteacher to develop these roles particularly in the review of the curriculum and schemes of work for implementation of the new National Curriculum in September 2000.
48. The governing body is invariably supportive of the school's management and makes a satisfactory contribution to leadership and in some respects is developing its role as a 'critical friend'. It is clear about the strengths and weaknesses of the school and successfully meets statutory requirements. The headteacher provides the governing body with a range of financial options from which they make strategic decisions. For example, in creating smaller classes and additional non-teaching support in classes with younger pupils. Many of the governors have attended governor training and are developing a committee structure that has enabled them to work purposefully. There is a special educational needs governor who visits the school regularly and is involved in policy reviews, implementation of the Code of Practice and the work of the educational care officers. The SEN policy meets statutory requirements.
49. Curriculum development is planned for the English, mathematics, information technology and science. The school is aware of the change in National Curriculum

requirements for September 2000 for other subjects and is developing plans to address a review of schemes of work and assessment procedures. The headteacher and deputy headteacher undertake monitoring. They regularly review teachers' planning, sample pupils' work in core subjects and observe the teaching in lessons. While coordinators have clear job descriptions the monitoring undertaken by coordinators has yet to be fully developed. Where opportunities have been available, for example, in literacy, numeracy and information technology, effective monitoring has taken place resulting in clear improvements. For example, increasing standards in writing and the development of an information technology action plan. The headteacher through hearing pupils read, taking a withdrawal group, and covering for absent staff ensures informal monitoring takes place. She also analyses national test results to identify, for example, any differences in boys and girls performance and whether any particular aspects of the curriculum need greater emphasis to ensure standards continue to rise.

50. The school is successful in meeting its stated aims. All involved with the school have a shared sense of purpose and work productively together to achieve an ethos that actively promotes learning and personal development. Parents who indicate that their children are happy in school reflect this view. The capacity for further improvement is judged to be good. The school is well placed to continue the improvement in the quality of all that it does.
51. Although some staff are new to the profession, the school has sufficient and suitably qualified teachers to teach the whole curriculum effectively. Teaching and support staff work well together and their effective team work makes a significant contribution to pupils' learning. Job descriptions are in place and the deputy headteacher is one of the mentors in the school. There has been a two-year cycle of appraisal but this is being superseded by the introduction of the recently introduced performance management system. Appraisal is linked appropriately to staff development and the school development plan. There is a good staff handbook and mentoring procedures for new and newly qualified staff. Support staff are well qualified with two nursery nurses, one a qualified education care officer with training to enable them to effectively support pupils in literacy and numeracy sessions. The administrative assistant is also well qualified through taking National Vocational Qualification Level 3 in school administration.
52. The school makes best use of the unsatisfactory accommodation. Although it is inadequate it is well maintained by the cleaner in charge. Good quality displays of pupils' work enhance the learning environment. However, there are insufficient classrooms to support learning. The hall is divided in half with one side being used as a classroom. This impacts directly on the provision for physical education, music and assemblies. Pupils have had no teaching in gymnastics in the last year and as a result, Year 1 pupils have never been taught this aspect of the physical education curriculum. The hall cannot be used by classes for music because they disturb the Year 2 class in the hall. This class is also disturbed daily by preparations for lunch and when equipment stored in the hall is required. The lack of space also impacts on the number of visitors for assemblies, as there is insufficient space for all pupils to attend with ease. Due to a lack of toilet facilities in the outside classroom pupils have to come to the main school to use toilets without adult supervision, on many occasions, in inclement weather. There is an identified area for outdoor play for the under fives which has a positive effect on their physical development. The overall quality of learning resources is sound with good provision in range, number and quality of musical instruments. The provision in information technology has improved since the last inspection with a ratio approximately 14 pupils to one computer.

53. The recommendations of the last auditor's report have been acted on and the systems for financial administration are effective. The issues from the last inspection have been addressed with the governing body now being more involved in the school's financial decisions. The funding of an accompanist for music lessons is money well spent and this provision enhances pupils' singing well. Budgets are clearly identified and are clearly linked to the school's priorities. All finances are reconciled and up to date balances are available to the headteacher and for termly meetings of the governing body and finance committee. Specific grants are used carefully for designated purposes, for example monies used for the monitoring of literacy and reading have identified areas in need of improvement. As a result, systems have been implemented that have raised standards in these areas. However, there is limited monitoring of, for example, information technology to identify whether the money spent has raised standards in this area. The school broadly applies principles of best value on expenditure. For example, by regularly reviewing prices for consumable materials and using advice from the local education authority to find the best value for money when buying computers. The efficient administrative officer monitors closely, orders from coordinators and staff to ensure best value principles are applied. Satisfactory use is made of the range of information technology available to schools both in classrooms and in the management of the school. The school is well managed has an average unit cost, sound curriculum and standards. Pupils have good attitudes, very good behaviour and teaching is sound with good aspects. The school gives sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve the quality of education the school provides and build on the good improvements since the last inspection, the governors, headteacher and staff should:

(i) Continue to raise standards in:

English by -

improving pupils' handwriting and the presentation of their work, providing pupils with more opportunities to read for information in other subjects apart from English.

mathematics by –

continuing the planned programme for the implementation of the National Numeracy Strategy, including a focus to provide more opportunities for pupils to use their good numeracy skills and strategies in practical, everyday situations.

science by –

increasing opportunities for pupils to use their skills in investigating and experimenting.

(ii) Spread the good practice of assessment in English and mathematics to all other subjects to enable teachers to gain a clear picture of what pupils know, and understand or the skills they have learnt.

(iii) Provide a broad and balanced curriculum by ensuring pupils have the opportunity to experience all elements of the physical education curriculum, particularly gymnastics.

