

INSPECTION REPORT

William Lilley Infant and Nursery School

LEA area : Nottinghamshire

Unique Reference Number : 122551

Headteacher : Mrs J Wilson

Reporting inspector : Mr G Brown

Dates of inspection : 20th – 23rd September 1999

Under OFSTED contract number: 707692

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

INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and Nursery
Type of control :	County
Age range of pupils :	3 - 7 years
Gender of pupils :	Mixed
School address :	Halls Road Stapleford Nottingham NG9 7FS
Telephone number :	0115 9179277
Fax number :	0115 9179277
Appropriate authority :	Governing Body
Name of chair of governors :	Mr R Bofinger
Date of previous inspection :	April 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr G Brown Registered Inspector	Mathematics Information and communication technology Geography Art	Special educational needs Attainment and progress Pupils' spiritual, moral, social and cultural development Leadership and management Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Accommodation Teaching Efficiency of the school
Mr M Lyons Lay Inspector		
Mr A Dobell	English History Music Physical education	
Ms T Edwards	Science Design and technology Religious education	Equality of opportunity Curriculum and assessment Staffing and learning resources

The inspection contractor was:

Bench Marque Limited
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

Telephone number: 01278 795022

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MAIN FINDINGS

What the school does well

Standards in English and mathematics are above average.

- Almost two-thirds of observed teaching was good and some was very good.
- The provision for children under five is good and most make good progress.
- The pupils enjoy school, are eager to learn and behave well.
- The ethos of the school is very good and strongly supports learning.
- The provision made for pupils with special educational needs ensures they make mainly good progress.
- The overall leadership of the school is good and this creates the right environment to help pupils make mainly good progress.
- Working relationships throughout the school are good and pupils respond well to the care and guidance they are shown.
- The provision made for the pupils' social and moral development is good and this makes an effective contribution to their all-round personal development.
- The school has effective links with parents and the wider community.

Where the school has weaknesses

The current arrangements for planning and supporting some parts of the curriculum, particularly the schemes of work, are insufficient to ensure that pupils' knowledge and progressive skills are developed in a systematic way across the key stage.

- I. As teachers plan their lessons, the provision they make for the assessment of pupils' work is incomplete and the results of assessment are not used routinely to help and extend pupils' progress still further.

This is an improving school that now has several strengths. Any weaknesses are outweighed by what the school does well, but nevertheless these will form the basis of the governors' action plan that will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made good improvement since the last inspection and now has the systems in place and the capacity to improve still further. Following the previous inspection in 1996, a thorough action plan was drawn up to tackle the key issues and other concerns raised in the report. The school's progress in attempting to eradicate any such weaknesses has been well monitored and regularly reported by the headteacher and governing body. The two main priorities, namely to take effective steps to improve teaching and to increase staff development and training, have continued to be of the utmost importance to the school. These are now very successful features of school life and no unsatisfactory teaching was recorded during the recent inspection.

Standards in science, information technology and design and technology have also improved and are now at the levels expected for a majority of pupils at the end of Key Stage 1. The numbers of pupils attaining the higher Level 3 in English and mathematics is continuing to rise and the targets set for increasing attainment still further are appropriate to the school's current stage of development. The school has continued to develop its level of resources and all subjects are now at least adequately resourced.

The staff has continued to develop a whole-school approach to the planning of lessons and this is helping to ensure that teams of teachers plan pupils' work in a unified way.

The plans to strengthen curriculum development, particularly in subjects other than English and mathematics, have been affected by other priorities including the onset of both the Numeracy and Literacy Strategies. As a result, the school has made only marginal improvements to its schemes of work and other support documentation. This has resulted in some continuing weakness in the progressive work undertaken in the foundation (non-core) subjects. In addition, the move towards an effective whole-school approach to the planning and use made of assessment, remains incomplete.

Standards in subjects

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

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

The information shows that when compared to all schools, pupils at William Lilley achieve close to the national average in reading and writing and above the national average in mathematics. On the basis of the 1998 tests, the percentage of pupils reaching the expected Level 2 or above in writing and mathematics was above the national average and in all three subjects shown, the percentage of pupils reaching the higher Level 3 was close to the national average. The indicative results of the 1999 tests show further improvements in all three subjects, including a general rise in pupils achieving the higher level. The inspection confirmed that in English and in mathematics, attainment is above the national average. Standards in science have increased to be in line with the national average and standards in information technology, in particular, have risen considerably since the last inspection and are now in line with those expected for pupils at the end of Key Stage 1. Standards in all other subjects are average, including those attained in religious education.

Quality of teaching

Teaching in:	Under 5	5 - 7 years
English	Good	Good
Mathematics	Good	Good
Science	N/A	Satisfactory
Information technology	N/A	Satisfactory
Religious education	N/A	Satisfactory
Other subjects	Good	Satisfactory

The quality of teaching was good or better in almost two-thirds of all lessons and there was no unsatisfactory teaching. This is in sharp contrast to when the school was last inspected when 25 per cent of teaching was judged unsatisfactory. Teaching was particularly effective at under-five and in parts of Year 2. Within individual subjects, the teaching of

English and mathematics (literacy and numeracy) was consistently good and some good teaching occurred in science, information technology, art, history, music and physical education.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good throughout the school including at under-five. Pupils respond well to their lessons and maintain good levels of concentration.
Attendance	The latest figures show that this is a good aspect of school life, despite unauthorised absence being slightly above the national average. Lessons start on time and, for the great majority of pupils, lateness is not a problem.
Ethos*	Very good. There is a very positive feel to the working environment with good relationships and an on-going commitment to raising standards still further.
Leadership and management	Good overall. The headteacher provides a clear vision and very effective day-to-day leadership of staff and pupils. The governors are supportive and meet their statutory requirements. The role of the subject co-ordinators is now well-defined but their influence on standards and monitoring of subject areas remains somewhat ineffective.
Curriculum	Satisfactory overall, particularly in relation to breadth and balance and the provision made for the all-round development of the pupils. There are some weaknesses in planning, relating to the progressive knowledge and skills required of the pupils, mainly as the result of a lack of schemes of work. The arrangements made for statutory assessment are good but other forms of assessment are incomplete, particularly those needed to be identified at the planning stage, and which would target pupils' progress still further.
Pupils with special educational needs	The provision made for these pupils is good as is their general teaching. This allows them to make mainly good progress.
Spiritual, moral, social & cultural development	The provision made for the pupils' spiritual and cultural development is satisfactory, and that made for their moral and social development is good.
Staffing, resources and accommodation	The number of qualified and experienced teachers is appropriate to the needs of the pupils and the demands of the curriculum. There are no support assistants in the Infant School other than those for special educational needs. Both the accommodation and the learning resources are satisfactory for the needs of the pupils.
Value for money	The school provides good value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
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II. Staff are very approachable and helpful. III. Children enjoy coming on a daily basis. IV. Teachers are hard working, caring and provide good role models for their pupils. V. The values and attitudes taught to pupils have a positive effect on their behaviour. VI. Children make a particularly good start in the Nursery. VII. Parents are made welcome in the school. VIII. Reading and writing skills appear to be good. IX. There is strong emphasis on good attendance.	X. The school should consider making XI. More information about children's XII. The amount and range of homework XIII. Swimming has been stopped for
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The findings of the inspection confirm all the positive points made here by parents. In relation to the concerns expressed by some parents, the majority of pupils wear the sensible uniform suggested by the school and there are no plans to make its wearing totally compulsory, which would be a difficult standard to maintain. With regard to pupils' progress, the school operates an open door policy that allows parents to discuss at short notice any concerns they may have. There are also two formal open sessions for parents every year as well as the pupils' statutory reports which are of a good standard. The amount and range of homework given to pupils is typical of that set by many similar schools and has a satisfactory impact on pupils' learning. Swimming is not a compulsory subject for infant children and apart from the time taken out of the formal curriculum to attend swimming lessons, it is not usually appropriate to rely on voluntary contributions from parents to help sustain such lessons.

KEY ISSUES FOR ACTION

In order to improve, still further, pupils' standards of attainment and the quality of education offered by the school, the governors, headteacher and staff should:

XIV. Complete and implement schemes of work in science, information technology and the foundation subjects so that the knowledge and progressive skills of pupils can be developed in a more systematic way across the key stage.
(paragraphs 14,16,33,35,109,142,145,150,153,156,162,174)

XV. Agree and implement a consistent, whole-school programme for making assessments about pupils' attainment throughout the curriculum. Use this information routinely to support day-to-day curriculum planning and thereby help to maximise pupils' progress.
(paragraphs 47,52,127,133,139,150,162,174)

In addition to the key issues above, the governors should also consider for inclusion in the action plan:

XVI. Continue to expand the role of the subject co-ordinators in the development and monitoring of their subject areas, including an assessment of the influence they are having on the standards and progress achieved by the pupils.
(paragraphs 33,40,69,88,119,127,139,156,162)

XVII. Increase the opportunities given to pupils to develop and practise their experimental and investigative skills in science.
(paragraphs 11,39,121,123,124)

INTRODUCTION

Characteristics of the school

- 1 William Lilley school is situated in a suburban environment in the town of Stapleford, on the south-west outskirts of Nottingham. The school is surrounded by streets of mainly terraced housing, but the wider catchment area consists of a broad mix of housing, pre-and post-war, both rented and privately owned. In the last national census, about 16 per cent of children lived in high social class households (national average 31 per cent) and six per cent of adults had experienced higher education, a figure well below the national average. At present, approximately 14 per cent of pupils are eligible for free school meals, below the national average figure of 23 per cent. There are currently 22 per cent of pupils on the school's register of special educational needs. No children have a statement of special educational need. Five pupils have ethnic origins other than British, and there are no pupils for whom English is an additional language.
- 2 Over the last four years the number on roll has tended to rise steadily. There are currently 124 pupils on roll with approximately equal numbers of girls and boys, aged from four to seven years. Further intakes of pupils into the Reception year occur in the spring and summer terms.
- 3 In addition, there is a 40-place purpose-built Nursery which was opened in 1978 and is always full. Children are admitted into the Infant School in accordance with the policy of the local authority, that is at the beginning of the term in which they are five. At the time of the inspection (the third week of the new school year), there were 39 children under five in the Nursery and a further 13 children under five in the Reception class. Children's attainment on entry to the Reception class is within the range expected for a typical infant school. Most children are considered to be average in their social development and linguistic skills and above average in physical development and numeracy skills.
- 4 The school's aims are reviewed annually and reflect those typical of infant schools. A prime aim is to foster the independence and self-confidence of pupils within a secure and happy learning environment. A further aim is to identify the needs of individual pupils and to provide appropriate learning activities so that they can achieve good standards and reach their potential. The targets set by the school to help raise future standards of attainment are within the guidelines established nationally and in accordance with those set by the local authority. Other targets reflect the school's determination to become a place of excellence where pupils are challenged and their widest needs are met.

