

INSPECTION REPORT

ALDERCAR INFANT SCHOOL

Langley Mill

Nottingham

LEA area: Derbyshire

Unique reference number: 112555

Headteacher: Mrs T Nuttall

Reporting inspector: Ms S Saunders-Singer
23050

Dates of inspection: 10th-15th January 2000

Inspection number: 190155

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Holmes
Date of previous inspection:	14 th October 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ms S Saunders-Singer	Registered inspector	English	Characteristics and effectiveness of the school
		Science	School improvement
		Art	Quality of teaching
		Geography	Leadership and management
		History	Efficiency
		Under-fives	
Mr P Andrews	Lay inspector		Pupils' attitudes, values and personal development
			Attendance
			Welfare, health and safety
			Partnership with parents and carers
			Staffing, accommodation and learning resources
Mr D Penney	Team inspector	Mathematics	Results and achievements
		Information technology	Quality of learning
		Design and technology	Quality and range of curricular and other opportunities
		Music	Spiritual, moral, social and cultural education
		Physical education	Assessment
		Religious education	
Ms M Last	Team inspector	Equal opportunities	
		Special educational needs	
		English as an additional language	
		The work of the hearing impaired unit	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is smaller than average with 179 pupils on roll. The 53 children under five attend the Nursery part time. The five classes in the main school are of average size. The gender balance is generally even. One class of Year 1 pupils is housed in the secondary school opposite. The buildings date from the 1960s. There is a hearing impaired unit for up to 8 pupils; the 3 pupils on roll are fully integrated into the school. There are 14 pupils on the register of special educational needs. This is below average. The number of pupils with statements of special educational needs, 4.2 per cent, is above the national average. Each of the 5 classes includes at least one statemented pupil or one with identified special educational needs. There are no pupils with English as an additional language with the exception of the hearing impaired pupils whose first language is British Sign Language. Eligibility for free school meals is well above the national average at 27.82 per cent.

The school serves the town. There are a small number of families who choose the school from beyond the catchment area. Local housing includes some privately owned properties, but mostly older council and housing association houses. The area has experienced significant changes in employment patterns and is now without the mining or heavy industry of the past. The school works in partnership with local schools as part of the government's School's Regeneration Budget.

Attainment on entry to the Nursery is well below levels expected. When pupils enter full time statutory education attainment has improved, but is still below the national average. Attendance rates across the school are well below the national average. There have been no exclusions in the last three years. The school population is relatively stable. Eighty four per cent of the pupils in Year 2 have attended since Reception.

HOW GOOD THE SCHOOL IS

The standards the pupils achieve are satisfactory overall from low baselines on entry and are rising in English and in some aspects of science. Children in the Nursery make good progress. Standards achieved by pupils in the main school show improvements over the last year which are swifter than national trends. Pupils' attitudes are good; they are eager to learn in response to the teaching, which is good overall, although there are a small number of lessons with significant weaknesses. Behaviour is good in the caring and orderly community. Where there is some challenging behaviour, pupils respond well to the assertive discipline. Individuals' needs are generally well met throughout the school and are very well met for pupils with special educational needs and the hearing impaired. Equality of access and opportunity is excellent. Information for parents and carers about children's progress is effective; considerable efforts are made to engage the parents in the work of the school, although response is variable. Attendance rates are well below average; there are well-established procedures to follow up persistent non-attendance but these systems have not been wholly successful in improving attendance rates. The school is managed well overall, it is self critical and soundly governed. Monitoring of teaching is generally successful in raising standards and awareness, although does not always ensure effective planning and appropriate challenge for all pupils. Resources are efficiently deployed; the support staff are very well deployed and their contribution is significant. Although unit costs are high, good value for money has been maintained. Improvement since the last inspection has been good; the school responds positively to the challenges it faces, is well placed to continue improvements and meet the challenging targets it has set.

What the school does well

- Teaching is good overall and there is a high percentage of good and very good lessons that help the pupils make good progress. Standards are rising in English and in aspects of science.
- Pupils' attitudes are good; they are eager to learn and respond well to the good teaching, to the very strong relationships in the school and to the assertive discipline consistently applied by all staff.
- Provision for the hearing impaired is outstanding; the total inclusion philosophy is successful in meeting these pupils' needs and in encouraging, for example through signing, all pupils to be respectful and thoughtful of others. Provision for pupils with special educational needs is also very good.
- Under-fives education is very good and is a strength of the school, giving children a consistently well taught and resourced curriculum that enables them to make good progress.
- The school is well led and managed. The headteacher gives a strong lead to the work of the school and is far sighted in its development.
- Resources are well deployed, in particular the very effective support staff whose contributions are significant in meeting the needs of the pupils in their care.
- The ethos is very good and the school cares for its pupils very well.

What could be improved

- Adjust the timing of the monitoring of planning to occur before lessons are delivered to ensure appropriate content and challenge in particular for higher attaining pupils in Year 1.
- Improve the rigour applied to the monitoring of teaching to include the setting of targets to improve practise.
- Improve the quality of the planning in mathematics by ensuring that all teachers implement the policies and schemes in place and have clear learning aims for their lessons.
- Implementation of the planned improvements in information technology and regular use of information and communication technology for pupils with special educational needs
- Improve the rates of pupil attendance by applying monitoring procedures more rigorously.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the previous inspection in 1996 is good; response to the key issues is effective and the action plan has been successfully implemented. Assessment procedures are very good and are consistently used ensuring useful profiles of pupils' attainment and progress. Curriculum guidance is considerably improved; progression of learning is now clear and systems are generally good. This has a significant effect, for example in science. Design and technology is now well taught and resourced. The school is self-critical and has regular audits to evaluate progress towards improvement, for example recently requalifying for the 'Investor In People' award.

STANDARDS

The table shows the standards achieved by 7-year-olds based on National Curriculum test results.

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

Average scores are close to the national figures in writing and below them in reading and mathematics

as the school has a higher proportion of low attaining pupils than found nationally. The recent upturn in the school's figures has been swifter than the national trend; the proportion of pupils achieving the higher levels improved significantly in 1999 when compared with the previous year. Evidence from the inspection shows that this general trend of improvement is likely to continue. The school is capable of achieving the challenging targets it has set for the tests in the year 2000. There is no current evidence of a significant difference in the standards achieved by boys and girls. On entry to the Nursery standards are well below those expected, in language and social skills; children make good progress because of the high quality of teaching and provision. Standards at the end of Key Stage 1 in information technology are close to those expected nationally. Standards in art, design and technology, history and geography are in line with expectations. Because of the timing of the inspection, it was not possible to form a reliable view of standards in music or physical education. Pupils achieve standards that are in line with the requirements of the local Agreed Syllabus in religious education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen and eager learners particularly where the quality of teaching is good and very good. The majority are happy to come to school and take pride in their environment and their work; pupils have positive attitudes when they are in school.
Behaviour, in and out of classrooms	Behaviour in classes and around the school is generally good. Where there are some examples of challenging behaviour, pupils respond positively to the assertive discipline policy and the strong relationships with all staff.
Personal development and relationships	Pupils take the opportunities offered to them willingly. They are involved with personal target setting, they join in with the whole school in using 'signing' and they are showing a mature acceptance of the needs of others.
Attendance	Attendance rates are below the national average for authorised absence; there are small but persistent numbers of absentees and late comers.