(iv) In addition, the governors should rigorously pursue advice and funding from the local authority in order to carry out the necessary improvements to eliminate health and safety issues concerned with:

- the size and condition of the playground;
- a lack of toilets for pupils in the classroom that is separated from the main building.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- In a minority of lessons teachers do not indicate precisely what pupils are to learn.
- Continue to develop the management team and the role of coordinators.
- Ensure that where money is targeted for raising standards, success criteria are clearly identified and monitored carefully.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	33	61	2	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	166
Number of full-time pupils eligible for free school meals	23

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	7

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	19	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	20	21
	Girls	16	16	18
	Total	38	36	39
Percentage of pupils at NC level 2 or above	School	88	84	91
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	22
	Girls	16	18	16
	Total	36	39	38
Percentage of pupils at NC level 2 or above	School	84	91	88
	National	82	86	87

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	164
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	23.5
Average class size	27

Education support staff: YR – Y2

Total number of education support staff	3
Total aggregate hours worked per week	56

Exclusions in the last school year

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

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

Financial information

Financial year	1999/2000
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	£
Total income	263,432
Total expenditure	263,012
Expenditure per pupil	1,624
Balance brought forward from previous year	5,093
Balance carried forward to next year	5,513

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	162
Number of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	3	0	0
My child is making good progress in school.	55	42	3	0	0
Behaviour in the school is good.	42	58	0	0	0
My child gets the right amount of work to do at home.	48	45	3	3	0
The teaching is good.	61	32	3	0	3
I am kept well informed about how my child is getting on.	42	42	16	0	0
I would feel comfortable about approaching the school with questions or a problem.	61	26	10	3	0
The school expects my child to work hard and achieve his or her best.	61	35	0	3	0
The school works closely with parents.	39	55	3	3	0
The school is well led and managed.	58	29	10	3	0
The school is helping my child become mature and responsible.	55	39	3	0	3
The school provides an interesting range of activities outside lessons.	16	39	32	0	13

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

54. At the time of the inspection 32 children were under five in the two reception classes. In these classes the children concentrate appropriately on the six areas of learning recommended for this age. There are two intakes of children under five, one in September for children who are five between September and April and one in January for those five between May and August. The arrangements for admission are planned well and effectively organised with good liaison between parents. The environment is stimulating with an area designated for the under-fives. Resources are adequate, supported by the inventiveness of the teacher and nursery nurses. The teachers and nursery nurses work well as a team, share responsibility and have a strong sense of commitment. Good planning between both teachers effectively link suitable learning steps for individual children to achieve the skills laid down in the desirable outcomes for children's learning. Children are happy and secure in this environment.
55. Children begin school with levels of attainment that are below those found nationally in number and slightly below in language, although there is a wide range of abilities. Overall, the under-fives make good progress in the reception class. By the time they reach compulsory school age they achieve the Desirable Learning Outcomes in their language and literacy, mathematics, their knowledge and understanding of the world, physical and creative development; and higher standards in personal and social development.
56. Teachers' assessments of children's work are effectively carried out on a daily basis, usually by careful observation and interaction. The outcomes support clear objectives for short-term planning of suitable work and activities to take the children forward.
57. There is a good balance between structured play, formal learning sessions and free choice activities. There are sufficient opportunities available for further developing spontaneous conversation and a growing vocabulary through role play. Free choice activities and outdoor play are timetabled on a regular basis. Children's attainment in reading, writing and mathematics are regularly recorded and used to plan work matched to their ability.

Personal and social

58. By the age of five, children make good progress and their attainment in personal and social development is above the expectations of the Desirable Learning Outcomes for children of this age. Children respond well from their earliest time in school to an ethos that promotes good behaviour and care for each other. Very positive relationships have developed between children and adults that effectively promote a happy and secure environment. Routines are quickly established. The children participate in whole-class oral sessions and are careful to take their turn and to listen when a classmate is talking about an interesting event that took place at the weekend. Children follow instructions and safety rules appropriately, for example when playing on the outdoor equipment. They answer teachers' questions clearly and show a good understanding of right and wrong. Children enjoy participating in practical activities and tidy away their materials efficiently, without direct instruction, as they finish. They are eager to learn, make good progress and maintain necessary

levels of concentration. The quality of teaching is good and teachers and nursery nurses work well together and provide very good role models for the children. The stimulating learning environment is a major factor in helping the children to become excited by learning.

Language and literacy

59. By the age of five, children make good progress and their attainment in language and literacy is at the expected level. They talk about their experiences with self-assurance, listen to stories and enjoy participating in repetitive sentences. Children enjoy books and handle them carefully. They know that words and pictures carry meaning. Children recognise key words from their reading scheme books; the number depends on their individual ability. They enjoy sharing books and discussing pictures. Children are quickly developing an understanding of the functions of writing. They recognise their names and can write them independently. Good progress is made towards free writing of words and simple sentences with sound foundation of letters. Sufficient opportunities are provided for imaginative play to develop spontaneous conversation. The teaching of language and literacy is good and staff work very hard and successfully to develop and widen the children's vocabulary. They also effectively introduce them to the joy and contentment of using books and to the skills of writing. The literacy hour has been successfully introduced for the children still under the age of five in the reception classes.

Mathematics

60. By the age of five most children develop mathematical skills and understanding at the level expected of children of this age. They make good progress according to their individual abilities. Children can count to 20 and backwards from ten. Most children recognise specific numbers to ten. Mathematical skills are promoted successfully through a variety of activities, such as 'hanging numbers on the washing line' and mathematical games. They are at the early stages of writing numbers. Most children illustrate good pencil control and correct formation. Children sing number rhymes and songs thus consolidating their use and understanding of number. All opportunities are used effectively during the day to consolidate and extend children's mathematical language and understanding. Teaching is good in this area of learning. Staff enable the children to have a good understanding of number, shapes and measures through carefully and imaginatively planned activities. They intervene successfully when the children are working to challenge them appropriately to extend their learning, enabling them to make good progress.

Knowledge and understanding of the world

61. By the age of five, children's attainment in knowledge and understanding of the world is in line with national expectations. Good foundations have been laid in this area of learning through the successful range of topics the children experience. Children make good progress. The most recent topic is 'Our Village' and this is successfully being developed across the curriculum. They know about the various shops in their village and can say which areas of the village they like or dislike. Children talk knowledgeably about different ways of getting to school and can draw a simple map of the route they take to school. Good progress is being made in understanding about their own local environment and they have developed a good sense of location and direction. Good use is made of computers to effectively develop their information technology skills and support learning. Teaching in this aspect of the curriculum is good and stimulating. Knowledge and ideas are presented in an

imaginative and challenging manner for the children and this enables them to make good progress.