Key Indicators

Attainment at Key Stage 1

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

Year	Boys	Girls	Total
1998	28	34	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	18	21	21
	Girls	30	31	33
	Total	48	52	54
Percentage at NC Level 2 or above	School	79	85	89
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	20	21	22
	Girls	31	32	32
	Total	51	53	54
Percentage at NC Level 2 or above	School	84	87	89
	National	81	85	86

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	5.4
	National comparative data	5.7
Unauthorised Absence	School	1.0
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	7
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 1 In the 1998 national tests for pupils at the end of Key Stage 1, the percentage of pupils reaching the expected Level 2 or higher was close to the national average in reading and above the national average in writing and mathematics. The proportion of pupils achieving the higher Level 3 was close to the national average in reading and mathematics and just below the national average in writing. When account is taken of the school's results over the three-year period between 1996 and 1998, the performance of pupils was close to the national average in reading and writing and a little above the national average in mathematics. Over this period, boys did better than girls in writing and girls better than boys in mathematics. When the 1998 results are compared with those of schools working in a similar context, reading fell below the national average and writing and mathematics were broadly in line with the national average. Any comparisons to similar schools should be treated with caution as they are based on limited measures of comparison, the main one being the proportion of pupils eligible for free school meals. The indicative results for 1999 show that results in English, mathematics and science have risen in relation to those of 1998, particularly in the number of pupils achieving the higher levels.
- 2 The results of the inspection show that by the time they are ready to transfer to primary school at the end of Key Stage 1, pupils' attainment is above the national average in English and mathematics and in line with the national average in science. Standards of attainment have undoubtedly risen since the previous inspection and this is mainly due to the much better quality of teaching, a greater appreciation of the pace that different pupils learn, and an improvement in target setting for pupils of different levels of attainment.
- 3 Children enter Nursery within the ability range expected for their age. They are deemed to be average in terms of their social development, below average in physical and linguistic development, but above average in numeracy. They make a good start to their school lives and by the time they enter the Reception year in the term in which they are five, many of their basic skills are above average. As children under five, they make good progress in their learning. By the time they are five, the great majority meet and exceed the Desirable Learning Outcomes expected for their age and move swiftly onto the subjects present in the National Curriculum.
- 4 By the time they are five children's language and literacy skills are developing well. In the Nursery, children have many opportunities to develop their speaking and listening skills and soon become confident and able to express their needs and feelings. In the Reception, they listen for quite lengthy periods to their teacher and enjoy a wide range of contexts where they can talk and play imaginatively with others. The teachers ensure that a wide range of printed material surrounds the children, enabling them to become familiar with the written word, their names, areas of the classroom and a selection of words that soon become a basic vocabulary. By the time they are five, children read books with either a very basic, repetitive text, while the most able read confidently from picture and sentence books. In numeracy, Nursery children count accurately to ten and beyond, and in Reception they recognise the words for numbers, carry out simple additions and know about 'one more' and 'one less'. The skills of children on the computer are particularly praiseworthy, with most being able to control the image on a screen by careful use

of the mouse. In their creative work, children exceed the standards anticipated for their age. In the Nursery, children paint boldly and effectively, whilst in Reception they show good awareness of colour mixing by overlapping and pasting tissue paper. Children's knowledge and understanding of the world is also good. In Nursery, they create a large frieze depicting the local high street, and in Reception show a growing awareness of their immediate and more distant environments. By the time they are five, children's physical development extends to different ways of travelling across the hall and passing large balls with speed and reasonable accuracy. Progress is rapid and sustained.

- 5 In Years 1 and 2, pupils make mainly good progress in all areas of English. The recent emphasis on writing for a wider range of audience and purpose, such as that practised during the National Literacy Strategy, is helping to raise writing skills towards those levels already established in speaking and listening and reading. Most pupils talk with accuracy and clarity and teachers provide a wide range of contexts so that these skills can develop and good progress occur. By the end of Key Stage 1, most pupils are competent readers for their age and use books well, both for enjoyment and for gathering information. Pupils know how to use simple dictionaries and their knowledge of grammar, spelling and written language is good. Year 2 pupils are aware of the different skills required in writing a letter, giving written instructions and in writing up a science experiment. In one particularly successful lesson, Year 2 pupils showed well above average attainment in helping to compose the beginnings, middle and endings of various stories. Much of the current good progress in writing and reading is due to the effective teaching associated with the National Literacy Strategy and in using literacy skills across the whole curriculum.
- 6 The consistently good response of pupils to the carefully structured Numeracy Strategy is helping to ensure pupils make good progress in their mathematical skills. By the end of the key stage, the majority of pupils have an above average understanding of important concepts such as place value and the relationship between the four operations of number. Many work to a good speed in their mental work and show appropriate knowledge of shape, weight, time and simple fractions. A minority are less adept at the use and application of mathematics as an aid to solving everyday problems. Progress is heightened for those pupils who are given personal targets in their everyday work and the tasks set are well matched to their needs and particular stage of development.
- 7 In science, pupils make satisfactory progress overall and by the end of Key Stage 1, their attainment is in line with those standards broadly expected for their age. Pupils' work, concerned with life and living processes, together with materials and their properties, ensures they start from a good knowledge base. A relative lack of experimental and investigative science means that even the oldest pupils do not routinely develop those enquiry skills that would help them to use predictions and hypothesis more regularly and accurately.
- 8 The development of information technology since the last inspection has resulted in the great majority of pupils now making satisfactory progress. Attainment at the end of Key Stage 1 is broadly in line with national expectations. Pupils are introduced to basic keyboard skills in the Nursery and these are consolidated and developed in the other year groups. By the end of the key stage, most pupils have an appropriate range of skills to access a range of software and understand the increasing role of technology in their everyday lives. Pupils make less impact in learning how to illustrate the information they have gathered in graphic forms.
- 9 By the end of Key Stage 1, pupils' standards in religious education are in line with

those expected by the local agreed syllabus in religious education. Most pupils make satisfactory progress in their learning. Year 2 pupils show a good grasp and understanding of the Creation as explained in Genesis and can relate some of God's rules to their own school rules and how they live their lives. Most know the meaning of being a Disciple and have a satisfactory knowledge, in particular, of some of the great Christian festivals. Pupils' knowledge and appreciation of other faiths such as Islam progresses well during their final year in the school.

- 10 By the end of Key Stage 1, the standards achieved by the pupils in the rest of the National Curriculum are broadly in line with those expected for a majority of seven-year-olds. Pupils make the expected rate of gains and progress in all other subjects, particularly in relation to knowledge and understanding. A lack of schemes of work has a negative impact on the development of some progressive skills, for example in geography, design and technology and art. Although standards and general progress are satisfactory in these and other foundation subjects, pupils do not routinely make good progress due to a lack of systematic planning for, and practise in, essential practical skills.
- 11 In geography, Year 2 pupils compare and contrast an island home with their own environment, and understand something of the impact of weather and landscape on human activity. In history, pupils progress to an understanding of basic chronology, whilst in art they are involved in working with a range of techniques including drawing, collage, textiles and printing. Some particularly good work was seen with pupils working in the style of established artists. The good progress made by children under five in creative activities is soundly built on in later years, particularly in the use of colour and appreciation, although less with observational drawing. In music, pupils make satisfactory progress in their singing, musical appreciation and ability to accompany songs using a range of instruments. In physical education, they show appropriate levels of skill and movement in both dance, gymnastics and games.
- 12 No unsatisfactory progress was recorded in observed lessons. The pace of teaching and the range of prepared tasks given to pupils, coupled with their overall good response, ensure that satisfactory, and very often good, progress occurs. Where progress is related more to consolidation rather than new gains, it is most often due to some lack of progression within essential skills as indicated earlier. Pupils with special educational needs make essentially good progress set against their previous learning. Individual education plans are well defined and followed, and pupils are well supported by class teachers and other adults, including the full-time assistant working with pupils who experience learning or behavioural difficulties. Pupils with special educational needs make particularly good gains in their social and linguistic developments, with both the literacy and numeracy strategies being well adapted by teachers to improve both attainment and progress. Pupils experience very few difficulties in accessing and enjoying the full range of curriculum subjects.
- 16 **Attitudes, behaviour and personal development**
- 13 The attitudes, behaviour and personal development of pupils are good, and remain strengths of the school since the last inspection.
- 14 The levels of concentration and perseverance are high in pupils under five. Pupils at Key Stage 1 exhibit a consistently good attitude to learning, which is sometimes very good, during lessons. Pupils listen well to the teacher and each other, pay attention throughout and respond well when asked a question. Most are enthusiastic about their lessons. Pupils concentrate particularly well during whole-

class sessions, and whilst sitting on the carpet for long periods.

- 15 Pupils with special educational needs maintain a very positive attitude to school and their learning, and try hard with their work. They are particularly responsive to adult support, and to all opportunities to participate and succeed.
- 16 The behaviour of pupils in and around the school is good, and sometimes very good, particularly in classrooms and other communal areas. Any unacceptable behaviour is quickly corrected by staff. The behaviour policy is widely understood by pupils and staff, supported by parents, and is not considered to be in any way repressive. Pupils know right from wrong and take care of property. They relate well to each other and to adults. Behaviour during assemblies is very good.
- 17 Good relationships exist throughout the school. The inspection took place at the beginning of the school year and some staff were new to the pupils. Relationships are very relaxed and pupils take turns to listen to each other. Good relationships are viewed as an essential feature of school life and form an effective part of pupils' learning.
- 18 Where opportunities occur, pupils take the chance to perform small individual tasks well, such as taking the registers back to the school office after registration. Some examples of individual learning were also seen, but pupils are given insufficient opportunities to take more responsibility for their own learning.
- 19 Pupils collect for a different charity every year. Last year they raised over £700 for a children's charity, whose representative came and addressed an assembly to start the collection and returned to receive the cheque later. This year's charity will be the Marie Curie Cancer Care.
- 20 A governor assists in running a school bank, in association with a local bank, where pupils can save weekly into their own account.
- 21 The good attitudes, behaviour, relationships and personal development of pupils contributes significantly to the very good ethos of the school. It was no wonder that so many pupils said that they were glad the holidays were over so that they could return to school, which they clearly enjoy. Parents are almost unanimous about the good behaviour that the school promotes and achieves.

25 **Attendance**

- 22 Attendance has improved considerably since the last inspection and is now good. The great majority of pupils attend school on a regular basis. Authorised absence is below the national average, but there has been a small increase in unauthorised absence. The school has continually advised parents of the importance of consistent attendance and good punctuality and the rules governing authorised and unauthorised absence. The school is rigorous in applying these rules and strategies have been implemented to improve punctuality, assisted by the local education authority educational welfare officer.
- 23 The majority of pupils arrive punctually at school every morning and also to lessons during the school day. Registration sessions are carried out efficiently and lessons begin and end punctually.