Pupils overall respond well to school, their peers and to learning. There is a strong school community which supports all the pupils and which helps them to develop positive attitudes.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years
Good	Very good	Good overall although there are a small number of lessons with unsatisfactory or poor teaching.

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

The quality of teaching is good overall; ninety-five per cent of teaching is satisfactory and better and of this total, fifty per cent is good and almost twenty-five per cent, very good. Teaching is consistently very good in the Nursery. Where the teaching is good and very good, teachers are confident, knowledgeable, have high expectations of their pupils and are informed by good assessments towards all pupils' learning needs, including those pupils with special educational needs and the hearing impaired. This high quality teaching impacts significantly on pupils' learning and is evident in the recent rise in standards. Teaching of literacy is good, sometimes very good; basic skills are taught skilfully and tasks are sufficiently interesting to encourage pupils to enjoy their work and develop more varied vocabulary. In the good teaching of numeracy sessions basic skills are clearly explained; every opportunity is used to extend pupils' mathematical language by skilful modelling of vocabulary and tasks. In the small number of unsatisfactory lessons, planning is ineffective, targets for learning for higher attaining pupils are unclear and teachers' subject knowledge is unsatisfactory. The learning needs of the pupils with special educational needs are consistently well met by the accuracy of the individual education plans and by the support the pupils receive from all staff.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. Good planning overall ensures continuity of learning. Literacy is well implemented and is having a good impact on standards. The numeracy strategy is not fully effective because of variations in the effectiveness of teachers' planning.
Provision for pupils with special educational needs	Provision is good, pupils' needs are very well addressed. Individual education plans are accurate and regularly reviewed. Pupils have excellent equal opportunities to access the curriculum, although opportunities in information and communication technology are not always fully exploited.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; moral development is good; pupils know right from wrong and are encouraged to reflect on their behaviour. Social development is very good, there are excellent and inclusive policies including assertive discipline. Pupils' cultural and spiritual development are satisfactorily developed through collective worship and religious education teaching.
How well the school cares for its pupils	The school's academic and personal development monitoring, procedures for promoting good behaviour and anti-bullying, assessment procedures and provision for the pupils with special educational needs, including the hearing impaired, are all very good. Procedures for improving attendance are satisfactory but not sufficiently followed through to improve rates overall.

The school works hard to promote positive links with parents and parents' views of the school are positive. The quality of information given by the school is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very strong leadership, ably supported by the deputy head. The school is led and managed well. Senior staff provide very good role models for other co-ordinators.
How well the governors fulfil their responsibilities	Governors are knowledgeable about the school's strengths and weaknesses and their responsibilities; they fulfil their statutory duties and statutory requirements are met. They are developing a long-term strategic view.
The school's evaluation of its performance	The school reflects very effectively on its performance, analyses results and achievements and uses the analyses well to direct the school's development. Monitoring of teaching and planning is well established but is not always sufficiently rigorous to ensure best practise. Finances are carefully costed and monitored giving good value for money.
The strategic use of resources	Support staff are very well deployed and make significant contributions to pupils' progress. Satisfactory resources are well used to support learning. Accommodation is unsatisfactory but is used efficiently.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Quality of information about pupils' progress• Involvement in setting of targets for future learning• Good behaviour in the school• Pupils are happy to come to school	<ul style="list-style-type: none">• Amount of work the pupils are given to do at home• Extra-curricular activities

The team endorses the largely positive comments made about the school. The home/school book and the tasks the pupils are encouraged to do at home are felt by the team to be realistic and appropriate for pupils of the age in the school. The team agree that the lack of extra-curricular activities, for example in music and sport, is regrettable, but acknowledge that the school has made efforts to redress this issue to little response from the majority of parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the National Curriculum tests in 1999 the percentage of pupils achieving the nationally expected standards at the end of Key Stage 1 was close to the national figure in reading, writing and mathematics. The percentage of pupils achieving higher levels was above the national figure in writing, below it in mathematics and close to it in reading. When compared with schools with similar intakes, the percentage of pupils achieving the expected levels was above the average in reading and was close to it in writing and mathematics. The percentage of pupils achieving higher levels was well above the average for similar schools in writing, above it in reading and close to it in mathematics.
2. The average scores in the same National Curriculum tests are close to the national figures in writing and below them in reading and mathematics; this is because the school has a higher proportion of low attaining pupils than is to be found nationally. However, there has been a recent trend of improvement in the school's figures that has been swifter than the national trend of improvement. In addition, the proportion of pupils achieving the higher levels improved significantly in 1999 when compared with the previous year.
3. Inspection evidence suggests that this general trend of improvement is likely to continue and that the school is capable of achieving the challenging targets it has set itself for pupils at the end of Key Stage 1 in the national tests in 2000.
4. Generally over the last three years, girls have performed better than boys in National Curriculum tests but this has not been a consistently significant factor across subjects or years. There is no current evidence of a significant difference in the standards achieved by boys and girls.
5. The standards of children aged three years on entry to the Nursery are well below those expected nationally of children of their age. Significantly, their language and social skills are low. They make good progress in the Nursery because of the high quality of the teaching and provision. This includes the very good contribution of the education care officers and, especially, those for children with hearing impairment. The school's philosophy of total inclusion of children with special educational needs of all types makes a significant contribution to improving children's social and personal skills in the Nursery.
6. However, on entry to the Reception year, children's language skills are still below those expected of this age group. In mathematics, personal and social development, creative development, physical development and knowledge and understanding of the world areas of their learning, the standards children achieve are generally commensurate with their capabilities, although the adequacy of their vocabulary is below that to be expected in all areas of their learning.
7. Pupils at the end of Key Stage 1 attain overall standards that are close to those expected of pupils of that age nationally in English, mathematics, science, art, design and technology, history, geography and those aspects of information technology for which there was evidence at the time of the inspection. Because of the timing of the inspection, it was not possible to form a reliable view of the standards of seven-year-old pupils in music or physical education. They achieve standards that are in line with the requirements of the local Agreed Syllabus in religious education.
8. Generally, pupils throughout Key Stage 1 achieve standards that are commensurate with their capabilities and make sound progress. An exception is that higher attaining pupils in mathematics in Year 1 underachieve because work is not adequately matched to their needs and capabilities with the result that they do not make enough progress in lessons or over time. Pupils with special educational needs make good progress in targets set for them in individual education

plans. Each class includes at least one statemented pupil or one with special educational needs identified through Stages 1-4 of the Code of Practice. All these pupils work effectively towards targets identified and set for them by teachers, education care officers and in conjunction with parents. Teachers' records show that targets identify relevant levels of challenge which enable pupils to make good progress. For example, in little over one year a pupil with moderate learning difficulties has progressed from naming single letters through using their sounds, reading words with a consonant, vowel consonant pattern, to blending and using two letter sounds.