Physical development

62. Children's physical development is in line with expectations for this age group and progress is sound. Opportunities for children to take part in planned outdoor activities with large apparatus are good. The hall cannot be used at present which restricts opportunities for physical development, particularly in inclement weather when outdoor play is impossible. Children move confidently around the playground. They are developing skills in balance, and coordination and are developing spatial awareness in the outdoor area and on the playground. Some higher attaining reception children can catch as well as throw balls. Most children were able to roll and throw balls, working cooperatively with staff. They show increasing control of riding trikes, pushing prams and using the slide with confidence. Children are aware of the need for safety and are careful and considerate of other children's movements. They are able to skip, hop, use long and short steps and work in and out of a hoop, gaining good skills in balance, mobility and coordination. Teaching in this area of learning is good. Staff provide a variety of opportunities to develop physical skills and show the children how to use equipment safely, for example, how to hold scissors correctly when cutting. They make children aware for the need for safety when climbing or balancing on apparatus. Staff set suitable challenges and provide lots of encouragement to develop children's confidence and skills.

Creative development

63. Children's creative development is in line with expectations for this age group. There is appropriate opportunity for free creative work and progress is satisfactory. Children use paints and different materials for collage and a range of techniques such as sponge printing. They are developing a good sense of colour. They can recognise different shades of specific colours and colours which portray warmth. Children draw good representations to support their written work. They use tearing and pasting with increasing accuracy. There are opportunities for more challenging aesthetic experiences in sewing, painting and craft activities that allow the children to express their own ideas creatively. Children are joined by a talented pianist for singing and they recall many songs and rhymes by heart. The imaginative aspect of play is satisfactorily developed through role play in, for example, 'The Post Office'. Some children know the names of instruments such as tambourine, drum and triangle and can distinguish between loud and quiet sounds. Progress is good for all children including those with SEN. They enjoy and work well together, they join in singing and counting rhymes with great gusto. The quality of teaching is good, activities are well planned and a suitable level of independence is encouraged. Staff provide a wide variety of imaginative activities to stimulate and to challenge the children.
64. Teaching for the under-fives is good overall. In the lessons seen 60 per cent were good and the remainder satisfactory. Good teaching is having a positive impact on the standards of attainment and good progress made by the children in the reception classes, especially in language and literacy, mathematics, creative development and knowledge and understanding of the world. Work is suitably matched to the differing needs of the children. Strengths in the good lessons include very high expectations of the children's attainment, thorough planning in which both adult roles are very clear and smoothly executed, and effective questioning that extends children's thinking. These are seen in both literacy and numeracy lessons, which are carefully

planned to promote and link understanding of number, pattern and rhyme in both poetry and song. Both teachers and support staff encourage and value the children's efforts, achieving high levels of concentration and behaviour. Adults encourage and value the children's efforts. There is a good emphasis placed on developing children's spoken language.

ENGLISH

65. The results of national tests in 1999 at the end of Key Stage 1 show the proportion of pupils achieving the expected level (Level 2) and above was above average in writing and broadly in line in reading. The number of pupils achieving the higher Level 3 was above the national average in writing and broadly in line in reading. Compared with schools that have pupils of a similar background, results are above average in writing and in line in reading. Over the past three years results have consistently been above the national average in writing and in line in reading. Inspection evidence supports these results. Results were higher in 1998 due to higher than normal numbers of higher attaining pupils in the Year 2 classes.
66. Overall, pupils' attainment is in line with the national average at the end of the key stage. Children enter the school with levels of attainment that are slightly below national expectations in reading and writing skills. However, by the time pupils leave the school, at age seven years, standards of attainment are average in reading and above average in writing. Under-fives make good progress and pupils in Key Stage 1 make sound progress in reading and good progress in writing. The previous inspection report found that standards of attainment were sound throughout the school. Standards are being maintained in reading and improved in writing. The significant weakness in the previous report was a lack of challenge for higher attaining pupils in reading. This has been improved and the school has invested in new reading materials, which successfully meets the needs of higher attaining pupils.
67. Pupils' skills in speaking and listening are slightly above the expected level and pupils achieve well. For Year 1 pupils, role-play areas are used well and pupils understand that language changes according to the occasion. Pupils listen attentively and are interested by most activities. For example, in Year 1, there was a lively discussion after reading 'The Tiger who came to Tea' about who the pupils would invite and what might happen. By the end of the key stage, the majority of pupils have a wide vocabulary, speak clearly and are able to develop their ideas through speech. All pupils listen carefully, are willing and able to explore ideas and communicate them to an audience. Pupils are confident when responding to adults and talk readily about their interests and experiences. Class discussions are productive as pupils take turns to speak, respecting and reflecting on one another's points of view. Vocabulary is interesting and imaginative, as when composing a class couplet after discussing the poem 'At the ripe old age of one' pupils talked about what they could do when they were three and four year olds.
68. In writing, pupils' attainment is above the expected level and they achieve well. Year 1 pupils quickly learn the purpose of writing, for example when they write their diaries describing the events that took place over the weekend. However, letter formations are not always correct and on many occasions not consistent in size. Most pupils can write in clearly formed sentences using capital letters and full stops correctly. By the end of the key stage, most pupils are independently writing stories of a reasonable length, which have a beginning, middle and an end. Pupils are able to write for different purposes, for instance they write about pirate stories they had read, a letter to a 'super-hero', describe their own phobia, or re-tell a fairy story they have heard. Examples of extended writing come from work in other areas of the

curriculum, such as science and history. Pupils write interesting accounts of the day in the life of a monk or about the life cycle of a frog. Punctuation is developing well, with regular use of capital letters and full stops. Higher attaining pupils use speech marks correctly, and on occasions, commas and they are beginning to use paragraphs. However, handwriting is not always neat or legible and is not of as high a quality as their other language skills for the majority of pupils. Spelling is mostly accurate and pupils can competently use simple dictionary skills as an aid. In Year 1, pupils' spelling skills are enhanced by the use of a class dictionary of pupils' own words.