27 **QUALITY OF EDUCATION PROVIDED**

Teaching

- 24 The quality of teaching is good overall and has become a strength of the school. The quality of the teaching ranges from satisfactory to very good. Of some 45 lessons or part-lessons observed during the inspection, about one-third were satisfactory, and two-thirds good, or very good. Three lessons were judged to be very good. This is a significant improvement on the situation described during the last inspection, when some 25 per cent of teaching was judged unsatisfactory.
- 25 Teaching for children under five is good overall. It is particularly good in the Nursery. Teachers have a secure understanding of the curriculum planned for young children including that for any child with special educational needs. These pupils are identified early in their school life and their needs are well supported from an early stage. Teachers provide children under the age of five with a good range of imaginative and challenging learning experiences, and, as a result, they make good progress.
- 26 The teaching of pupils with special educational needs is good. They are effectively supported by the special needs support assistant. Teachers write individual education plans for pupils in their class who have special educational needs, and so are fully aware of each pupil's particular needs. Teachers provide an appropriate mix of learning activities for these pupils who have full access to the curriculum. Pupils are set individual and realistic targets. Pupils with special educational needs make good progress overall mainly as a result of the care taken by all staff in providing them with learning activities that match their needs and abilities.
- 27 At Key Stage 1, the quality of teaching is good overall. It was very good in two of the lessons observed, good in 17 lessons, and satisfactory in the rest. Very good and good teaching is characterised by good subject knowledge and understanding. Many lessons are effectively planned with high expectations and a good range of interesting tasks prepared for pupils of different levels of attainment. There is good awareness of the needs of different pupils, and the work generally builds on their previous knowledge, although not always on progressive skills. Relationships between adults and pupils are good. There is some innovative use of resources in a variety of subjects, together with imaginative approaches to teaching and learning. These approaches result in pupils concentrating well and working with interest and enjoyment. Most lessons have a brisk pace so that pupils are purposefully occupied.
- 28 Where teaching is less effective, lessons are planned with less precision so that precisely what is to be learned is less clear. Assessment is not built into the lesson plan as a means of enhancing progress for individual pupils. There is sometimes a lack of clarity as to how different skills will be built up progressively across the key stage. There are also occasional lapses in effective pupil management. This slows the pace of the lesson, which further reduces the degree of challenge to the pupils and the progress that they make.
- 29 Long-term curriculum planning is clear if brief. Half-termly planning is derived from the long-term curriculum framework, and then weekly plans are designed to ensure good coverage of the topics identified in the long- and half-term planning. While similar year groups tend to plan together, the weekly planning of teachers is not rigorously monitored to help ensure progressive learning is built up in knowledge, skills and understanding across the key stage. Curriculum co-ordinators do not have regular opportunities to monitor the quality of teaching and learning in their subjects.
- 30 Pupils' work is marked regularly, and there are many examples of supportive

comments. There are also examples of good marking helping to promote the progress of individual pupils, for example when key words are correctly spelt in English. These good features, together with the target setting that the school has introduced, help provide the pupils with a basis for making further progress. As all marking is not this effective, there is the need for greater clarity in both policy and practice. Overall, the use of assessment in day-to-day teaching is good at under-five and satisfactory at Key Stage 1. Homework is used satisfactorily to help enhance pupils' learning.

- 31 Since the last inspection unsatisfactory teaching has been eliminated. This is due in no small measure to the teaching and learning policy that has been developed by the school and which is now a valuable working document. Teachers have introduced the National Literacy Strategy and the National Numeracy Strategy successfully, and teaching in these areas is now very secure. Teaching in information technology is much improved and is now satisfactory, as is teaching in science. No lessons in design and technology were seen during the inspection, but pupils' work seen in the school demonstrates that teaching in this subject is also satisfactory, as is teaching in religious education. There are examples of good teaching in the foundation (non-core) subjects of art, geography, history, music and physical education. However, the lack of schemes of work in these subjects, which should indicate to teachers how pupils' skills are to be acquired and developed, is adversely affecting the quality of teaching in these subjects.
- 32 Teaching reflects the aims of the school and all adults contribute to the school's aim to provide a secure and stimulating learning environment in which pupils feel valued and able to make progress both academically and personally. This has a positive effect on attainment and progress. The school is in a good position to continue the improvement in its teaching standards.

The curriculum and assessment

- 1 The curriculum in the school is, overall, broad, balanced and relevant to the pupils. It fulfils statutory requirements for the core subjects of the National Curriculum, namely English, mathematics, science and information technology. It also meets the requirements of the locally agreed syllabus for religious education. The curriculum reflects the aims and priorities of the school and ensures that all children have equality of access. The combination of separate subject teaching and cross-curricular topics effectively includes all subjects. The development of literacy, and to a lesser extent numeracy, is generally well supported by other subjects. The use of 'circle time', whereby children in a class discuss together and share what is important to them, ensures that personal development is a significant part of learning. The curriculum also provides satisfactorily for the spiritual, moral, social and cultural development of the pupils. The chosen and prescribed curriculum makes an important contribution to pupils' standards and prepares them well for the next stage of their schooling.
- 2 The curriculum planned for children under the age of five includes all the prescribed areas of learning and also for their personal and social development. Planned activities promote the children's knowledge, skills and understanding. It also prepares them effectively for work within Key Stage 1 of the National Curriculum. There is a cohesive curriculum plan which spans Nursery and Reception ages so that there is no unnecessary repetition of work within these age groups. When children are ready for more formal work in the National Curriculum, the transition is smooth, effective and geared to the individual child.

- 3 The curriculum for English and mathematics has now successfully integrated the National Literacy and Numeracy Strategies. The National Curriculum is being taught in the other core subjects of science and information technology. However, in science, curriculum planning does not ensure that pupils' investigative skills are fully developed and in information technology, the lack of a clearly planned scheme of work means that pupils are not developing skills and knowledge in a systematic way.
- 4 The lack of some policies and schemes of work, to help guide teachers in their planning, means that in the foundation subjects, also, pupils' acquisition of knowledge and skills is not totally progressive. The school teaches sex education as part of health education. The school provides an interesting curriculum for pupils and teachers generally plan well how they will deliver it working together in year groups to share ideas and experience. However, although teachers use published documents for reference, schemes of work that relate subject plans to their own classes are not fully in place. The role of several co-ordinators is still undeveloped and this too affects the progressive nature of the curriculum. This has remained a weakness since the last inspection.
- 5 Teachers plan conscientiously at year-long, half-termly and weekly levels and identify what they intend the class to learn. However, they do not always take sufficient account of particular groups and individuals on a day-to-day basis. The homework set extends pupils' learning by giving them additional practice in some key areas. The good quality displays of work enhance the learning environment and celebrate the work done by pupils.
- 6 The provision made for pupils who have special educational needs is good. There is good equality of access to the curriculum with pupils having many opportunities to succeed. Pupils normally receive their support in class alongside their peers. The Code of Practice for children with special educational needs is being followed. Individual education plans define the work to be done and set clear and assessable targets for the children. These plans are well implemented and pupils' progress is reviewed at least every half-term.
- 7 The curriculum is suitably enriched by visits to places of interest, such as Perlethorpe Environmental Centre, Erewash History Museum and Woolaton Hall. Pupils have also visited the local church. Visitors to the school have included a historian, who talked to pupils and brought Victorian costumes and artefacts for the children to wear and study; theatre and singing groups and religious leaders from the Christian community. Parents and grandparents have also brought toys from home, when pupils have been studying these as part of a history topic.
- 8 During the spring and summer terms, pupils are taught to play tennis as an extra-curricular activity, but there are few other activities open to them.
- 9 The school's procedures for assessing pupils' attainment in the core subjects of English, mathematics and science are satisfactory. The headteacher and assessment co-ordinator study the national standard assessment results, note areas of strength or weakness and set targets for future years. A range of standardised tests and assessment tasks for English, mathematics and science are used within the school to judge pupils' attainments. Records of work done are kept. For the other subjects, assessment and recording are at the discretion of the class teacher. A portfolio of pupils' work has been produced for design and technology, showing a selection of pupils' work completed at different levels across all age groups. A similar portfolio is in the process of being produced for science. The

policy on teachers' marking is effective with most being informative and helpful to pupils. Teachers also use it as an aid to help their future planning. Pupils are set a range of personal and realistic targets.

- 10 Assessment procedures include an entry to Nursery assessment and baseline assessment in Reception. They are well used in these year groups as a guide when planning the curriculum for the under-fives. The assessment of pupils who have special educational needs is conducted regularly and helps inform their review meetings. The information gained also informs future planning of individual work for these children.
- 11 In the other year groups assessment is used to inform curriculum planning in English and mathematics, but not in the other subjects. It is, therefore, a weakness at Key Stage 1. There is no consistent, whole-school approach for making assessments about pupils' attainment, other than in English, mathematics and science. Teachers do not routinely include assessments when preparing the bulk of their lessons. It therefore does not become clear as to what pupils know, understand and can do after a particular series of lessons. Where assessments do occur, the results are not used routinely to support day-to-day curriculum planning, and this inhibits pupils' progress. This aspect of assessment has remained, in part, a weakness, since the time of the last inspection.

47 Pupils' spiritual, moral, social and cultural development

- 1 The school's provision for the pupils' spiritual, moral, social and cultural development is satisfactory overall. This aspect of pupils' personal and all-round development contributes to the very good ethos of the school and helps enhance the quality of pupils' learning and experience. The school has maintained its standards in this respect since the time of the previous inspection.
- 2 The school makes satisfactory provision for the development of spiritual awareness and growth. The school does not have a policy other than in religious education, as to what spiritual development entails among such young children. There continues to be a very caring climate in school that supports and appreciates every individual. The personal values and worth of all pupils is a frequent theme during acts of worship and these provide ideal opportunities for pupils to grow in a spiritual sense. There are sensitive moments built into some assemblies for pupils to reflect on what they believe and what they have been listening to. Prayers are well used, with pupils being asked to join in as they wish and feel able to. The school also lays considerable stress on the beauties of the natural environment and displays of plants and natural materials are used effectively. Spiritual growth also occurs in the wider curriculum although it is less well planned for in this context. In religious education, a sense of God's presence is felt in the studies of stories and events in both the Old and New Testaments and pupils are asked to reflect on themes such as belief, faith and forgiveness. Some opportunities for spiritual growth are given in art, music and science, for example when pupils are given time to reflect on a classical masterpiece, or when they see how their seed experiments quickly turn into healthy shoots. Year 2 pupils were also delighted to realise their school was mentioned on the Internet. Year 1 pupils learned a great deal from a visit to a local church where flowers depicted some familiar parables of Jesus, but this visit also created other good opportunities for spiritual development that were missed.
- 3 The provision for the pupils' moral and social development is good, a feature that was also praised during the last inspection. Much of the school's ethos is centred on a sharing of values and rules for the common good, a strength appreciated and

supported by the majority of parents. Staff continue to provide good role models for pupils and there is a good sense of awareness among the whole-school community as to the needs and rights of all individuals. School life is also viewed and rightly described as teamwork, and this is a successful platform for much that occurs in the social setting. The recently introduced personal and social dimensions of the curriculum help staff identify areas where pupils require help or new experiences, and these work well in a very informal setting. The school stresses the importance of good social integration and provides many opportunities for pupils to discuss their ideas and hear the views of others. The sound use of paired and group work gives many pupils opportunities to grow and develop in unison with their friends. During the end-of-week assembly, pupils are frequently rewarded for being kind, considerate or doing the right thing when given a choice of response. The school and class aims contain several references to an understanding of right over wrong, and for such young children, pupils' show a keen awareness of their teachers' expectations in this respect. Acts of worship and reference to Bible stories also help to promote moral development and understanding.