Pupils' attitudes, values and personal development

9. The pupils have positive attitudes towards the school. The majority of the pupils come to school regularly and punctually and pupils, including those whose attendance is erratic, express their liking for and enjoyment of school. In the lessons observed pupils' attitudes are noted as 74 per cent good or very good and in a further 21 per cent, attitudes are satisfactory. In lessons pupils are keen and eager to learn and this is clearly seen when there is good teaching. In the answers to the parents' questionnaire 95 per cent agree that their children like school. This positive attitude is fostered and nurtured by the school in the way that all the staff help and welcome the children. Pupils with special educational needs behave well in lessons. They show interest and enjoyment in their work such as taking part in a role-play activity in a nursery rhyme to reinforce understanding of 'up' and 'down'. Pupils benefit from varied activities in lessons and this helps them maintain their interest and motivation: several are able to work independently or in partnership with their friends for short periods of time. The school's excellent ethos for pupils with special educational needs includes a totally inclusive environment and is a strength of the school. Pupils with special educational needs are therefore full and valued members of the school community and take responsibility for tasks where appropriate such as giving out paper or collecting in work.
10. In the reply to the parents' questionnaire, 100 per cent of the answers to the question on behaviour agree that it is good and this is confirmed by observation during the inspection. Behaviour in the classroom, in the dining hall, inside the school buildings and in the playground is good. Where there is challenging behaviour, pupils respond positively to the consistent and effective assertive discipline policy adopted by all staff in the school. All pupils have a good, clear understanding of the agreed principles of the policy. The school has maintained and improved upon the position noted in the last report. The school is free from any type of oppressive behaviour and its anti-bullying policy has won an award. There are no exclusions.
11. The relationships in the school between the pupils, and between pupils and all the adults are good. The relationships between the pupils, in particular the hearing impaired, and the educational care officers are very strong. These strong relationships have positive and lasting effect on pupils' progress in developing relationships and positive attitudes to each other and to school. All pupils are encouraged to reflect on their actions and how they impact on others in the community. The children are considerate and helpful particularly to those other children and adults who have physical disabilities. In all the classes all pupils are using sign language for example at registration, and this helps to develop an inclusive atmosphere for the children with hearing impairment.
12. The personal development of the pupils is good; the use of sign language by all pupils helps to develop their tolerance, appreciation and respect for others. There are other opportunities to undertake a good range of tasks to develop responsibility, for example pupils in all classes accept monitor duties willingly and all children are involved in setting their own targets for learning. They monitor their own work to try and ensure that the targets are reached. Teachers then confirm that targets have been met.
13. The pupils' attitudes to the school, their behaviour, the relationships and personal development are strengths of the school and impact positively on pupils' progress.
14. Attendance at the school at 89.9 per cent, which is 4 percentage points below the national average, is unsatisfactory. However, there is very little attendance that is unauthorised. The level

of late arrival is unsatisfactorily high at 1.36 per cent. Both figures relate to small but persistent numbers of pupils.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good overall; ninety-five per cent of teaching is satisfactory and better and of this total, fifty per cent is good and almost twenty-five per cent, very good. Teaching is consistently very good in the Nursery. This high quality teaching is having significant impact on pupils' learning and is evident in the recent rise in standards. Where the teaching is good and very good, teachers are confident, knowledgeable about the standards expected of their pupils, are clearly focused by good assessments towards pupils' learning needs, enthusiastic about their subject and engage the pupils in their enthusiasm. This is particularly true in the very good and good literacy teaching where basic skills are taught skilfully and tasks are sufficiently interesting to encourage pupils to enjoy their work. Teachers extend pupils' speaking and listening skills and develop more varied vocabulary in answer to the needs of the pupils, identified by the school through useful analysis of assessments and end of key stage test results. Good teaching in the numeracy sessions is shown where basic skills are clearly explained and these teachers take every opportunity to extend pupils mathematical language by skilful modelling of vocabulary and tasks. Teaching in science is successful and there are improved opportunities since the last inspection for pupils to use and apply their skills and knowledge through challenges and experiments. Classroom management is effective and teachers encourage pupils to take responsibility for setting targets for improvement and for organising their work. Teachers create meaningful opportunities for pupils to work co-operatively and pupils are beginning to collaborate in shared working, for example in using and applying their knowledge in design and technology. This is a significant improvement since the last inspection. Skilful questioning enables pupils to revise, consider and extend their learning and careful use of praise reinforces effort. In these very good and good lessons the pace of work is brisk and the pupils are effectively challenged to think and extend their knowledge. Teachers work very well with their support staff and the consistent valuing of the support staff's contributions is a feature of the school and impacts significantly on the positive atmosphere for learning evident through the school. This is supported by the strong school ethos and the evident inclusion of all individuals in the school.
16. Teachers' planning is good overall; it is detailed and includes well-matched provision for individual and specific group needs and is very effective for the pupils with special educational needs and the hearing impaired pupils. However, in the small number of lessons that have significant weaknesses, this is not the case. Here lack of teacher subject knowledge, for example in music, and insufficiently focussed work for higher attaining pupils, for example in mathematics, results in ineffective tasks when lack of appropriate challenge reduces the impact on pupils' learning and inhibits progress.
17. Throughout the school teachers use the agreed assertive discipline procedures to very good effect and the firm but friendly learning environment is a positive feature of the school which supports pupils' learning well overall and very well in the Nursery.
18. The well-organised system for identifying what pupils with special educational needs will learn, through individual targets, is a strength of the teaching. Because targets are specifically prioritised according to pupil need, all adults who work with the pupils have a clear focus for their work. Education care officers are particularly skilled in supporting small groups to develop specific skills such as counting, speaking and listening. For example, very skilled work from an education care officer enabled a group of pupils with speech and language needs to make clear progress in retelling the sequence of events in 'Red Riding Hood'. Both teachers and support staff know their pupils well, and work co-operatively together to prepare tasks that cater for the wide range of needs. The special educational needs co-ordinator, teachers and education care officers have secure skills in supporting pupils with special educational needs. This good work is further supported by specialist input from, for example, the speech therapist, the educational psychologist and teachers from a local special school who provide specialised focused support to some selected pupils.