69. Attainment in reading is at the expected level and pupils achieve appropriately. In Year 1, pupils have an adequate knowledge of sounds and use word-building techniques to read complex words. Many are becoming fluent and confident readers. By the end of the key stage, pupils are capable of independent work and can show understanding of the main points in a variety of books. Particular features are the enjoyment, pace and accuracy of the reading. A minority of higher attaining pupils have developed a preference for their favourite authors and can explain reasons for their preference. They can use non-fiction books competently, and locate appropriate information. Pupils' literacy skills make a positive contribution to progress in other subjects, such as science, geography and history when pupils use books confidently to research information. However, opportunities for pupils to read for information are insufficient.
70. Pupils make good progress in speaking and listening and writing and sound progress in reading. In speaking and listening they are regularly encouraged to take part in discussions, and pupils listen well to others' opinions. They develop more confidence in expressing their own ideas as they move through the school. Good use is made of the plenary part of the literacy hour to further develop speaking and listening skills. In reading they are developing positive attitudes and respect and love for books. Teachers have high expectations for individual reading. Progress with handwriting is unsatisfactory overall. Although suitable attention is given to the correct formation and practice of handwriting, pupils do not consistently transfer the skills learnt to their written work. Good progress is made in Key Stage 1 to write creatively and independently. They have many opportunities to use their skills in independent work gaining confidence and fluency. The wide range of work across the curriculum gives pupils plenty of opportunities to develop the structure of their writing. Opportunities to read for information are limited and restrict pupils' progress in developing higher order reading skills such as scanning and skimming. Pupils with SEN work well in lessons and make sound progress according to their individual abilities. They are encouraged to play a full part in lessons with good support available when completing individual tasks. Higher attaining pupils are given challenging and exciting tasks to encourage them to take responsibility for their own learning.
71. Pupils' response to English lessons is good. All Key Stage 1 pupils get involved in reading the story from the class 'Big Book'. They show interest, enjoyment and enthusiasm. They are very eager to start activities and settle quickly with good levels of concentration. Pupils respond positively to the challenge and support each other appropriately. They make a good effort with the presentation of their work, but this is not always successful. There are good relationships with the teachers, other adults and members of their class. Pupils show the ability to work independently.
72. The teaching is good overall. The quality of teaching in all the lessons seen was always at least satisfactory and good in 50 per cent. Teachers give clear explanations of what the pupils will have to do and set clear expectations. The pupils

effectively build new skills they have been taught. This was evident in a Year 1 lesson where pupils wrote interesting accounts of what would happen when a friend came to tea. The teacher developed a useful framework through discussion with them that guided them successfully in writing their own accounts. Classes are of mixed abilities; however, good-questioning techniques involve all pupils. In a Year 2 poetry session, the teacher asked open ended questions to which all pupils could respond and draw on their own experiences. For example, 'Tell me what sort of things you could do when you were three?' or ' You have a little sister what does she do?' Teachers encourage and value pupils' efforts. Teachers are secure in the knowledge and understanding of what they are teaching and make lessons lively and interesting. Good planning identifies exactly what all groups of pupils will learn in the lesson. Teachers work well with groups of pupils guiding their learning. Good use is made of non-teaching staff to support pupils in their work.

73. The National Literacy Strategy has been successfully implemented in the school and literacy skills are well taught. Planning is carried out collaboratively and the two teachers in each year group plan together ensuring continuity between classes. The coordinator leads the subject well and has had the opportunity to monitor the teaching and learning in the subject. From this targets have been set to improve pupils' spelling and the quality of writing, both of which have been achieved. Pupils work is shared between the key stage in order to value and celebrate achievements and allow regular monitoring. Assessment procedures are good. Pupils are regularly tested in various aspects of their work and these are clearly recorded. The coordinator analyses these results and those of the Standard Assessment Tests at the end of the key stage, to ensure all areas are covered effectively. There is no portfolio of pupils' written work to guide and support teacher assessments. Reading records are concerned with coverage and information is recorded about pupils' strengths and weaknesses. Resources are sound. Library books have been classified and the school is in the process of replacing and increasing the stock of library books to cater more for all ages and abilities. Good use is made of the local library where pupils go regularly to change their books.

MATHEMATICS

74. The 1999 National Curriculum test results show that by the end of Key Stage 1 the proportion of pupils achieving the expected level (Level 2) and above was close to the national average. The proportion of pupils attaining at higher level (Level 3) was broadly in line with the national average. When compared with schools who have pupils from a similar background the results are average. Trends over time have varied depending on the cohort of pupils taking the test but indicate that standards have been consistently about average from 1996 and rose in 1998, although fell significantly in 1999. Results were higher in 1998 due to a higher than normal numbers of higher attaining pupils in the Year 2 classes. Pupils' attainment by the end of the key stage is average. Inspection findings reflect the most recent 1999 results.
75. Weaknesses in the previous report were concerned with insufficient opportunities for practical and investigative approaches and the need to develop this aspect of pupils' work. This year the school has put great emphasis on developing pupils' mental strategies as part of their implementation of the National Numeracy Strategy, and this has had a positive effect. The school now needs to continue to implement the planned programme and include a focus that provides opportunities for pupils to use and apply their competent number skills and mental strategies in practical, everyday situations.