- 4 The cultural development of pupils is satisfactory overall and has remained at this level since the last inspection. The local culture is well understood and often celebrated with short visits or through talks given by visitors. Although there is some direct teaching of the arts, there is limited provision for pupils to share music, drama and literature and understand the importance of these to the British culture. The school has little tradition of having pupils on roll from the minority ethnic groups, and has to work hard to ensure pupils understand the multicultural nature of the wider society in to which they are growing. Teachers' plan for this to a satisfactory level, although there is a need for them to identify even more areas in the everyday curriculum where such awareness can be extended. Geography is not a high profile subject in the school, but opportunities are taken to study the lives of people overseas. The school has prepared a useful formal programme for multicultural education, but this has yet to be ratified by governors. During their three years of Infant schooling, pupils are introduced to Judaism, Hinduism and Islam. There are some attractive books and artefacts to ensure pupils gain increasing knowledge and appreciation of comparative religions.

Support, guidance and pupils' welfare

- 5 This is a good aspect of school life and continues to have an important influence on pupils' progress and educational standards. The school has good procedures in place for monitoring progress in English and mathematics, but there are few whole-school procedures for monitoring progress in the other subjects, although individual teachers maintain their own records.
- 6 Pupils with special educational needs are well monitored. Their individual education plans are developed and used well by their teacher, and are periodically reviewed with parents involved.
- 7 There is no formal assessment of pupils' personal development, but staff are able to discuss aspects of pupils' development with each other.
- 8 Procedures for monitoring positive behaviour are good. There are also good, effective measures in place to promote discipline and good behaviour and to eliminate any forms of bullying.
- 9 The school has very effective procedures for the induction of new pupils, and exceptionally good procedures for their transition to the junior section of the primary

school, where they have to fit into classes with pupils who have been in the infant section of that school for a number of years.

- 10 There are sound procedures in place for child protection and all staff are aware of them. Procedures for the promotion of the health and safety of pupils are good. Health and safety audits and risk assessments are regularly carried out and all defects dealt with. No health and safety hazards were noted during the inspection.
- 11 Regular safety checks on equipment and fire protection are carried out. Fire drills are regularly held, and the first-aid provision and everyday medical matters are well documented, including safety on school visits.
- 12 Procedures for promoting good attendance are effective, with registers being correctly completed on a daily basis. Good use is made of the services of outside agencies such as educational psychologist and medical staff to help pupils with special educational needs. Social services and the educational welfare officer assist when required. The school nurse visits monthly, or as required.
- 13 Pupils in the school know that they are in a safe, caring and secure environment and feel that they can talk to staff at any time if they feel that they have a problem or worries.

Partnership with parents and the community

- 14 The school has developed effective partnerships with its parents and the links it makes with the wider community are good. This has remained a strength of the school since the last inspection.
- 15 The quality of information provided for parents about the school and their child is good. Regular and informative newsletters are issued. The school prospectus, and governors' annual report to parents, both conform to current legislation. Annual reports are well written and informative and two parents' meetings are held each year for parents to discuss their child's progress with the class teacher. The school also has an open door policy, whereby parents can come in any time to discuss a problem or progress relating to their child.
- 16 Pupils who have special educational needs, together with their parents, are appropriately involved in reviews relating to progress. The school adheres to its aim to keep parents informed of any special intervention and invites them to all reviews. The requirements of the Code of Practice are well met.
- 17 Parents are well involved with the life of the school and in their child's work at home. Parents are encouraged to assist their child with reading at home and a home-school book is available for parents to add comments for the information of the class teacher. Many parents help in the classrooms and also assist during school visits. An active Friends of William Lilley School association organises social events and raise finances to buy resources for the school. Another parental group has been set up to raise money from local businesses to contribute to a National Lottery bid aimed at enhancing the playground facilities at the school.
- 18 The school has close links with local churches, chapels and other Christian organisations. Ministers regularly take the Wednesday assembly at the school. Good links are maintained with the police, fire and rescue service, Railtrack and the local library. The school has good links with the adjacent sheltered accommodation

complex, with residents being regularly invited to school events.

- 19 The school also has close and effective links with a local playgroup/nursery and with the primary school that all pupils transfer to at the end of the key stage.

66 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

- 20 The quality of leadership and management is good overall. This was identified as an important and effective feature of school life at the time of the last inspection, and this standard has been maintained. A key feature of school growth has been the determination to overcome areas of weakness and to raise standards generally by establishing declared priorities and ensuring programmes for improvements are carried through.
- 21 The quality of leadership offered by the headteacher is very good. Following the last inspection, the main priority was to improve the quality of teaching and learning. This has now largely been achieved, with almost two-thirds of teaching now judged to be good, and pupils' response to their learning equally impressive. The headteacher has a clear vision of the direction that the school must take and has been quick to establish priorities and programmes for development that will help this to occur. The leadership offered by the headteacher has a positive influence on the ethos of the school and the progress achieved by the pupils.
- 22 All staff now have job descriptions and the subject co-ordinators in particular have clear terms of reference in which they can manage and evaluate the strengths and weaknesses of their subject areas. Following a major switch in subject areas, many of the co-ordinators are relatively new to their responsibilities and are yet to have a positive impact on pupils' standards and learning. Much of the monitoring and evaluation of the curriculum has been carried out by the headteacher and senior staff, but since the last inspection there are improved systems in place for co-ordinators and governors to be part of this essential work. The evaluation of the quality of teaching has been particularly successful, allied to considerable strides being made in essential areas of staff development and experience.
- 23 The work of the governing body has a sound influence on the life of the school. They see their role very much as a critical friend and are able to offer advice and experience as well as support. The meetings of governors are, in part, organised and minuted through the local authority to help ensure that all statutory requirements are met. As well as the main termly meetings, the governors attend a number of influential committees, such as finance and personnel, which help to maximise the time available and to allow the expertise of members to develop. The governors have ensured that the management of special educational needs is good. In the past year, there has been good representation by governors to help oversee the adoption of both the literacy and numeracy strategies. They also make a satisfactory contribution to the growth of the wider curriculum but their involvement in this is less far-reaching and effective. The governors' involvement in financial matters, particularly the monitoring of the budget, is very secure. The governing body keep in touch with the school through visits and by reports presented by the headteacher. All adults with management roles work hard to ensure that the work undertaken by the pupils reflects the aims and policies of the school. Currently, there are several new or revised policies still awaiting governing body ratification before being integrated into the life of the school. In all respects, the governors comply with statutory requirements including the production of the school

prospectus and the annual report for parents.

- 24 The current level of the school's development planning is good. Although the school development plan is essentially a document prepared and presented by the headteacher and staff, governors are involved at critical times. The school development plan covers a minimum period of two years and regular evaluations are held as to the progress of various initiatives. The available resources open to management are clearly linked to priorities and there are clear statements as to who is responsible for each initiative. The proposed developments are also linked to essential timescales.
- 25 The ethos of the school is very good and reflects the unity of purpose and sense of teamwork that currently exist. Staff and governors are concerned that school is a happy and successful place for pupils, whilst at the same time the learning environment is one committed to driving up standards yet further.
- 26 Time has been well spent in raising the quality of teaching, increasing staff development and introducing the Literacy and Numeracy Strategies. In respect of its action plan, the management of the school responded well to the weaknesses expressed in the previous inspection and now shows good capacity for further improvements in the future.

Staffing, accommodation and learning resources

- 27 There are an appropriate number of suitably qualified and experienced teachers to teach the age range and the requirements of the National Curriculum. Arrangements for the professional development of staff are good. All teachers have responsibility for co-ordinating one or more subject, to which there is a good match to either their initial training or most recent professional development.
- 28 Support staff are well deployed and make a good contribution to pupils' learning and progress. The early years team of teachers and assistants work well together but the Reception class no longer receives classroom support on a regular basis due to financial constraints imposed this year. The caretaker, administrative staff and lunch-time supervisors make good contributions to the smooth running of the school.
- 29 Suitable arrangements are in place for the induction of new staff. Procedures for the support of newly qualified teachers are good and include the help of an experienced teacher as mentor. The programme of induction is a good combination of school support and local education authority courses. The induction of experienced teachers new to the school is equally well considered with both support and targets being agreed by the teacher and the school. All staff have job descriptions and targets for development. Appraisal is taking place and is an effective part of the school's well considered professional development programme, which is having a positive impact on the quality of teaching and learning.
- 30 The accommodation in the school is adequate for the delivery of the National Curriculum. The school works hard to use the accommodation efficiently and the building is maintained well.
- 31 The timetabling of the hall continues to be challenging, in that it is used for assemblies, lunchtime dining, physical education and drama, and as the school library. It is also the means of access to all classrooms and cloakrooms and it is also used to store some resources. The available space for storage is just satisfactory

due to the increasing quantity of resources now in regular use. Some equipment and resources are stored with the caretaker's tools in rather damp, disused outside toilets.

- 32 The quantity of toilets for male pupils is small, and is inadequate for the full number of possible pupils in the spring and summer terms.
- 33 No health and safety hazards were noted. The school's security systems are adequate, and day-to-day safety procedures are good, but the school still relies on a hand-rung bell for a fire alarm.
- 34 Outdoor space is adequate with both hard surface and grassed areas. The Nursery play area is well fenced off from adjacent housing. There is also a planted area, some of which is kept in a natural state. The property is protected by a brick-wall in part, and the remainder by a medium-height metal fence, with gates that can be locked shut.
- 35 Resources are adequate for the teaching of most curriculum areas and for the different age groups in the school. Mathematics resources are good but those for history and religious education lack a suitable selection of artefacts to enhance pupils' learning. There are enough computers in the school for pupils to use, but there is a lack of specific subject software for pupils with special educational needs who have been identified as requiring extra support with language development, in particular.
- 36 Resources in most subjects are readily accessible to teachers, though less so in design and technology where much stock has had to be shared around classrooms. There is a good supply of books in the classrooms but, while new books have been purchased for the central library, it is not easy to use it for browsing or book selection because it has to be sited in the hall.