19. Teachers ensure that all pupils are included in the full range of curricular activities and regularly review their work to identify achievement and effort. However, despite planning for the subject, during inspection no pupils with special educational needs were seen using computers which deprives them of an important, visually stimulating source of learning and limits their acquisition of keyboard and information technology skills.
20. The quality of pupils' learning is closely linked to the quality of the teaching they receive.
21. It is very good overall in the Nursery and Reception classes. Because the teaching is of a very high standard, children gain knowledge and understanding very quickly. For example, in a lesson in the Nursery where the emphasis within the session moved seamlessly from number work to the effects of a magnet on various materials to a story, the children learned a great deal in a very short space of time. The children are often captivated by the richness of the provision they enjoy and sustain interest and concentration for long periods of time. They work with a will and put a very great deal of effort into producing the best work that they can.
22. In Key Stage 1 there is a more mixed picture. It is satisfactory overall but in very few lessons pupils' learning is less than satisfactory. Where this happens, it is because the teacher does not have a clear idea of what it is the pupils are intended to learn, does not organise time adequately or has limited subject knowledge. More generally, however, pupils learn at a good rate, particularly the higher attaining pupils in Year 2. Overall, pupils make satisfactory efforts to work, gaining the required skills, knowledge and understanding satisfactorily. They work well when on task; however, when the lesson is not planned well enough, their attention wanders and the teacher finds it difficult to regain their attention. The older and higher attaining pupils in Year 2 show considerable enthusiasm for, and commitment to, their work; this helps them to achieve good standards.
23. Throughout the school, pupils set their own targets for improvement in English, mathematics and another area twice a term. When they feel they have achieved them, they consult their teacher and, if appropriate, set new targets. This process is good because it helps pupils to understand what it is they are doing, why they are doing it and how well they have done.
24. Pupils with special educational needs are making good progress in relation to their prior attainment in response to their individual education plan targets. In all lessons these pupils work at a good pace; they are interested in their work and try hard to understand what they are doing. They illustrate this understanding by explaining the task accurately to visitors. Several pupils are beginning to demonstrate early skills of independent working, being able to sit quietly and without direct support for short periods of time.

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

Learning opportunities

25. The curriculum is broad and is well balanced over time to provide worthwhile opportunities for all pupils to learn. There is sufficient time in the school day to meet the demands of the required curriculum fully; time is generally used well. The curriculum provides a good focus on literacy, numeracy and personal development for all pupils. All pupils with special educational needs have equal access to the curriculum with the exception of information and communication technology. Arrangements for annual reviews and the Code of Practice meet statutory requirements.
26. The curriculum meets the needs of pupils with hearing difficulties particularly well and this feature is a strength of the school. The school's commitment to the inclusion into all activities of all pupils with special educational needs is excellent.

27. The curriculum for children aged under five is very good. It is planned very well with the particular needs of the group as a whole and of the individuals within it very much in mind, as well as meeting statutory requirements fully. It is, in particular, a language-rich environment that enables children to make good improvements in their abilities in English, which are low on entry.
28. The school intends in the near future to use the opportunities provided by the revision nationally of the curriculum for early years to devise new planning systems to integrate all its provision for children aged under five years in both the Nursery and Reception classes. Although the current separate systems are more than satisfactory, this would be a sensible development.
29. Curriculum planning in Key Stage 1 and the Reception year generally identifies clearly what pupils are expected to learn in each lesson. Planning is supported well by schemes of work for all subjects of the National Curriculum and for religious education. These clearly identify which aspects of knowledge, skills and understanding are to be learned at each stage of the pupils' development; this represents an improvement since the last inspection. The school uses a wide range of national guidance documents to support and inform its planning systems and has sensibly adapted many of its suggestions where they suit the school's purposes; this, too, is an improvement since the last inspection. The adoption of the National Literacy Strategy framework has made a good contribution to pupils' learning through its increased emphasis on verbal interaction and structured learning. While the school has recently adopted the National Numeracy Strategy framework and content, this has yet to become fully effective. Some teachers have not yet fully understood the implications of some of its provisions and the quality of their weekly planning is unsatisfactory and learning objectives are not clear. The strategy has, however, already raised pupils' standards in some areas of mathematics.
30. The school uses specialist staff very well overall; for pupils with hearing impairment their use is outstanding. All staff and pupils use signing continually. Education care officers identified for pupils with hearing impairment make a crucial contribution to these pupils' learning through their personalities, relationships and technical abilities. This ensures that the school's provision for equality of access and opportunity for all pupils is outstanding. In addition to this provision, the school uses the full range of outside agencies very well and also benefits from the expertise of teachers from a local special school who work with particular pupils as necessary and under the auspices of the educational psychologist.
31. Although the school makes satisfactory provision for pupils to make visits to places of interest and for visitors to come into school to enrich pupils' education, there are, currently, no after school clubs, for example in music or physical education. This is unsatisfactory, although the school has tried in the past to run such clubs these have been abandoned because of lack of commitment. Many parents feel unable to collect their children at times other than the normal end of school.

Personal development

32. The school's provision for pupils' personal development is good overall.
33. Provision for pupils' spiritual and cultural education is satisfactory. The strong links between the focus in the daily act of collective worship and the religious education curriculum make a good contribution to pupils' learning because they are mutually supportive. In some lessons, for example an information technology lesson in Year 1 and a religious education lesson in the Reception class, pupils are given opportunities to enjoy moments of delight and wonder that add to the quality of their experiences. Work to do with the Chinese New Year and Indian art, for example, give pupils sound insights into the culture of other peoples.
34. Good provision is made throughout the school for pupils' moral development. They have a clear sense of right and wrong. All staff members give consistent messages and these are further reinforced by the system of assertive discipline that permeates the school's practice and ensures that pupils are routinely faced with the need to consider the consequences of their actions. There

is a very clear system of rewards and sanctions, both during lessons and around the school; pupils understand this system clearly and appreciate the fairness with which it operates.