76. Across the school, pupils' achieve well in tasks requiring mental calculation strategies and their attainment is above the expected level. They know their two, five and ten multiplication tables and other number facts and their mental agility is a great help with written number problems. Most pupils answer with speed and accuracy and are able to explain their methods. Overall, pupils, including those with SEN, make sound progress in Key Stage 1 and achieve appropriately.
77. In Year 1, the majority of pupils can add and subtract to ten and can use their knowledge of number bonds to work this out mentally. A minority of higher attaining pupils can extend this to 20. Most pupils know the names of common two-dimensional shapes and can present data in simple block graphs. Pupils' understanding and use of appropriate mathematical language related to number is well developed.
78. By the end of the key stage, pupils can add two digit numbers without carrying figures whilst higher attaining pupils can do this with one carrying figure. They know their two, five and ten times multiplication tables. A minority of higher attaining pupils can use mental methods to divide numbers to 20 by two. Most pupils have instant recall of addition of multiples of ten and the minority of higher attaining pupils can extend this to mental addition of other two digit numbers. They can apply their knowledge of number bonds to simple money problems. Pupils build on their knowledge of shape and know properties of common two-dimensional shapes, such as numbers of sides and corners whilst higher attaining pupils can extend this to recognising right angles and can measure using standard units of length. Most pupils can mark in one line of symmetry of a square, whilst higher attaining pupils can extend this to other simple two-dimensional shapes. Pupils are making sound progress in solving problems and higher attaining pupils are developing their own strategies and can explain their reasoning.
79. Pupils' attitudes are very good. They concentrate well and listen attentively, the majority staying on task in lessons and successfully complete the set tasks in the given time. Pupils are always polite and helpful to each other. They collaborate well when involved in group tasks and talk easily about their work with each other and the teacher. They are keen to share ideas and findings and respond enthusiastically when challenging activities are presented to them. They organise themselves sensibly, tidy away without fuss and respond maturely when jobs are given to them. The behaviour of the pupils is very good.
80. Overall, teaching is satisfactory. In the lessons seen, the teaching is always at least satisfactory and is good in 25 per cent of lessons. Teachers have a sound knowledge and understanding of the mathematics curriculum and place appropriate emphasis on the mental mathematics that is built into every lesson. In all lessons, what pupils are to learn are clearly based on the National Numeracy Strategy framework. Particularly effective is the way teachers use searching questioning techniques in the mental introduction that challenges pupils' thinking and builds on their understanding. Good lessons have pace, appropriate tasks for pupils of differing ability and show high expectations of pupils. They are well balanced between introduction and consolidation of concepts and the opportunity for pupils to be actively involved in practical activities using and applying their mathematical reasoning and methods. This was evident in a Year 1 lesson where pupils were initially using concrete objects to represent data. This was successfully developed as pupils recorded their results in a two-dimensional block graph. Characteristics of good lessons are high pupil involvement and appropriate resources that support pupils' learning well and are used effectively to promote children's understanding. Relationships are good and teachers regularly praise pupils' efforts and

achievements. Organisational strategies follow the format suggested by the National Numeracy Strategy, with whole class introduction, work provided for groups of pupils of differing ability and a final plenary which are usually used well to reflect on pupils' learning and draw out important ideas.

81. The school is effectively implementing the National Numeracy Strategy and the subject meets statutory requirements. Numeracy skills are enhanced in the rest of the curriculum, for instance, time lines in history, graph work in geography and science and measurement in technology. Assessment and record-keeping systems are effective and give a clear picture of pupil attainment. Mathematics is well coordinated throughout the school and staff work as a mutually supportive team. Monitoring of teaching and informal moderating of pupils' work has begun. Although the school is now developing the subject well there are not enough opportunities for pupils to use and apply their knowledge and skills in everyday practical situations. There are adequate resources to teach the subject, although lack of storage space for large measuring apparatus makes access difficult.

SCIENCE

82. Teacher assessments in 1999 at the end of Key Stage 1 indicate that the proportion of pupils reaching the expected level (Level 2) and above was broadly in line with the national average as was the proportion of pupils achieving Level 3. From standards seen in the school and in discussion with pupils, pupils' attainment is average. The 1999 results show that pupils' attainment is below expectations when compared with similar schools. Standards have been maintained since the last inspection. Overall pupils' progress throughout the school is sound, however progress in pupils' investigative skills is unsatisfactory.
83. In Year 1, pupils successfully investigate a range of materials and, using their knowledge of materials, can successfully decide which material would be best suited for a specific purpose, for example, glass for windows. They successfully investigate transparency and can group a range of materials as to whether they are transparent or not. They are encouraged to observe differences and similarities, which they do appropriately. The pupils use simple equipment well when carrying out investigations.
84. By the end of the key stage, pupils know the effect of soil, water and air on plant growth, and identify some building materials and relate them to their properties. However, pupils are not secure in developing, or understanding the use of a fair test. For example, in a Year 2 investigation to identify what plants need to grow, many pupils did not understand the need to change only one variable whilst keeping all the others the same in order to carry out a fair test. Sound progress is demonstrated by pupils' greater independence to carry out practical work, their ability to relate different organisms to their habitats and their understanding of how to create and switch on and off a simple circuit. Pupils have appropriate skills in observation and communicating their findings, for example, in studying the strongest points on a magnet. Most pupils use appropriate scientific vocabulary and communicate their findings clearly in a variety of ways. They observe accurately, describing carefully what they see. When writing down their findings the standard of presentation of most pupils is unsatisfactory. Pupils have a satisfactory knowledge of the natural world, materials and their properties and the physical world. Progress in investigating and experimenting is restricted, because there are not sufficient practical activities for pupils to develop their skills in these areas.

85. Although there are no science targets in the IEPs of pupils SEN they are appropriately supported and make sound progress. Planning does not clearly identify expectations for potentially higher attaining pupils.
86. Science contributes to literacy through pupils' simple recording of practical work and class discussion of, for example, materials and their properties. Numeracy is supported through some simple measuring and graphs, but it is limited. The use of information technology in science is very limited.
87. Pupils' attitudes are good. They concentrate well, listen attentively and behave well. This enables teachers to maintain pupils' interest, and engage them in learning without distractions. This ensures sound attainment and progress.
88. Three lessons were seen, one in Year 1, and two in Year 2. Overall, teaching was satisfactory with one lesson good, two sound and one unsatisfactory. The most successful features of lessons were when the methods used were planned to match the needs of the pupils, and teachers' good knowledge and understanding was used to question and challenge pupils. Less successful features were where the aims of the lesson were not sufficiently clear for pupils to make progress in the knowledge, understanding and skills being taught.
89. The coordinator for science has recently taken leave and the school has not yet appointed a replacement. The current scheme of work offers sufficient support for teachers to ensure pupils' knowledge, understanding and skills are developed progressively, but provides limited guidance in the systematic recording of pupils' investigations. There is no monitoring of lessons or pupils' work. The scheme of work is to be reviewed in the light of the QCA exemplar and Curriculum 2000 that is due for implementation from September 2000. While current assessment procedures record pupils' attainment they are not in a form that is easily accessible to teachers, consequently, it does not help teachers to plan work based on pupils' prior achievement. Resources are satisfactory and available to pupils and staff. However, the majority are kept in the classroom that is based in the hall and this has the potential to interrupt this class when resources are required to follow an enquiry during lessons.