83 **The efficiency of the school**

- 37 The school is an efficient, well run unit. Income per pupil is low in comparison with national averages. In spite of this, the school manages its finances carefully and prudently, and is currently maintaining a small surplus of about four per cent of its total income. However, this prudence means that there are no classroom assistants in the school, apart from nursery nurses in the Nursery. While a number of dedicated parent helpers are a valuable resource in classrooms, this lack of support places an additional burden on the teaching staff, and occasionally means a lack of support for pupils.
- 1 Short-term financial planning is good. The school development plan is costed and this enables educational initiatives to be supported by finance identified in the budget. However, the success of these initiatives is not routinely monitored against agreed success criteria.
- 1 At the beginning of each financial year, the headteacher prepares a draft that is then considered by the finance committee of the governing body, and ultimately ratified by the full governing body. The finance committee monitors expenditure effectively throughout the year and assesses the impact of expenditure on the priorities expressed in the school development plan. The school makes good use of specific grants, such as those for pupils with special educational needs, and for staff training. The school's accounts were audited in April 1998, and the report was largely supportive of the school's procedures. Its few recommendations have been

successfully acted upon. The school tries to obtain value for money by getting different quotes for different services. It is aware of the need to allocate resources over time for such longer-term needs such as maintenance and decorating.

- 2 Day-to-day administration and financial management are efficient and effective. The school's accounts are kept on computer and efficiently managed by the school secretary. There is a back-up disk for the accounts in case of emergency, and this is correctly kept off-site. Procedures for ordering goods, and paying for them, are clear and effective. The school fund is kept in a separate account, and is separately audited by a governor.
- 3 The school operates efficiently on a day-to-day basis. Its routines are clearly understood and work well. These have a positive effect on attainment and progress because little time is wasted in starting lessons or moving between classes. Teachers, nursery nurses in the Nursery, and the special needs support assistant, are effectively deployed. However, teachers are more effectively used as class teachers than as subject co-ordinators. In this role, they do not have the opportunity to monitor the quality of teaching and learning in their subjects systematically and effectively. Accommodation and resources for learning are well used. There have been improvements in learning resources since the last inspection, for example in information technology. Resources are being well used to promote attainment and progress. However, teaching and learning are not systematically monitored and evaluated so as to ensure that pupils derive maximum benefit from the available resources.
- 4 The strengths in school efficiency, which were noted in the last inspection, have been maintained. Taking into account the attainment of pupils on entry to the school, the progress that they make both academically and personally, the quality of the education provided and its cost, and the progress that the school has made since the last inspection, the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

- 1 Children aged three and four attend the Nursery on a part-time basis and there are currently 39 children in the Nursery, and 13 pupils in the Reception class who are not yet five. The school ensures children make a phased and trouble-free entry into both the Nursery and Reception classes. Parents visit beforehand and have opportunities to talk with staff as to what their children enjoy and are able to do.
- 2 Attainment on entry to both Nursery and Reception is average and within the range expected for children of this age. Recent assessments show that pupil development of language and literacy, physical and social skills is about average, or a little lower, compared with most schools across the local authority area. Children's mathematical development on entry is above average.
- 3 Children make good progress, and by the time they are five most have reached or exceeded the expected levels in their personal and social development, language and literacy development, mathematics, knowledge and understanding of the world, creative and physical development. The arrangements for the transfer of children from the Nursery to Reception are very good. Teachers and support-staff work well together and also work particularly well as an early years group. They plan carefully to ensure that the work given to children is interesting, challenging and in line with

their capabilities. They monitor children's progress carefully. By the time children reach the age of five, the vast majority are ready for the work of Key Stage 1. Children who have special educational needs make good progress due to the help and support they receive on a regular basis.

- 4 Children's personal and social skills are good. They enjoy coming to school and have good attitudes to learning. They establish friendly relationships with each other and with the different adults who work with them. Older children help to take care of new entrants so that they settle in happily. Children show that they can organise themselves and work independently or in a group. They select materials and equipment that they need and share with others. At the end of a session children take responsibility for tidying away equipment and do this quickly and competently. They understand the difference between right and wrong and behave well.
- 5 The skills of speaking and listening develop well and children in both Nursery and Reception classes speak to adults and one another very readily. Nursery children were heard explaining carefully to a large group why they had brought a particular object to school and why it could go on to the table where everything begins with the letter 'p'. Children in Reception explained to the rest of the class what they had been doing, and what they learned following a mathematics group activity. In both instances, the other children listened carefully and asked sensible and relevant questions. In both classes, Nursery and Reception children enjoy books and handle them with care. From an early age they understand that print carries a meaning. Most recognise their own name and older Nursery children are able to read some words in a well-loved story. In Reception, children are able to follow the text of a story in a Big Book. They have a good grasp of initial letter sounds and can recognise and match individual words. Some are able to read a small book unaided and to answer questions about the story. In both classes children use reference books when they need information. Writing is developing well. Younger children make their first attempts at writing with increasing control, and older children make lists, write about a picture they have drawn, or write other accounts of what they have been doing. Children enjoy stories and singing rhymes. Sometimes this helps with their enjoyment of mathematics. In their language and literacy development children make good progress.
- 6 Children make good progress in their mathematical development. In the Nursery, some children recognise and count numbers up to ten and in Reception they show they can count forwards to 20, with some able to go beyond this number. These older children count backwards from ten to zero with ease and evident enjoyment. They quickly identify a missing number in a sequence. Children in both classes successfully compare and sort objects by size and colour and older children sort two-dimensional shapes counting the number of sides and corners. Children add and subtract, sometimes in singing rhymes. They pour and fill containers in the water tray, using mathematical language such as empty or full. In the Reception class, children's progress is enhanced by the numeracy hour.
- 7 Children are developing a good knowledge and understanding of the world around them. They increase their understanding of how computers work. Many children handle the mouse well, and successfully use the keyboard to answer the computer's questions and to move through the pages of a program. Children make use of their attractive garden when planting daffodil bulbs to a correct depth. They increase their knowledge of wild life when they study snails through magnifying glasses, noting the patterns on their shells and how they move. They find the right page in reference books to compare the snails with pictures in the books. Children in Reception study butterflies and spiders' webs as they look at patterns in nature and record this work in attractive ways. Beyond the school, children have visited Stapleford high street to

look at the different kinds of shops and houses. In this wide-ranging area of their work the children are making good progress.

- 8 Children make good progress in their creative development. They show a growing control when using a paintbrush and pencils and produce bright and colourful pictures of themselves, of animals and of the world about them. Older children successfully predict which colour will emerge when colours are mixed. They use their mathematical knowledge when they cut and overlap shapes in different coloured tissue paper. Children use tools with care, and learn to make informed choices of materials when they produce cars with wheels that turn and cut shapes and use hole-punches to make name badges. Reception children produce colourful pictures of butterflies and use string to make spiders' webs followed by attractive prints. Children are learning to use different materials and are successfully developing a range of techniques in their work. All the children enjoy singing, both in class and in the hall, as part of assemblies. They listen well to music and accompany taped music with a range of percussion instruments. In doing so they recognise the symbols which mean play soft or loud.
- 9 Children's progress in physical development is particularly good. In the Nursery children learn to handle tools competently and confidently. When working with large equipment outside they use their muscles to climb and balance on wooden frames and benches. They carry blocks to make trains and tip water out of water trays, helping one another when necessary. They move confidently over and through apparatus. When using apparatus in the hall many Nursery children hop without losing balance, roll balls with accuracy and run, changing speed and direction. In Reception, children's physical skills are further developed so that children can run in different directions, throw a ball to a partner and hop on one foot. Some children are able to use their hands to bounce a ball. In all of these ways children are successfully developing increasing control and co-ordination.
- 10 The quality of teaching is consistently good and, in a few lessons, very good. Teachers, nursery nurses and special needs support staff share observations and plan activities and experiences to enhance children's knowledge and skills development. All early years staff know the children well and carefully assess the progress they are making. Children work in a well-organised, bright and attractive environment. The early years co-ordinator has made sure that work is challenging for both age groups in the Nursery and plans the work jointly with her colleague in the Reception class. As a result there is no unnecessary repetition of work. Staff know what they want the children to learn and have a good knowledge and understanding of how children learn. All have high expectations of the children and good management strategies. Time and resources are used well and there is a clear routine which makes children feel safe and secure. Detailed records are kept and on-going, daily assessment of what children have learned and can do is well used in further planning. The Nursery and Reception teachers sometimes teach each other's classes and this provides extra opportunities for assessing children's progress and for a sharing of ideas and expertise. Resources are satisfactory and are shared effectively. Reception children sometimes use the Nursery's outside area. The good organisation and very good early years teamwork is one of the reasons why early years is a strength of the school. The last inspection saw early years as a growing strength of school life and this momentum has continued.
- 11 The early years curriculum is based appropriately on the six recommended areas of learning. Children learn in a way which is suitable for their age. Those who have special educational needs enjoy the full curriculum with extra adult support when necessary. As the children reach statutory school age the good learning experiences they have received lead them naturally into the National Curriculum.

100 CORE SUBJECTS

100 English

- 1 In 1998, (the last year for which national comparisons are available) in the National Curriculum tests in reading, 79 per cent of the school's pupils attained the national expectation of at least Level 2. This was broadly in line with the national average of 80 per cent. Twenty-five per cent of the school's pupils obtained the higher Level 3 compared with 26 per cent nationally. In writing, 85 per cent of the school's pupils attained Level 2, or above, compared with 81 per cent nationally. Five per cent of the school's pupils attained at least Level 3, compared with seven per cent nationally. These results were broadly in line with the national results. When compared with schools which draw their pupils from similar backgrounds, the school's results were in line for writing, but below average in reading.
- 2 In the 1999 National Curriculum tests in reading, 81 per cent of the school's pupils attained at least Level 2, with 39 per cent attaining Level 3. In writing, 85 per cent of the school's pupils attained at least Level 2, and six per cent attained Level 3. These scores show an improvement on those of 1998, but can not yet be compared with national averages.
- 3 The inspection findings, from lesson observations and the scrutiny of pupils' work, indicate that attainment in English at the end of Key Stage 1 is above the national average and that pupils make good progress. The introduction of the Literacy Hour has had a positive effect on the attainment and progress of the pupils.
- 4 Pupils' attainment in speaking and listening is above average. Most pupils speak confidently to a group, and to individuals, and are able to articulate what they wish to say. For example, in a Year 2 class, pupils selected suitable adjectives to describe characters and events in the story, and put them into sentences. One pupil suggested that the crocodile bird was acting as the 'crocodile dentist'. In a Year 1 lesson, pupils identified errors in sentences and explained well how to correct them. In discussions about their work, pupils in both Years 1 and 2 explained clearly what they were doing, and why. Listening skills are well developed for most pupils who listen carefully to both adults and to each other. The routine of taking turns and not calling out is well established. Speaking and listening skills are effectively practised in other subjects such as history.
- 5 Attainment in reading is above the national average by the end of Key Stage 1. Higher attaining pupils at the beginning of Year 2 are already reading at Level 2, while at the beginning of Year 1 higher attaining pupils are securely within Level 1. Average pupils in Year 2 are reading at Level 1, and lower attaining pupils have skills to enable them to read unfamiliar words, and are at Level 1. Average pupils in Year 1 are reading at Level 1, while lower attaining pupils are working towards this level. Overall, higher attaining and average pupils read fluently and with expression, and have the skills to read unfamiliar words. Lower attaining pupils need help with some unfamiliar words, but attainment is affected by a short concentration span as much as with difficulties with words. Pupils understand the purpose of books and the meaning of terms such as 'author' and 'illustrator'. Reading at home enhances progress for most pupils, and the reading record is a valuable tool for communicating with parents about reading.
- 6 Standards in writing, including spelling and handwriting, are above the national

average. By the end of the key stage, higher attaining pupils write in a neat joined script in well-constructed sentences. Knowledge of grammar is good with a secure use of capital letters and full stops, and an understanding of speech marks and other punctuation marks, including apostrophes and exclamation marks. Spelling is good. Average and lower attaining pupils have a less secure mastery of these skills and of handwriting styles, and their use of vocabulary is less mature. There are good opportunities to practise writing imaginatively and at greater length in subjects such as history and religious education. The Literacy Strategy has had a positive impact on standards of attainment in writing.