35. The school makes very good provision for pupils' social development; this has improved since the last inspection. All members of staff have high expectations of pupils' behaviour and relationships throughout the school are good. The school is deeply committed to the total inclusion of all pupils; pupils respond well to this and interact with each other well within a very good ethos. Boys from Year 11 in the secondary school come regularly to read with their 'buddies' in Year 2 this further reinforces pupils' understanding of living in a defined community.
36. The school provides well for pupils' personal and health education through its emphasis on healthy eating, its regular health checks and the value it places on each pupil's individual strengths and areas for improvement. This reflects the philosophy that resulted in the school being re-awarded the Investor In People award recently.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The procedures for assessing pupils' academic attainment are very good. These are monitored very well and are used well overall to guide curriculum planning, providing good support and personal guidance for the pupils.
38. There is a full range of regular summative tests. The results from these provide useful and detailed data, which are carefully recorded for each individual and are aggregated by groups of pupils. This information is used to group pupils appropriately, to set individual and group targets for attainment at the end of Key Stage 1 and to diagnose areas of individual or group weakness so that teachers can design an appropriate response.
39. Regular opportunities for assessment are clearly identified in teachers' medium-term planning through the guidance contained in the national documents they have adapted. In addition, each half-term teachers complete forms for each pupil to track their social development and their academic achievements. These are very good procedures that are recorded well to show high, average and low attainment against the objectives within each subject. Teachers use the available data effectively in many subjects and classes to match work to the needs and capabilities of individual pupils. Although there are some inconsistencies in practice overall, the school uses this information well.
40. In their daily assessment of pupils' capabilities, teachers and education care officers use a plethora of documents to build up a useful and informative body of information about each pupil. Nearly all teachers use this information very well to inform their future planning; some, however, do not clearly identify in their plans, for example in mathematics, different tasks for pupils of differing capabilities with the result that those pupils fail to make adequate progress in their learning and are underachieving.
41. Teachers and education care officers contribute jointly to regular assessment of pupils' work. Full and partial achievement of targets are identified as are gaps in progress which may have come to light and all this information is well used to plan future learning, teaching and allied activities. Staff review targets termly and the system is sufficiently flexible to add, extend or alter learning targets as necessary. Most teachers and education care officers are secure in their knowledge of the National Literacy and Numeracy Strategies and use their skills to ensure pupils make good progress. In a numeracy session, for example, careful support from the ECO ensured that all pupils experienced success in completing their work on the addition of numbers up to nine and selecting the correct answers from a list. Staff experience and skills are also enhanced by the valuable contribution of external specialist staff. For example, pupils with behavioural and literacy difficulties concentrate well and make good progress in developing both reading and spelling skills, for example under the direction of a specialist support teacher from a local special school.

Initiatives of this kind are set up in conjunction with the educational psychologist and both pupils and staff benefit from this co-operative approach.

42. The personal and social needs of pupils with special educational needs are well documented. The register of pupils with special educational needs is efficiently kept and is up to date. Annual reviews and individual education plans are detailed and relevant and great care is taken to ensure that all staff are consistent in the support they provide for the pupils. Assessment systems are very good overall and comprehensive in their focus on both academic and social development. The school's excellent ethos for pupils with special educational needs represents a totally inclusive environment and is a strength of the school; these pupils are therefore full members of the school community and take responsibility for tasks where appropriate such as giving out paper or collecting in work. The special educational needs co-ordinator, teachers and education care officers have secure skills in supporting pupils with special educational needs. This good work is further supported by specialist input from, for example, the speech therapist, the educational psychologist and teachers from a local special school who provide specialised focused support to some selected pupils.
43. A strength of this school is the coherent manner in which it cares for the pupils. The school has maintained and in some areas improved the good provision noted in the last report. Parents at the meeting and in discussions during the inspection said that the school supports and cares for the children. Two examples illustrate the manner in which the school acts for the benefit of the children. Firstly milk is provided at school dinner to drink with the meal and secondly the school tackles the problem of head lice by providing, with parents' consent, inspections by class carried out by the support staff.
44. All the standard health and safety checks are satisfactory and the procedures for child protection properly in place and thoroughly understood. The educational social officer confirmed that the procedures operated satisfactorily.
45. The procedures and policies for monitoring and promoting good behaviour and the elimination of oppressive behaviour are very good. There is a well thought out assertive discipline policy and a good anti-bullying policy. The anti-bullying policy received a local authority award. These policies are effective because they are understood by the pupils and because they are applied consistently by all teachers and support staff. The pupils know what is expected, implementation is consistent and the effectiveness of these policies is very apparent in all areas of the school.
46. The school has a good, comprehensive set of procedures for recording academic, personal and social development; the drawing together of all the factors affecting development such as health, social, emotional and the home/school record books provides the school with useful information. This then informs planning and the setting of individual targets. These targets are evaluated every half term and related to the individual targets set by the pupils themselves.
47. Registration is carried out promptly at the start of the morning and afternoon sessions and the time is used effectively to reinforce the school's ethos, for example by all the children signing and calling out their response. Attendance is monitored, absence noted and parents contacted if no reason for absence is sent to the school. However, positive action to improve attendance and involve outside agencies is not having sufficient impact to improve rates of attendance of the small but persistent numbers of absentees and late comers.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The answers to the parents' questionnaire, the comments at the parents meeting, and the talks with parents during the inspection all show that the parents have a very positive view of the school.

49. The parents are provided with good quality information concerning their children's progress and development at school. In the autumn term there is a general meeting for parents to outline the curriculum for the year; in November individual appointments to discuss targets; in spring term individual appointments to discuss progress; and in the summer term appointments to discuss the annual report. The annual school reports for each child are clearly written and in literacy and mathematics indicate the levels achieved. Suggestions are made as to how the parents can help the child to make further progress. In the parents' questionnaire 100 per cent of the answers agreed that parents are well informed as to the progress children are making.
50. The school works hard to provide effective links with parents. There is a detailed home/school contract that is fully implemented, on their part, by the school. All parents are kept fully informed of school activities and important dates through the newsletter sent out at the start of each term and during the term additional information is sent by letter. To help parents the school supports community education programmes on literacy in afternoon sessions and these involve also the children of the participating parents.
51. There is a parents, and friends, association with a core of parent volunteers and wide support for functions organised. In the last year over £2000 was raised to help the school.
52. Links between parents and school involves two-way communication and commitment and despite the effort of the school the response from some parents is limited. During the inspection there were no parents helping in school and apparently this is the normal situation. The home/school record books are regularly written up by the school but often not by the parents.
53. The school has very good systems for working with parents of pupils with special educational needs. All are invited to annual reviews and other meetings with flexibility built in concerning dates and times so that specific family needs can be met. Where parents are unable to attend staff visit them at home to share information concerning targets, response, progress and future developments. Copies of individual education plans, weekly plans and reading books are regularly sent home. In this way parents are fully informed and able to help their child at home. All pupils with special educational needs have a home/school diary to ease communication with parents and inform them of school activities and their child's participation. The school makes good efforts to maximise contact with parents and provides good channels of communication so that parents feel fully involved in their child's education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. This is an effective school, it is well managed overall. The headteacher provides a clear, firm educational direction to the school. Her management of the school and pupils is calm and consistent, her approach friendly but determined. She is both active and successful in seeking out and using local and national initiatives, for example 'Investor In People', the 'Healthy School Award', 'Read on Write Away', 'Family Literacy'. These initiatives are successful in improving the school's development and its provision for the pupils and standards are rising. Her commitment to providing a warm, welcoming and stimulating environment for all pupils is clearly articulated. Management of the provision for the special educational needs is very good and for those with hearing impairment, management of provision is outstanding; both responsibilities effectively delegated to dynamic and effective co-ordinators. The headteacher is successful in establishing a strong team of staff supported by a very effective team of a good number of specialist support staff. Their contributions are valued and valuable in the work of the whole school and make significant impact on the progress of the pupils with whom they work.
55. The headteacher is ably and most effectively supported by the deputy head. Her understanding of her role and responsibilities is clear and she is successful in both her management and teaching capacities, supporting the headteacher most effectively, developing her subject and management areas imaginatively and diligently, providing a very good role model for others. Reflection of the school's aims and values is a feature of the senior managers' commitment to improvement and this has a significant effect on standards, which are rising, and on the accuracy, albeit challenging, of the targets for the school's priorities for development. Significant impact has also