ART

90. There were no significant weaknesses highlighted in the last report. Standards have been maintained and are in line with those that are normally expected at the end of Key Stage 1. All pupils, including pupils with SEN make sound progress. By the end of Key Stage 1 pupils successfully work in the style of other artists. They mix paint well and use good composition in their undersea paintings. Pupils in Year 2 have used a wide range of media effectively, they work with chalks and pastels and papier-mache to produce good figures in the style of Giacometti.
91. In Year 1, pupils make steady progress in the acquisition of art skills and techniques. They are introduced to the concepts of thicker and thinner lines, spirals, curves, waves and zigzags, and draw these with reasonable accuracy and attention to detail. They use a range of pencils and crayons as well as paint. Close observation of rubbings demonstrated careful use of colour and texture. Particularly good use of colour was seen in a display of buildings the pupils had painted from their observations where the idea of various shades of colours had been developed. They have looked at the work of Monet and Lowry and transferred their style into their own drawings.

92. By the end of key stage, pupils' observational skills are good and pencil drawings of a variety of houseplants are of a good standard. Pupils experience a wide range of materials and techniques and use them well. A colourful display has been created using weaving of paper and various materials. In observational paintings of animals pupils used one colour and experimented successfully with tone and shade. Pupils are competent at using a variety of media including pastels, pencil, charcoal and collage. They have studied the artist Hogarth and show an awareness of his style. Pupils can produce creative, imaginative and expressive work in two and three dimensions. After studying designs from Africa by the Ndebele people pupils produce colourful patterns reflecting the qualities of these designs. A good example of three-dimensional work is evident in papier-mache figures.
93. The quality of pupils' work and the priority given to its display around the school is of a satisfactory standard. Pupils' attitudes to art are good. They listen well to instructions and work with concentration and perseverance. They are proud of their work and take care to produce a good finished article.
94. Teaching across the school is satisfactory. In the lessons seen the teaching was sound. Teachers have high expectations, organise their lessons well and, with a high level of support, sustain motivation. The quality and range of media are appropriate and promote pupils' learning. On many occasions, art activities involve small groups of pupils working together, which they do well. The subject is appropriately managed and resources are adequate.

DESIGN AND TECHNOLOGY

95. There were no weaknesses highlighted in the previous report and standards have been maintained. Due to the way the timetable was organised it was only possible to see one lesson, but based on discussion with pupils and examination of work, standards of attainment by the time pupils leave the school are at the expected level. Progress for pupils, including pupils with SEN, is satisfactory.
96. In Year 1, pupils are presented with lots of opportunities to make models using construction kits with a clearly defined task. They use bricks well to make models of houses and in another lesson use cardboard boxes effectively to make a model of a village. They are able to try out their own ideas successfully with card and joining materials to make a bridge. They have successfully designed suitable clothing for winter and a scarf for a teddy bear.
97. In Year 2, pupils have appropriate opportunities to handle a range of materials and appreciate how different materials can be joined to each other. Appropriate emphasis is placed on the design process. Pupils use material confidently, choosing pieces appropriate for the intended purpose. They talk about their ideas and explain adaptations to their original designs. Some pupils know how to make a structure rigid. They have designed and made a wind propelled vehicle linked to their topic of forces in science. In another project pupils made a balloon powered rocket. They have considered a number of factors such as what should be included in the rocket. Having drawn designs and evaluated them they then made models from the designs.
98. In making things they show increasing accuracy in measuring, cutting and shaping. As they get older they pay more attention to the quality of the finished product. Pupils progress from producing simple designs in picture form in Year 1 to drawing more accurate designs in Year 2. Pupils particularly enjoy food technology and with adult help can effectively follow a recipe, measure accurately the necessary

ingredients and understand the safety aspects of such activities. For example in Year 1, pupils make salads and in Year 2 they make bread.

99. In discussion it was noted that pupils enjoy all aspects of their work in technology. They evaluate their models and think of ways to improve them. They cooperate with each other in the making process and in the sharing of tools. In the lesson seen pupils have good attitudes to work and show great interest in their topics, they take great care in drawing their plans and take a pride in their finished product.
100. In the lesson seen the teaching was sound. Effective use of questions by the teacher, a purposeful task and a good range of resources to support the lesson helped pupils achieve well. Lesson planning is sound, with teachers supported by appropriate policy guidelines. Teachers are clear about what they want pupils to learn. Lessons are structured to provide opportunities for pupils to share ideas, work individually or collaboratively and to evaluate their progress. Resources are adequate, and are well maintained and stored. The curriculum coordinator responsible for design and technology has a satisfactory understanding of the subject and manages it appropriately. The subject contributes appropriately to the development of pupils' literacy and numeracy skills; for example, in writing up their evaluations and careful measuring. However, there is little contribution made to pupils' competence in information technology. Although pupils are assessed as teachers evaluate their lessons, this information is not easily accessible, especially as pupils move through the school.

GEOGRAPHY

101. The previous inspection report identified the need to develop resources and plans to support the study of a contrasting locality. The school has purchased a range of resources such as books, slides and videos, which has addressed this issue satisfactorily. During the inspection it was possible to observe only one lesson in each year. However, scrutiny of work, evidence from displays and discussion with pupils indicates that by the end of the key stage, the standards pupils achieve is at the level expected for pupils of this age and progress is sound.
102. Year 1 pupils are using the local environment to increase their awareness of observation and understanding of features and services in their immediate surroundings. They can make a recognisable plan of the neighbourhood using drawings to symbolise buildings and landmarks. As part of their topic 'Our Village' they link historical aspects of the area by describing the past and present use of well-known local amenities. Pupils produce group posters suggesting how the quality of the environment can be sustained or improved, for example, by not dropping litter on the flowers.
103. By the end of the key stage, pupils develop their knowledge of the local area by expressing views on attractive and unattractive features of their neighbourhood. Pupils can make weather observations over a period of time and use the computer to record the information on a graph. They show an awareness of places beyond their locality by comparing life in the United Kingdom with life and climate in Chembakoli, India. It is not evident that pupils make much use of reference books to find information themselves about conditions and features of the area and then write their own accounts.
104. Pupils' attitudes and behaviour are good. They are keen to become involved in class discussions and they listen well to the contribution of others. They work well in group activities and discuss their ideas sensibly.