- 7 Progress in English is good across Key Stage 1. The skills of speaking and listening, reading, and writing are developed systematically within the framework of the National Literacy Strategy. Pupils with special educational needs make good progress because lesson plans address their targets. They contribute confidently to lessons. Information technology is used well to enhance progress by enabling pupils to expand their skills, for example by creating a class dictionary in a Year 1 class. Other subjects of the curriculum are effectively used to improve pupils' progress in literacy across the key stage, although this is not specifically planned for, or tracked. For example, in an art lesson based on Monet, the teacher took the opportunity well to develop subject specific language, and so to enhance pupils' progress.
- 8 Pupils respond well in lessons. They concentrate well in whole-class sessions, answer questions eagerly, and participate with interest in the work on the class-book. The great majority moves smoothly into group work, and works well, both individually, and in co-operation with each other. They are keen to discuss and explain their work. Relationships with each other, and with adults, are good.
- 9 The quality of teaching is good in about two-thirds of lessons, and very good in the rest. Lessons are well planned using the National Literacy Strategy, and teachers have a secure understanding of literacy methodology. Questioning is skilfully used to test and reinforce understanding. There are some imaginative approaches to tasks which sustain interest and promote progress. Most lessons have a brisk pace of learning, and resources are used effectively. Planning in year groups is a good strategy, but there is less emphasis on planning across the key stage so as to ensure the gradual acquisition of pupils' skills. Learning in English is enhanced by imaginative and stimulating displays such as the Kate Moray display in the hall, and the displays on how to structure a story in the Year 2 rooms.
- 10 At the time of the inspection, the subject co-ordinator had been in the post for two weeks. The current policy does not yet incorporate the workings of the literacy framework. There are plans in place to do this and to develop higher level skills in writing. There is no portfolio of pupils' work which would help to track progress or compare pupils' work with National Curriculum levels. The co-ordinator has no opportunity to systematically monitor and evaluate teaching and learning in the subject. However, a pattern of meetings with other local schools provides a basis for ideas to be brought in so that the management of the subject is strengthened.
- 11 The subject is adequately resourced, and the small library, which is sited in the hall, is up-to-date and well used. The curriculum is enriched by visits from theatre groups. Teachers have benefited from considerable professional development related to the National Literacy Strategy, and this has improved the quality of teaching and learning, and has developed the pupils' independent learning skills. There is good support from the literacy governor.
- 12 Teaching and learning in English has improved since the last inspection, and the

school is in a good position to continue such improvement in the future.

Mathematics

- 13 The school's results in the 1998 National Curriculum tests, and teacher assessments at Key Stage 1, indicate that standards in mathematics were just above average compared to all schools nationally. When compared to schools serving similar social areas, pupils attained results that were broadly average. Slightly more pupils attained the higher Level 3 than the national average. The indicative results from the 1999 tests, and teacher assessments, show that the school is meeting its targets in mathematics, and standards continue to be above the national average. Taken over the three-year period between 1996-98, girls do better than boys in some areas of mathematics, but there are no significant gender differences relating to attainment and progress. The findings of the current inspection indicate that pupils at the school make good progress overall and reach standards above the national average. Pupils' standards have improved since the last inspection and the subject has also shown some improvements in terms of teaching and pupil response.
- 14 By the end of Key Stage 1, pupils have a good knowledge and understanding of number patterns and the value of numbers with up to four digits. Most can add, subtract, multiply and divide to above those levels expected for their age. The increasing emphasis on mental work has led to greater speed in calculating answers, and in committing to memory many additions and subtractions to 20 and beyond. Pupils also apply useful strategies that help illustrate their growing confidence in handling and understanding numbers. For example, Year 2 pupils know that, when adding two numbers together, it is usually easier to begin with the largest number first. By the end of Key Stage 1, many pupils successfully complete number sentences and can apply sensible techniques to check their answers. Although numeracy is not sufficiently planned for in its wider use across the curriculum, all classrooms show good evidence of focus points for number in everyday use. The introduction of the Numeracy Strategy has done much to raise the confidence of many pupils to handle numbers in a good range of contexts.
- 15 Work on measures, including length, time and weight, is also above average for the age of the pupils. By the end of Key Stage 1, higher attaining pupils in particular show above average knowledge of the properties of different shapes and construct simple graphs from data they have collected themselves. Almost all pupils possess an appropriate knowledge of mathematical language which they use effectively to explain what they are doing. With the recent curriculum emphasis on number, there is some evidence that particularly the higher attaining pupils do not use and apply their growing mathematical knowledge to solve everyday problems. The school is currently looking at this issue.
- 16 Almost all pupils make good progress in their mathematical learning, including those with special educational needs. The additional structure and concentration on basics that the Numeracy Strategy has brought about helps to ensure that knowledge is well consolidated and that essential skills are taught progressively. Pupils make good gains in their mental alertness and ability to approach questions in different ways. The great majority of pupils go on to make consistent and sometimes rapid strides in their mathematical knowledge and understanding. Pupils with special educational needs are well supported through the mathematics curriculum and also make good progress overall. Teachers ensure that any areas of weakness are well targeted and then supported by appropriate tasks and good classroom support.

- 17 The response of pupils is consistently good, with the positive classroom behaviour and good relationships greatly influencing standards and progress. Pupils clearly enjoy their mathematics lessons and concentrate well, working individually or in pairs and small groups. Pupils are particularly alert during the opening and closing sessions, readily offering answers or supporting those who do. A few observed lessons tended to be very teacher-directed and pupils were given insufficient time and opportunity to investigate mathematical learning for themselves.
- 18 The quality of teaching is good. Teachers have worked hard to introduce the Numeracy Strategy and as a result, the planning and subject knowledge of staff are successful features of almost every lesson. Expectations of what pupils are likely to achieve are realistic, yet high, and the work given to them is carefully set to challenge pupils and sustain their progress. Occasional work is set for homework and this enhances the work done in class. Whilst carefully following the structure suggested by the Numeracy Strategy, teachers successfully vary their methods and approaches. The opportunities for assessment are satisfactorily planned for with results well used to decide the next stage of learning and teaching.
- 19 Mathematics has been a priority on the school development plan and this has resulted in the subject being well resourced and supported. The subject is also well led by a newly appointed co-ordinator who has been quick to spot potential gaps in pupils' learning and begun to monitor important aspects of the subject, particularly the planning. The existing scheme of work has been superseded by the national initiative.

119 **Science**

- 20 By the end of Key Stage 1, standards of attainment are in line with national averages. This judgement is reflected in the results of the standard teacher assessments at the end of this key stage in 1998. At that time, the percentage of pupils attaining the level expected of seven-year-olds (Level 2) was close to the national average, but the percentage of pupils reaching the higher level (Level 3) was below the national average. Science levels have increased since the last inspection when the subject was considered weak.
- 21 Pupils have a sound understanding of life processes and living things, materials and physical processes. Insufficient opportunities for pupils to find things out for themselves across the school means that their scientific levels of understanding are below the level expected by the end of the key stage. Pupils are able to observe carefully and to describe what they have seen. They record their observations in writing and in drawings. Pupils sometimes predict what will happen and observe to see whether they were right or not. Year 2 pupils conduct experiments to show whether a plant needs water, air and light to grow. They also try to discover why ice melts. This kind of investigative work, however, is not consistent across the school. A minority of teachers ensures that their pupils learn how to draw conclusions from observations and that they learn whether a test is fair or not. Other pupils have done little of this work and as a result the development of investigative work has not been consistent throughout the school.
- 22 In most other areas of science, there is a systematic build-up of knowledge and understanding for pupils. They look at materials and consider objects made from different kinds of materials. They successfully sort those things that are natural objects from those which have been man-made. Other pupils were observed classifying animals by their different characteristics, such as the number of legs.

Scientific language is developed through discussion. Younger pupils decide which objects need to be pushed and which have to be pulled, discovering that some can be placed in both categories. Older pupils, in one class, take this a stage further by rolling cars down a ramp, predicting which cars will roll furthest and then observing to see what happens. In studies of electricity, younger pupils think about light bulbs, washing machines and other things that use this source of power in the home. Older pupils move from there to study batteries and to consider that energy is stored in them. In an interesting lesson, pupils not only recalled how to complete a circuit so that a bulb lit or buzzer sounded, but also learned the symbols electricians use when drawing their diagrams.

- 23 Throughout the subject, some opportunities are found to consolidate and extend pupils' literacy skills. This happens mainly in discussion and to a lesser extent in writing. However, the opportunities for pupils to find things out for themselves, through their own research, is largely missed. There are a few examples of pupils using mathematics as part of their science work, but insufficient use was made of information technology as a means of recording and analysing scientific results.
- 24 Pupils of all levels of attainment, including those who have special educational needs, make satisfactory progress overall as they move through the school. The interesting curriculum ensures that they develop a secure scientific knowledge base. The school, however, has not ensured that in all classes pupils' scientific enquiry skills are soundly developed.
- 25 Pupils are enthusiastic and interested about the subject and are well motivated. They like their lessons and the activities provided. They are attentive to their teachers and behave well. In all classes pupils work well together, sharing resources and helping each other. They concentrate well and persevere with evident enjoyment.
- 26 The quality of teaching is satisfactory overall and in a few lessons, it is good. No teaching was observed to be unsatisfactory. Teachers are clear about what they intend pupils to learn from the lesson, though it is not always clear, in their planning, what they expect pupils to learn from different activities. They have a good understanding and knowledge, and pupils are well managed. Lessons have a clear structure, starting with a whole-class discussion, recalling previous work done and setting the scene for the current lesson and its objective. This is followed by group activities and end with a discussion about what has been learned. Sometimes pupils explain to the rest of the class what they have done in their group. The strengths of the best teaching are in the choice of activities that challenge all pupils, the quality of discussion and the good pace to the lesson.
- 27 The co-ordinator's leadership of the subject is generally satisfactory though monitoring is inconsistent, particularly in relation to the quality of teaching. The co-ordinator has produced a good scheme of work for early years in discussion with staff and has purchased commercial documents to help support planning in other year groups. However, there is no consistency in the way medium-term planning is done, the two year groups using different methods. There is no clearly agreed scheme of work for Key Stage 1 pupils. Procedures for assessment are satisfactory. The school collects samples of work and teachers share professional views about the levels of pupils' attainments. However, the information gained does not, then, influence curriculum planning in any significant way, as is seen by the lack of balance in the curriculum offered. Science is a focus of the school development plan and there are opportunities for development this year, particularly with the arrival of new and interested members of staff. The range of resources is

satisfactory, of good quality, and is well-stored and easily accessible to staff.