been achieved through the development of the curriculum and assessment procedures since the last inspection. Design and technology has been effectively developed since the last inspection and the newly developed scheme of work is successful in ensuring that design and technology skills are developed through appropriate and relevant designing and making tasks.

56. Staff are generally well informed, suitably trained and experienced for the phase. Communication between the whole staff and between the teaching teams in classes is well developed. Induction of new staff is effective and supportive and the school has developed effective appraisal systems that inform the good staff development programme well. The numbers and standard of the support staff is very good and particularly so in relation to the support for pupils with special educational needs and the hearing impaired children. Opportunities have been developed by the school in partnership with the local college to offer training through National Vocational Qualifications. This has been taken up by up to four parents per year over the last four years and has been successful in enhancing the skills of support staff and their understanding of special educational needs.
57. Teaching is good overall; teachers' planning and individual performance is monitored regularly and largely effectively. Senior managers know the strengths and weaknesses of the school generally accurately. However, the retrospective monitoring of plans does not always provide sufficiently rigorous information for the senior managers to ensure that all planning is appropriate or that all pupils' needs are being met. There is a shared commitment to improvement and the school is well placed to continue its development. Responsibilities are thoughtfully delegated and are most effectively managed for the pupils with special educational needs, the hearing impaired, the under-fives and in English. These areas are knowledgeably and dynamically managed and developed, providing very good role models for the development of other subjects in the school. The literacy strategy is well organised and delivered and the school is responding to the needs of the pupils in extending the opportunities for writing, speaking and listening, all of which have been identified as areas of need. The numeracy strategy is newly in place and, while staff are generally positive and well informed about the demands of the strategy, there are still some areas of organisation and planning which are not wholly successfully implemented and which do not fully support the needs of higher attaining pupils.
58. The special educational needs co-ordinator has developed an outstanding system for identifying pupils' needs, setting targets, recording achievement and monitoring learning. All staff are involved in the process and the co-ordinator monitors all pupils' records half termly. This excellent system results in clearly focused opportunities for learning which build upon previously established skills and set relevant steps of challenge. The governing body includes members with good levels of expertise and knowledge of special educational needs and they review the policy and register regularly, noting where pupils have been successful in achieving the targets set for them. The named governor regularly visits the school to meet with the co-ordinator and pupils and provides feedback to the governing body. Organisation and management of provision for the hearing impaired is also remarkable and is the subject of a separate section in the report.
59. Members of the governing body are newly appointed, they are knowledgeable about the school, its strengths and weaknesses, its pupils and its philosophy. All the governors are active and informed about the work of the school and are aware of the standards the school is achieving and the targets for which it is aiming. The newly formed committee structures are proving successful in sharing the workload and in enabling the governors to develop their contribution to the strategic development of the school. However, the governors are hampered by the absence of three local authority and one minor authority appointed members and acknowledge that their expertise is limited.
60. There are comprehensive policies and systems for monitoring and evaluation of teachers and the educational care workers. In addition the senior management follows a two-year appraisal programme for teachers and a simpler annual system for other staff. The evaluation and appraisal programmes inform the comprehensive and fully costed staff development programme effectively. Members of staff are clear about their roles and are deployed efficiently, including the newly established job share. This is particularly true of the deployment of the support staff; their time is used very well and movement between supporting groups and individuals is swift. The

accommodation is unsatisfactory for the number of pupils on roll. Some class bases are small and a classroom in the adjacent secondary school is used as a further full-time class base. The staff are effective in overcoming the problems created by the limited accommodation; there is no curtailing of the more practical elements of the curriculum, for example investigation in science or making activities in design and technology. All withdrawal and small study areas are in constant use.

61. The overall resources for learning are satisfactory with those for the hearing impaired children being good. Good use is made of them to support pupils' learning - such as angled book rests for a pupil with visual impairment. However, during inspection there was no observed use of information technology for pupils with special educational needs although planning and records show that it does take place.
62. Financial planning is good, educational priorities are well supported and the effective school development plan is suitably costed to identify spending towards raising standards. Action towards meeting the key issues of the last inspection report has been well supported by the budget share allocated to the improvements. Specific grants are well used and are closely budgeted and monitored. Financial planning takes account of future short falls or specific circumstances and contingencies are well planned. The school has made a commitment to relatively high support staff numbers and their training and has implemented effective monitoring of pupils' progress to monitor the effectiveness of this budget commitment. Resources are appropriate, staff are suitably trained and experienced. While the accommodation is unsatisfactory with a class housed in the secondary school and some small classroom spaces, the resources are efficiently and effectively used. Support staff are very well deployed. Overall the school has sustained good value for money since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to improve further the school should now:
 - ensure that planning is monitored pre-delivery to ensure quality
 - monitor unsatisfactory teaching more rigorously and establish targets for improvement
 - implement the planned improvements in information technology and ensure that individual education plans for pupils with special educational needs include access to appropriate skills development and sources of learning
 - improve the quality of planning in mathematics in the short- and medium-term by sharing existing good practise
 - improve pupils' rates of attendance by more rigorous implementation of existing procedures.

UNIT FOR HEARING IMPAIRED PUPILS

64. The school makes provision for up to eight hearing impaired pupils. At the time of inspection three were on roll.
65. Each pupil is making good gains in learning overall and particularly in relation to the targets on their individual education plans. For example, one pupil who has only been learning British Sign Language for one term has progressed from signing the names of people, objects and animals to understanding and using prepositions such as 'under', 'over' and 'through'. The pupil is now tackling more advanced concepts such as 'in front of' and 'next to'. Through carefully focused targets, skilled teaching and regular teaching of relevant forms of communication, all hearing impaired pupils are making good progress in interaction and conversation and thus accessing the curriculum and all activities in the classroom except information technology. Pupils make good progress in relation to their abilities.