105. The quality of teaching is satisfactory. In the lessons observed it was satisfactory. Teachers have good relationships with pupils and encourage their contributions in lessons. Management is good. Whole-class question and answer sessions are well managed and group activities are appropriate. In one lesson, the pupils were studying photographs of the neighbourhood and in a pair were suggesting ways of improving the environment. They collaborated well but some pupils found it difficult to think of ideas and suitable reference books may have supported and extended learning.
106. Planning is done in year groups and is monitored each term. Although there are clear objectives, current assessment procedures do not reliably inform planning or ensure continuity and progression are secure across the key stage. Numeracy skills are developed satisfactorily, for example, making weather observations and studying graphs. The subject is appropriately managed and the school has adequate resources, including computer software and an appropriate range of library books for pupils to use. However, there is a problem of storage and access to the library as well as safety issues for Year 2 pupils whose classroom is outside the main building. There are good opportunities for pupils' to further develop their writing skills but opportunities for pupils to read to find information for themselves is limited.

HISTORY

107. The previous inspection report was generally positive and there were no major weaknesses. During the inspection it was only possible to observe two lessons, one in each year. However, scrutiny of work, evidence from displays and discussion with pupils indicates that by the end of the key stage, the standards pupils achieve are in line with the expected level for pupils of their age. Pupils, including those with SEN, make sound progress.
108. In Year 1, pupils are successfully developing an awareness of differences between past and present by looking at photographs of classrooms and kitchens 100 years ago and comparing it with their own. They are developing a sense of old and new when looking at objects, such as inkpots, which are no longer in use. They are beginning to develop a sense of chronology and a minority of higher attaining pupils can order the relative age of objects using a time-line.
109. By the end of the key stage, pupils can distinguish between past and present and in their work about Guy Fawkes are beginning to give reasons why events happened and sequence these on a time-line. In their topic 'Our Village' they can identify features of old and new in the school and local buildings and show their understanding that some materials used today were not available in the past. They write about the change of functions of buildings in the locality, for example a house that was a windmill 100 years ago. Videos are used effectively to familiarise pupils with the lives of famous people but there is limited use of pupils using research skills to find information. Numeracy skills are developed satisfactorily, for example, time-lines to sequence events.
110. Pupils' attitudes to learning are good and they behave well. They contribute willingly to discussions and are enthusiastic about life in their school and in Britain 100 years ago. When working in groups they share resources well and discuss their ideas sensibly.
111. The teaching is good. In the two lessons observed the teaching was good. Teachers are well prepared for lessons, in terms of lesson structure and use of resources. In the Year 1 lesson, when pupils were using artefacts to discuss aspects

of old and new, there was a good balance of whole-class discussion and pupils collaborating in groups. A clear structure to the lesson, planning for different abilities and searching questioning from the teacher promoted pupils' thinking skills well. The Year 2 lesson made good use of the school buildings for first hand observation of characteristics of old and new features which pupils clearly found interesting and meaningful. Pupils reading for information and writing their own accounts are more limited. Good use is made of praise and encouragement to motivate pupils and encourage their contributions in lessons. Teachers manage whole-class discussions well. Lesson plans have clear objectives but assessment procedures currently do not reliably inform planning or ensure continuity and progression in learning across the key stage. There are effective links made with other subjects especially speaking and listening and geography where plans of the locality show how it has changed in the past hundred years.

112. The management of the subject is sound and the school has adequate resources, including books, videos and computer software. There is a problem of storage and access to the library as well as safety issues for Year 2 pupils whose classroom is currently in the mobile. There are good opportunities for pupils' to further develop their writing skills but opportunities for pupils to read to find information for themselves is limited.

INFORMATION TECHNOLOGY

113. Pupils' attainment in information technology is in line with national expectations and standards have been maintained since the last inspection. Pupils enter Key Stage 1 with good skills and sound progress is made throughout the school.
114. In Year 1, pupils use a graphics program for creating simple pictures in designing a gift tag that contains both text and simple graphics. They are developing word processing skills effectively and write simple sentences, for example, 'I live at South Normanton and am five years old'.
115. By the end of the key stage, pupils are competent in the use of a 'mouse' and successfully use a word processor to edit text, for example, in writing poems including use of left align and the return key to present the poems appropriately. They use a graphing program to present data on pupils' eye colour, favourite foods and changes in temperature and write simple programs to control a 'Roamer' or a 'Pixie'. Sound progress is demonstrated through pupils' increasing ability to edit and modify text.
116. Although there are no information technology targets in the IEPs of pupils with SEN they are appropriately supported and make sound progress. Planning does not clearly identify expectations for potentially higher attaining pupils.
117. Information technology makes a significant contribution to literacy through, for example, the recording of poems and stories. Numeracy is supported through the use of graphs to develop data handling and the programming of a 'Roamer' to develop pupils' understanding of shape and space.
118. Pupils' attitudes to information technology are good overall. They respond positively to the work given and show pride in the finished products; for example, the gift tags and poems printed.

119. It was only possible to see one lesson where pupils were being taught. However, from the lesson seen, from discussions with pupils and staff and the standard and range of pupils' work, the teaching is satisfactory.
120. Information technology is well coordinated by the deputy headteacher. There is a scheme of work based on the Qualifications and Curriculum Authority exemplar and is currently being integrated to support other subjects. This is a focus in the school development plan for the next year. Assessment records are underdeveloped. Currently they record activities pupils have completed rather than what they know, understand and can do. They are not in a form that clearly records progress and are difficult to use to plan work based on pupils' prior achievement. Although some are old, the school has sufficient computers and software and uses programmable toys and tape recorders effectively.