Information communication technology

- 28 By the end of Key Stage 1, attainment is in line with that expected for the majority of Year 2 pupils. Progress is satisfactory, including those pupils with special educational needs. In the previous inspection, both attainment and progress were judged unsatisfactory with standards considerably below national expectations. The current inspection indicates that many improvements have occurred which have helped to raise pupils' standards to their present position.
- 29 Year 2 pupils have a sound grasp of the importance of technology in their everyday world. They can list a few gadgets that require a microchip, and use an appropriate range of vocabulary to explain the parts of the computer system and how they work together. The basics of mouse control are taught in the Nursery and by the end of the key stage pupils are adept at changing and controlling images on the screen. Their knowledge and use of the keyboard are also appropriate to their age. Although pupils do not have sufficient practice in starting up and closing down programs, they are aware of the right order in which things should occur and some show the ability to save their work and print it out. In Years 1 and 2, pupils can program a robotic toy and predict where it will turn and come to a halt. Most experiences centre on the use of software that supports their learning in English, mathematics and art. Most pupils are given some experience with simple word processing and can type in their names and other basic information. The highest attaining pupils are given infrequent opportunity to produce more lengthy pieces of work. Pupils with special educational needs gain sound support from their time on the computers although there is insufficient software to target some of their more specific needs. Similarly, pupils do not use the computers enough to help support their work across other subjects in the curriculum, although this is on the increase.
- 30 A recent innovation has been the introduction of Year 2 pupils to the internet and some are now familiar with the procedures involved in 'logging on' and 'off'. Plans are in hand to use the internet as an area for research and exploration. A few pupils have successfully used the computer to produce graphs of favourite colours and lessons. The recent introduction of CD-Roms is helping to extend the knowledge gained from software and increase the use of the computer in the pupils' everyday work.
- 31 The satisfactory progress made by almost all pupils is the result of better provision and the opportunity for computer use. Pupils can now work on the computer independently of their teacher and see it more as an integral part of their learning. Pupils make consistent gains in handling different menus and some can bring up and use the internet with a minimum of teacher input.
- 32 The response of pupils to computer technology is satisfactory overall and frequently good among the oldest pupils. Pupils enjoy their turns on the computer and are keen to seek help as well as experiment for themselves. They work well in pairs when asked to do so. They handle expensive equipment with care.
- 33 The quality of teaching is satisfactory and has improved considerably since the last inspection, when general standards were judged to be unsatisfactory. Teachers have undertaken additional training that has resulted in increased confidence in using hardware and software as an integral part of their classroom strategies and organisation. Most members of staff have satisfactory subject knowledge and use their computers continually throughout the day. The assessment of pupils' skills

and levels of understanding is not planned for consistently and is basically unsatisfactory. The recent undertaking to teach computer skills to the whole class for at least thirty minutes a week, is a new and potentially good venture, but class numbers make this arrangement difficult to manage. Regular 'hands on' experience for all pupils is equally important.

- 34 Information technology is well led by an enthusiastic co-ordinator who has set appropriate targets for the further development of the subject. There is currently no scheme of work, although the school is adopting the new national guidance given in the subject. Increased resources have been a priority over the past two years and the quality of hardware is now sufficient for the school's immediate needs. A greater range of software is required to help integrate the subject into the wider curriculum.

134 **Religious education**

- 35 The attainment and progress of pupils, including those with special educational needs, is satisfactory overall and meets the objectives of the locally agreed syllabus for religious education. Pupils show an increasing knowledge of the world faiths they study. They know about Christianity and show interest in the faiths and practices of others.
- 36 Pupils learn about the Bible and recall stories in detail from both the Old and New Testaments. They retell the stories of Adam and Eve in the Garden of Eden, Moses, Jesus feeding the 5,000 and the story of Christmas, among others. They have studied reference books and pictures, and know that centres of worship may be churches, synagogues or mosques, and that festivals are celebrated by people of different faiths. As part of their work, they visit the local church. They have not yet seen a mosque or a synagogue, but this is to be built into a later programme. In discussions in class, and during collective worship, pupils are aware that some things are special to individuals, whether special days, special friends or a special place. They talk about these sensitively, listening carefully in assembly and sharing information in class. They know that there are people who care for them and that they themselves should care for others. This is put into practice in the way pupils look after those new to the school and the way they share things in class.
- 37 Pupils are interested and enjoy their work. They say they like hearing stories. They behave well and show respect for other people's feelings and beliefs.
- 38 The quality of religious education teaching is satisfactory. Teachers enter into discussion with pupils about their work and what they have learned. They enrich the curriculum and increase pupils' knowledge by visits to places of interest. They consolidate pupils' understanding by the way work in class links to themes for collective worship.
- 39 The school has a sound and useful policy on religious education. The new locally agreed syllabus has been explained to all staff and guidelines have been written. Teachers follow the agreed syllabus in their planning. The co-ordinator monitors the planning of the curriculum to ensure good coverage occurs. There is no whole-school system for assessment and this is left to the class teachers. The co-ordinator is drawing together a useful collection of books and other materials but the school does not yet have its own collection of artefacts. Good use is made of members of the local Christian community, some of whom come into school to talk to the children.

OTHER SUBJECTS

139 Art

- 40 The majority of pupils make satisfactory progress in art and standards are at the level expected for the age of the pupils. The sound features of the subject described during the last inspection have been largely maintained.
- 41 Children in the Reception class have a strong awareness of colour and know the results of mixing various primary colours. They illustrate this well by wetting tissue and then pasting different strips on top of each other in order to produce different shades. Pupils in Year 1 experiment with colour in producing paintings of snails whilst others use imaginative drawings to illustrate the story of 'The Paper Bag Princess'. Year 2 pupils demonstrate their artistic skills when illustrating their visit to Perlethorpe environmental centre. Pupils in Years 1 and 2 do well when experimenting with line and form when studying the work of Monet and Van Gogh. Painting themselves in the style of established artists is a consistently good feature of the work on display. Most pupils experience a satisfactory range of media including paint, pastel, charcoal and collage. The pupils lack experience in structured observational drawing and little work is attempted using clay. Three-dimensional work is undertaken when helping to create model houses and other buildings to show the location of their school in relation to the nearby town of Stapleford. Some art is used rightly to help illustrate and support other subjects and projects.
- 42 Pupils make satisfactory progress, building on their experiences and trying out recently learned techniques in new situations. They make satisfactory progress in working on both large, and smaller, scale projects. Some of the work, however, is too repetitive, and a lack of structure means skills are not always developed progressively as a matter of routine. In a few lessons where teachers give their class a choice of approach, topic or technique, pupils make better progress because they experiment for themselves, learning if necessary from their own mistakes. Some higher attaining pupils develop evaluative skills, enabling them to improve their work in subsequent attempts. Those pupils with special educational needs do as well as their peers in the art field.
- 43 The response of pupils to most artwork is good. They show good levels of concentration and perseverance and take pride in their finished work. Many show good habits of routine and can work independently of the teacher, as well as tidying away at the end of the period.
- 44 The quality of teaching is satisfactory with teachers thinking carefully about a wide range of starting points for art in their class. Compared to the last inspection, staff now appear more confident in teaching art techniques and use pupils' own work more effectively to illustrate the work they want to see from the class as a whole. Some exciting and colourful resources are used on a daily basis and much of the pupils' work is retained and displayed attractively. Art lessons are well managed allowing pupils to work independently wherever possible. There is no whole-school approach to the retention and assessment of pupils' work and this is unsatisfactory.
- 45 The subject has suffered somewhat from regular changes in leadership and has had an unsettled period of support and development. There is no art scheme of work and pupils' skills are not taught progressively which would allow more rapid progress to occur. Resources are satisfactory, although additional materials are required to teach some of the more advanced techniques such as in sculpture,

textiles and printing.

145 Design and technology

- 46 No lessons were observed, as the subject was not being taught during the inspection. Judgements are therefore made following a study of curriculum planning, a scrutiny of pupils' previous work and discussion with a group of Year 2 children about the work they have undertaken.
- 47 Pupils are working at a level expected for their ages. They have an increasing knowledge and understanding of the main components of the subject; designing and making. They make satisfactory progress overall.
- 48 Pupils experience a satisfactory range of materials, planning, designing and making products. Younger pupils draw and then make. Some make two-dimensional vehicles with wheels that turn. This had been taken a stage further by older pupils, when they designed, and made, carts which moved, using recycled cardboard packets, wooden rods and cardboard wheels. When designing, pupils sometimes use construction kits but more often draw and write out the details, identifying materials and tools they will need and, with older pupils, the sequence of the work. They are aware of the importance of testing the finished product. When they make a bridge, they place a number of objects on it to check its strength. Pupils write-out and follow recipes, and some have made a dessert. They learn how to evaluate a range of finished products but have not yet learned how to evaluate each stage of their designing and making process. As the complexity and quality of their designs and products increases, they extend their knowledge of materials and the techniques necessary to use them. They are also increasing their knowledge of how tools should be used and, in discussion, show that they understand the need for safety precautions.
- 49 Pupils are very ready to talk about the work they have done and evidently enjoy the subject. They can recall in some detail how they set about the tasks. Teachers' planning and photographs of pupils at work, tackling increasingly challenging tasks, indicates that the quality of teaching is satisfactory.
- 50 There is no whole-school scheme of work outlining the acquisition of progressive skills, but teachers use the latest National Curriculum documents for guidance. Assessment is unsatisfactory. There is no agreed whole-school system of assessment and this is at the discretion of the class teacher. The portfolio of pupils' work from Nursery to Year 2, which has been put together by the co-ordinator, is helpful in suggesting projects. The co-ordinator sees teachers' half-termly planning, but has no regular time away from class to see lessons or monitor pupils' progress.
- 51 Resources are of satisfactory quality and are sufficient to teach the subject to different age groups. Resources are not readily accessible as most are shared around classrooms rather than stored centrally. This is due to lack of space.