66. Pupils with hearing impairment are enthusiastic about school. They work hard in lessons and try to do their best, frequently maintaining their interest and attention throughout the lesson. This behaviour is impressive given the extra concentration they often need to understand. Pupils are confident in lessons; they benefit from regular signing by teachers and education care officers and they ask and answer questions in class. For example, in a numeracy lesson, one pupil put his hand up several times to offer accurate answers to questions in a whole-class situation. Relationships between hearing impaired and hearing pupils are particularly good. All the hearing pupils sign and it was a truly uplifting experience to see the whole school signing 'God is great' during assembly. In classes hearing pupils frequently sign single or small clusters of words thereby strengthening their communication links with their hearing impaired friends. Pupils behave well in classes, enjoy good relationships with all adults and are polite when interacting with visitors.
67. Teaching is consistently good and often very good. Teachers and education care officers have a very secure knowledge of the needs of hearing impaired pupils and how to meet them. The majority of adults in the school sign regularly and teachers and support staff provide high quality focused communication support in lessons. All adults are conversant with curriculum requirements and use their knowledge to support pupils individually, in small groups or within the whole-class activities; whatever the context or situation the quality of support is very good. All specific support work is generated from well-focused individual education plan targets that contain very clear guidance on methods and techniques for ensuring that pupils are learning. Adults explain tasks clearly and ensure that pupils know what they are expected to do, for example in an individual session, the teacher explained what was going to happen and the demonstrated herself what she wanted the pupil to do before expecting her to do it herself independently. This ensured the pupil's understanding and challenged her to complete the task successfully without further guidance. Activities are well planned to make the best use of time and resources. Pupils are moved quickly and efficiently between well prepared activities. The deployment of education care officers is particularly beneficial in ensuring that pupils work regularly towards their targets and are assessed frequently. The staff have developed a very effective method of transferring information from day-to-day assessment and observation into weekly recording sheets which are then collated and used to review targets each term. Because the assessment is detailed and easily accessible it is truly effective in planning the next steps of learning and identifying gaps in the pupils knowledge and understanding. Although records showed use of information and communication technology, during the inspection no hearing impaired pupils were seen using computers which detracts from their opportunities to acquire keyboard skills and develop independent learning.
68. Communication to parents is very effectively organised through the use of home/school books which ensure that parents understand what the pupils have done during the day and how they can help at home. Reading books are regularly sent home.
69. Pupils with hearing impairment are making good gains in learning. Scrutiny of their records shows that well drawn targets are resulting in clear progress in all areas of the curriculum and that they work well producing a similar amount of work as their hearing peers. Communication is a major focus for each pupil. However, despite this good practice, targets for information and communication technology are not included in pupils' individual education plans thus limiting their access to this core subject. Apart from information technology, opportunities for curricular provision are very good; pupils have access to the full range of subjects plus direct tuition in signing and/or sign or spoken English. These pupils also benefit from the good arrangements for literacy and the satisfactory numeracy teaching provided by the school. A good range of extra-curricular opportunities are built into the pupils' curriculum through links with the wider community by visiting other hearing impaired facilities and other deaf people. For example, as part of a history project the pupils visited a club for deaf senior citizens where they were able to receive stories of wartime experiences. The school is justifiably proud of its totally inclusive environment; there is a total commitment to accepting all pupils, whatever their difficulties, as full members of the school community. This works very well and has been acknowledged by the pupils' appearance on the television programme 'See Hear'.
70. All statutory requirements regarding annual reviews and the Code of Practice are met. Targets are well identified and reviewed regularly with specialist staff drawn in to enhance pupils' learning where appropriate. For example the head of the local 'Hearing Impaired' service regularly visits the school

to give help and advice on matters of curriculum development and management. The school has very effective arrangements for working with this service and with other schools with similar units to share expertise.

71. The school makes very good arrangement for the welfare and health and safety of its pupils. Adapted alarms shows flashing lights in the case of fire and the deaf education care officer carries a vibrating alarm. Pupils are encouraged to think about their difficulties and one pupil whose hearing is deteriorating receives regular help and guidance from the staff to help him adjust to his difficulties. Assessment procedures are very good. All adults who work with the pupils contribute and weekly records are well maintained, feeding through to the termly formal assessment of pupils' progress towards their targets. Personal and academic development targets are appropriately included and pupils benefit from the regular focus placed upon them in all lessons, resulting in good clear gains in learning which are fully documented.
72. The school has very good arrangements for involving parents in the work of the school. All information about the pupils' learning progress and targets are shared with the parents with those who are able, attending annual reviews and contributing to target setting. Home/school books are valued by parents as they help them to understand what the pupils have been doing at school and help them to support pupils at home. Staff visit parents at home very often, particularly if they are having difficulty accepting their child's deafness or need help in supporting them. Staff are knowledgeable about services available and advise parents of how to get extra help if appropriate.
73. The head of unit and headteacher provide excellent leadership and ensure through rigorous systems of planning, recording and teaching that pupils make good progress. The school has a stated aim of total inclusion and thus provides equally for all its pupils. Pupils with hearing impairment are totally involved in all aspects of school life and their progress, experiences and learning is rigorously monitored. The work of the teachers and education care officers is also well monitored by the head of unit who is also responsible for ensuring that the school meets its stated aims of equipping all staff with the necessary communication, signing and learning support skills to work effectively with the pupils. Maintaining high standards of teaching and learning are at the forefront of the school's work. The governors are fully supportive of the work of the unit and monitor the progress of pupils through regular updates regarding the special needs register and the pupils' moves towards targets. All staff are clear about their roles and responsibilities and extensive training has resulted in high quality provision which is supported by the governing body. The school is justifiably proud of the National Training Award it recently received in recognition of its training. There are a good number of well qualified and experienced staff to support the pupils and maintain their good progress. Education care officers make a particularly effective contribution to the work of the school and the work of one deaf care officer who uses British Sign Language (BSL) as her first language is a true strength bringing a positive model of deafness into the school. Learning resources are good and used effectively to promote learning with the exception of computers which were not used by the hearing impaired pupils during the inspection.
74. The school has successfully maintained the high standards found at the last inspection and built upon this through development of National Vocational Qualifications and other training. Their success has been recognised by a national award and celebrated as an exemplar through the media of television.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24%	50%	21%	2.4%	2.4%	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	25	117
Number of full-time pupils eligible for free school meals	0	37

FTE means full-time equivalent.