MUSIC

121. The standards that pupils achieve are at the level expected for pupils of this age and standards have been maintained since the last inspection. Progress throughout the key stage is sound.
122. By the end of the key stage pupils explore a range of sounds to tell a simple story varying loudness, pitch, simple rhythm and silences. They are able to perform these with confidence to other pupils in the class and sing well listening carefully to the piano to follow a three beat rhythm. They play percussion instruments to accompany singing and with practice keep in time. The greater awareness and independent use of dynamics and ability to make suggestions to interpret ideas and story line into musical forms demonstrate progress through the key stage.
123. Although there are no music targets in the IEPs of pupils SEN, they are appropriately supported and make sound progress. Planning does not clearly identify expectations for potentially higher attaining pupils.
124. Pupils' attitudes to music are good and they clearly enjoy the subject. This ensures pupils' concentration and participation in their learning results in sound achievement and progress.
125. Teaching overall is satisfactory. Three lessons were observed, one in Year 1 and two in Year 2, of these one was good and two were satisfactory. Positive features of the good lessons were high teacher expectations, good pace and a range of methods to capture pupils' interest and involvement, for example, telling a simple story through use of a range of sounds that develop satisfactory musical skills without the use of instruments.
126. The subject is well coordinated. There is a good scheme of work that is being reviewed in the light of the QCA exemplar to ensure progression of knowledge, understanding and skills. However, there is little in the current scheme of work that supports the multicultural aspects of music or makes use of information technology. Pupils' attainment is reported to parents at the end of each year and what pupils have covered in the scheme of work is known. However, pupils' progress is not assessed and this makes it difficult for teachers to plan work on the basis of their prior achievement. The quality and range of resources are good. However, pupils' progress is significantly impaired by the use of the hall as a classroom. This restricts use by other classes because music making disturbs the class already in the hall, and preparation for dinners disturbs music lessons for the class in the hall. Music supports literacy through the singing of songs to develop speaking and listening

skills, and the recognition and use of rhyme. Numeracy is supported through the need to count in time, for example, two, three and four beats to a bar. However music makes limited use of information technology.

PHYSICAL EDUCATION

127. Pupils' achievements in physical education are below the level expected for pupils of this age and standards have fallen since the last inspection. Physical education does not meet statutory requirements. Due to inadequate accommodation the school is unable to follow the recommended Programmes of Study and pupils' progress is unsatisfactory. Insufficient lessons were seen to make a secure judgement on progress in games through Key Stage 1.
128. Pupils in Year 1 are able to skip and perform simple skills safely. A significant majority dribble a large ball for up to two metres under reasonable control. Approximately half the pupils kick a ball accurately to hit a cone between a half and one metre away. In Year 2, pupils are able to understand the rules of a simple game for example, 'touch rugby'. They can throw and catch confidently and show agility when competing in a small game. Pupils show good sportsmanship and an awareness of fair play.
129. Although there are no targets for physical education in the IEPs of pupils with SEN, pupils are appropriately supported in the lesson seen. Planning does not clearly identify expectations for potentially higher attaining pupils.
130. There is insufficient evidence to make a secure judgement on teaching or the contribution of physical education to literacy, numeracy or information technology.
131. In the lesson seen pupils' attitudes to physical education were satisfactory. They changed into kit responsibly and completed the tasks set with interest.
132. The school use the local education authority scheme of work in combination with the 'Top Sport' programme. The coordinator is reviewing the scheme of work in the light of the recently released QCA exemplar. The subject is soundly led. The accommodation is unsatisfactory. Because of lack of classrooms half of the hall has been modified to accommodate a Year 2 class. This has resulted in no gymnastics for any pupil for the last year and outdoor games are limited by the weather, and so the provision for physical education is inadequate and does not meet statutory requirements. In addition the playground is sloping and this restricts pupils' ability to develop satisfactory ball skills because balls roll away from them. Other physical education resources are satisfactory.

RELIGIOUS EDUCATION

133. There were no concerns expressed from the previous inspection report. During the inspection only two religious education lessons were observed. However, scrutiny of pupils' work, displays, assemblies and teachers' planning indicates that attainment by the end of the key stage is in line with the locally agreed syllabus and pupils achieve appropriately.
134. In Year 1, pupils are able to listen to stories that have messages about the way they should live and relate to each other. They are beginning to apply this to the way they conduct their lives, for example they should know the difference between wrong and right behaviour, should not be selfish and should help others in need. They have an understanding of why some Christian festivals such as Christmas and Easter are

celebrated. They learn about the Christian practice of Baptism and know what different symbols in a church represent, for example, a cross and stained glass window.

135. By the end of the key stage, pupils visit the local church where they gain more understanding of the Christian way of life and its importance to people. Pupils develop their knowledge and significance of Christian as well as Jewish and other religious festivals. They reflect on the life and work of key figures such as Mother Teresa of Calcutta. Discussing feelings and awareness of other world religions is developed well.
136. Pupils' attitudes to work are good. They listen attentively to stories and participate eagerly in class discussions. The behaviour of the majority is good and only a minority of pupils lose concentration in lessons when not actively involved or challenged. Pupils are courteous and show respect for each other's views. They show particular interest in artefacts and photographs and ask questions and give opinions with confidence. All pupils share in collective daily worship, although the lack of hall space restricts the range and nature of the assemblies that can be offered. In an assembly led by the local vicar, pupils showed sensitivity as they were asked to reflect on the value of families and friendship groups.
137. Teaching in the few lessons seen was satisfactory. At times, use is made of visual stimuli and artefacts but mostly teacher-directed with little opportunity for first-hand pupil experience and exploration. In effective lessons, questioning from the teacher in the whole class discussion gives an opportunity for pupils to reflect on their own feelings and opinions and express their individual views. Their experiences and thoughts are shared and valued. However, there is not always the opportunity for pupils to develop their learning by being challenged with appropriate follow up activities appropriate for their age. In such instances the pace is rather slow and a minority of pupils lose interest. The management of pupils by teachers is good.
138. There is a scheme of work that shows coverage across the key stage in terms of concepts, skills and activities to ensure progression and continuity. Teachers' planning is regularly monitored but no monitoring of teaching has yet taken place. Assessment criteria are suggested in the scheme of work but procedures are not yet fully developed to give a clear picture of pupil progress or inform planning. The subject is well supported by reference books and a good range of religious artefacts from a number of world faiths, which contributes well to pupils' cultural experiences. There are good opportunities for pupils to further develop their writing skills but opportunities for pupils to read to find information for themselves is limited.