Geography

- 52 It was not possible to observe any geography lessons during the course of the inspection, the subject tending to alternate with history on a half-termly basis. Judgements had to be made from the scrutiny of work, from talking to staff about their planning and to pupils about their past work. This is a subject that has enjoyed little priority over the last two years, but the standards reached by the pupils mirror those described during the previous inspection and are at the level broadly

expected for pupils of this age.

- 53 Pupils make satisfactory progress overall including those with special educational needs. In Year 1 they learn about their immediate environment and build up their knowledge and understanding of the impact of human activity on the environment. They make particularly good progress in their geographical vocabulary and learn to observe carefully what they can see. Pupils' recorded work is rather variable in standard and, while not being restricted to worksheets, it does not allow much opportunity to extend mapping skills beyond the basic, and to describe features in their own way. All pupils in the school visit the environmental centre at Perlethorpe and do well in their attempts to follow a trail, to plot their routes on paper and to observe natural features in a contrasting environment. Year 2 pupils demonstrate the progress they have made when comparing and contrasting an island home to their own area.
- 54 Pupils make steady gains in their knowledge and understanding of more distant places. Year 2 pupils display their holiday postcards alongside a map of Britain, while the whole school watched with interest as balloons they set off in Stapleford turn up in several areas of southern England and the Midlands. Pupils' progress is greatly helped by a series of outdoor visits that make geography more real for many. Pupils' response to geographical work is satisfactory. Where mapping and other written recordings are part of the work, these are well illustrated and finished on time.
- 55 No teaching was seen during the inspection week but teachers plan to the agreed topics within the National Curriculum Programmes of Study and devise interesting activities to motivate the pupils.
- 56 The co-ordinator for the subject assumed her responsibilities in August this year and there is little yet in place by way of subject documentation. A lack of a structured scheme of work means pupils do not routinely use the range of progressive skills needed to fully explore the subject. Whilst geography can survive on the basis of its present allocation, it lacks a tight structure within itself, which would highlight those key areas of knowledge and skills required of the pupils in the future. Resources for the school's chosen topics are satisfactory, but there are limited resources to extend the subject more successfully across the curriculum, including a poor range of software for use on the computers.

156 **History**

- 57 During the inspection, it was only possible to observe two lessons, one in Year 1 and one in Year 2. Judgements have been based on these lessons, a scrutiny of pupils' previous work, examples of work on display, and discussion with the subject co-ordinator. On the basis of this evidence, attainment matches what would be expected nationally at the end of Key Stage 1.
- 58 By the end of the key stage, pupils have a clear understanding that the passage of time results in change. History is taught on a topic basis, and, by the time they leave the school, pupils will have studied a range of topics, for example, Guy Fawkes, The Mayflower, Poppy Day, the Braille system, the Great Fire of London, Dr Barnado, Florence Nightingale and Alexander Fleming. Pupils' writing on these topics demonstrates sound understanding.
- 59 Progress is satisfactory as pupils move through the key stage. An understanding of chronology is developed initially by events in the pupils' own lives and the

development of a short historical period involving their parents and grandparents. Progress is further enhanced by visitors to the school and visits to places of historical interest. For example, during the inspection, a visitor to the school dressed the Year 2 pupils in basic Victorian costume and, supported by an excellent collection of artefacts, illustrated what everyday life in Victorian England was like. Visits including one to Woollaton Hall (built 1588), extended understanding to an earlier time. Progress is further enhanced by visits to museums where pupils gain hands-on experience. During the week of the inspection, pupils discovered information on Florence Nightingale from the internet, and used it in school. Pupils with special educational needs make sound progress in line with their previous learning.

- 60 Pupils' attitudes to history are good. In the lessons observed, they responded keenly to questions and took great interest in the examples of Victorian England available in the Year 2 lesson. In the Year 1 lesson, there was equal interest in the examples of old toys provided by the teacher, and by parents and grandparents. Opportunities to enhance their understanding through drama are enjoyed and further increase understanding. Relationships in history lessons are friendly but purposeful.

- 61 The quality of teaching was good in one of the lessons observed, and very good in the other. The quality was enhanced by good subject knowledge and understanding, by the quantity and quality of the artefacts which had been brought into the school, and by the teachers' evident enthusiasm for the subject. Teachers successfully seek to develop pupils' skills in researching different sources of information, and developing their reference skills. The subject is effectively used to develop literary skills.

- 62 At the time of the inspection the subject co-ordinator had been responsible for the subject for only two weeks. There is a policy for the subject, and the school is beginning to use the scheme of work prepared by the Qualifications and Curriculum Authority. However, there is no system for assessing and recording progress in the subject across the key stage. There is no portfolio of work to assist staff in assessing progress in the development of skills; the co-ordinator plans to establish one. The timetable has not created the opportunity to systematically monitor and evaluate the quality of teaching and learning in the subject. Resources for the subject are adequate overall, but the supply of artefacts within the school is very poor. Resources are supplemented from external sources for particular topics.

- 63 The satisfactory state of the subject noted in the report of the previous inspection has been maintained. The school is in a good position to improve further.

163 **Music**

- 64 Standards of attainment match what would be expected nationally at the end of the key stage. Pupils, including those with special educational needs, make satisfactory progress.

- 65 By the time they leave the school, pupils recognise low- and high-pitched notes, and different speeds between, and within different pieces of music. They respond to rhythm in a piece of taped music by waving, or by beating time. They understand that music can evoke different moods and responses in people. They clap to different rhythms and observe rests accurately. They 'compose' their own rhythms and clap to them. They sing with enjoyment, some sensitivity, and mostly in tune.

- 66 In a Year 1 class, pupils made satisfactory progress in identifying rhythms and distinguishing between slow and quick speeds in music. In a Year 2 class, there was good progress in understanding how rhythm in music is created and expressed by symbols in a musical 'score'. Singing becomes more confident as pupils progress through the key stage, and demonstrates that there is satisfactory progress as pupils get older. Progress is enhanced by the opportunities for performance, for example, at Christmas, Easter and Harvest, and in class assemblies for the rest of the school.
- 67 Attitudes to music are good, and most pupils work with a good level of concentration and interest. They sing with enthusiasm. They willingly join in the different activities and appreciate each other's efforts. Relationships are mostly friendly but 'workmanlike'.
- 68 The quality of teaching was satisfactory in one of the lessons observed and good in the other two. Subject knowledge and understanding are secure and expectations for pupils are high. Staff seek precision of thought in the way in which pupils analyse how music is organised. Teachers' humour and encouragement help to maintain concentration and effort in lessons.
- 69 The co-ordinator for music is very newly appointed to her role. She has plans to develop the subject across the school. There is no system in place whereby she can monitor the quality of teaching and learning in music. The subject is adequately resourced although there is a shortage of computer disks and tapes for listening. The quality of learning in music is occasionally enhanced by groups of visiting musicians.
- 70 The report of the last inspection made no overall judgement on standards in music; this means that it is not possible to judge whether the subject has improved. The school is now in a sound position to improve teaching and learning in this subject.

170 Physical education

- 71 By the time pupils reach the end of Key Stage 1, their attainment in physical education is at the level expected for pupils of their age. Pupils in Year 2 move on the floor in a range of ways with reasonable control. They understand how to create a sequence of movements in response to moods evoked by music. Most pupils attain satisfactory standards of attainment in this activity, while a minority attains good standards. In a Year 1 class, pupils have a good awareness of space and the need for safety in movement. They show good ball control when rolling a ball in a range of exercises.
- 72 Progress is satisfactory overall, with some examples of a minority of pupils making good progress. A few pupils have short concentration spans, and their lack of attention to the task reduces their rate of progress. In the Year 1 lesson, progress was enhanced by the interesting and challenging range of activities planned for the pupils which motivated them to try to improve on previous efforts. Pupils with special educational needs make satisfactory progress in relation to their previous learning.
- 73 The large majority of pupils approach physical education with enthusiasm and a good level of concentration. However, a small number lose concentration quickly which slows down not only their own progress, but that of others. Most pupils co-operate well together when working in pairs or small groups.
- 74 The quality of teaching is satisfactory overall, but there are good lessons taken in all

age groups. Teachers plan lessons to ensure that pupils have experience of games, dance, and gymnastics. However, while there is a very new policy for physical education in draft form, there is no scheme of work to plot the systematic acquisition of skills as pupils move through the key stage. The co-ordinator has been in post for only a few months but plans to develop such a scheme as a means of tracking progress from Nursery to Year 2. Although teachers carefully observe the standards reached by the pupils and the general progress they make during each term, there are few planned assessments in place or ongoing records of what pupils have achieved.

- 75 The subject is satisfactorily resourced overall. The hall, hard play area, and adjacent playing field ensure that the accommodation is adequate to teach the National Curriculum. The previous inspection report referred to satisfactory attainment and progress in the subject. These standards have been maintained, and the school is now in a good position to improve further.

PART C: INSPECTION DATA

175 SUMMARY OF INSPECTION EVIDENCE

The inspection was attended by four inspectors who were allocated a total of 12.5 inspector days, during which:

- 45 lessons or parts of lessons were observed;
- discussions were held with pupils, the staff, governors, parents and visitors to the school;
- a member of staff from the receiving primary school was interviewed;
- a sample of some 15 individual pupils was heard reading;
- various registration sessions were attended;
- acts of collective worship were attended;
- parts of after-school activities were observed;
- pupils were observed at play and in the dining room;
- samples of work from pupils in all classes and subjects were inspected;
- a range of school documents, including the previous inspection report, the school development plan, schemes of work and teachers' plans were examined;
- attendance registers, the records kept on pupils and their reports were examined;
- 21 parents attended a pre-inspection meeting and their views were sought;
- parents completed 89 questionnaires out of 254 distributed and their views were analysed.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	124	0	28	17
Nursery	39	0	3	N/A

Teachers and classes

Qualified teachers (YR – Y2)

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

6
21

Education support staff (YR – Y2)

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

1
32.5

Qualified teachers (Nursery school, classes or unit)

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

1
13

Education support staff (Nursery school, classes or unit)

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

2
65

Average class size:

25

Financial data

Financial year:

1998/99

	£
Total Income	361,830
Total Expenditure	345,601
Expenditure per pupil	1.388
Balance brought forward from previous year	-1,857
Balance carried forward to next year	14,372

PARENTAL SURVEY

Number of questionnaires sent out:

254

Number of questionnaires returned:

89

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	57	39	2	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	69	30	0	1	0
The school handles complaints from parents well	36	34	19	0	0
The school gives me a clear understanding of what is taught	40	56	2	0	0
The school keeps me well informed about my child(ren)'s progress	37	43	13	7	0
The school enables my child(ren) to achieve a good standard of work	40	51	6	3	0
The school encourages children to get involved in more than just their daily lessons	28	58	10	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	29	54	12	3	0
The school's values and attitudes have a positive effect on my child(ren)	51	45	3	1	0
The school achieves high standards of good behaviour	53	45	2	0	0
My child(ren) like(s) school	71	27	2	0	0