Special educational needs

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

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	89.9
National comparative data	95

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	99[98]	12[26]	26[21]	38[47]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10[22]	9[22]	10[22]
	Girls	22[17]	22[19]	23[17]
	Total	32[39]	31[41]	33[39]
Percentage of pupils at NC level 2 or above	School	85[80]	82[87]	87[83]
	National	85[81]	85[85]	90[86]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10[23]	10[22]	10[24]
	Girls	22[19]	23[19]	23[21]
	Total	32[42]	33[41]	33[45]
Percentage of pupils at NC level 2 or above	School	84[89]	82[89]	87[96]
	National	82[81]	86[85]	87[86]

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	82
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	23.1:1
Average class size	24

Education support staff: YR – Y2

Total number of education support staff	3.8
Total aggregate hours worked per week	163

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25:1

Total number of education support staff	1.8
Total aggregate hours worked per week	53

Number of pupils per FTE adult	8.9:1
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	376,228
Total expenditure	360,642
Expenditure per pupil	2,540
Balance brought forward from previous year	8,972
Balance carried forward to next year	24,558

These figures do not include the notional budget designated by the local authority in support of pupils with special educational needs and the unit for the pupils with hearing impairment

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	120
Number of questionnaires returned	20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	25	0	0	5
My child is making good progress in school.	95	5	0	0	0
Behaviour in the school is good.	70	30	0	0	0
My child gets the right amount of work to do at home.	45	50	5	0	0
The teaching is good.	95	5	0	0	0
I am kept well informed about how my child is getting on.	80	20	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	90	5	5	0	0
The school expects my child to work hard and achieve his or her best.	90	10	0	0	0
The school works closely with parents.	60	40	0	0	0
The school is well led and managed.	80	20	0	0	0
The school is helping my child become mature and responsible.	70	30	0	0	0
The school provides an interesting range of activities outside lessons.	30	25	35	0	10

Summary of parents' and carers' responses

Parents' answers to the questionnaire, their responses at the parents' meeting and in discussions with parents during the inspection are positive and supportive of the school. The quality of reports is good; parents are well informed as to their children's progress and targets for improvement. The home/school booklet is appreciated by many parents and used well by them as a record of reading but also a daily dialogue between parents and staff. Community education programmes are appreciated by the parents spoken with, as is the opportunity for training through the NVQ programme. Some parents felt that there is insufficient work for the pupils to do at home.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

75. Provision for the under-fives is very good and is a strength of the school. Children enter the Nursery in the year in which they are four and move to the Reception class in the year in which they are five. The length of time spent in the Nursery varies at present because of a change in the admissions system adopted by the local authority and the children on roll at present will spend from two to five terms in the Nursery. This will be regulated to three terms over time. Induction procedures are well established and informative and are warmly appreciated by many parents.
76. Attainment on entry to the Nursery is well below average. Children have particularly limited language experience and communication skills are often poor, as is the range of vocabulary and awareness of books and language skills. Mathematical experience is low and again the lack of vocabulary, for example in comparison or positional description, is evident. However, the children are lively and eager to come to Nursery and to be involved and they settle well and quickly into the well-established routines. By entry into the Reception class and the age for statutory schooling, although attainment is largely still below average, children have made good progress.
77. Teaching is consistently good and very good for the under-fives. Teachers and their support staff are knowledgeable and well informed about the learning needs of the youngest children and work very effectively as a team. The ethos in both Nursery and Reception is warm and welcoming and the needs of individual pupils including those with special educational needs are very well addressed. This impacts well on the good progress the children make. The curriculum is broad and balanced and provides very good opportunities for child and adult initiated activities, purposeful play, whole class and small group work across the expectations of the learning goals in each session and over time. The curriculum in the Nursery has been updated effectively with new curriculum developments and this is well communicated to the Reception teacher to ensure continuity and progression of learning. Teaching of literacy and numeracy basic skills is skilful and effective and staff provide very good role models for language. Their interventions in children's play are timely and model good conversational language and specific subject vocabulary, for example in play about the three bears using big, bigger, biggest and small, smaller, smallest, in language and mathematics and further examples are seen in science and history aspects of knowledge and understanding of the world. Teaching and encouragement of creative elements of the curriculum is very good and there are a stimulating range of musical, art and sensory activities which extend and enrich the children's experiences very well. Use of the computers is effective and frequent and impacts well on children's fine motor and keyboard skills. The outdoor curriculum is well addressed. Children have access to a good range of levels and textures, safe space for active and reflective play with a range of wheeled vehicles and resources which encourage both individual and group collaborative play.
78. Behaviour is very good. Children are actively engaged, happy and lively and are managed most effectively to make the most of the positive attitudes to learning. This impacts very favourably on their learning and progress.
79. Provision for the under-fives is managed very effectively and efficiently. The co-ordinator is very knowledgeable and very well organised and has been effective in developing under-fives provision in the school including, for example, producing useful baseline assessments to meet the needs of the school and reflect the attainment of the children accurately. There are clear development plans for the Nursery and for the further development of the liaison with Reception as children move into the

National Curriculum requirements. Resources are built up gradually in line with the under-fives development plan and are of good range and quality. Resources, including accommodation, learning resources and staff are used very effectively and impact well on the enriching and positive environment for children's learning.

ENGLISH

80. Standards in English at the end of Key Stage 1 are broadly in line with national averages. Results in the 1999 National Curriculum reading and writing tests show that the percentage of pupils attaining the expected Level 2 is close to the national average, while the percentage of pupils who attain the higher Level 3 in these 1999 tests, is above the national average in writing and close to it in reading. In comparison with all schools in tests in reading, writing, speaking and listening, the percentage of pupils attaining Level 2 is in line with the national average, as is attainment in writing at the higher Level 3. Percentages of pupils attaining the higher Level 3 in speaking and listening and reading are below the national average. This is because the school has a higher proportion of low attaining pupils than is found nationally. In comparison with similar schools reading at Level 2 and above is above national averages and writing is in line. The trend over three years from 1996 shows maintenance of standards in reading and writing and an improvement in speaking and listening at Level 2 and above. The recent trend of improvement has been more marked than the national trend for improvement. Over the last three years girls have outperformed boys in the national tests but there is no current evidence of significant differences in the standards achieved by boys or girls in the school. Teacher assessments of pupils' attainment are generally accurate. Pupils with special educational needs make good progress.
81. The school has set challenging targets for English for the tests in 2000 but inspection evidence shows that the general trend of improvement is likely to continue.
82. Attainment on entry to statutory schooling is below average, particularly in language and literacy. This is in spite of good progress from a well below baseline entry to the Nursery. The school analyses baseline and test results carefully and has usefully made additional time available in the timetable to supplement the literacy hours. These additional sessions address the extended writing, drama and handwriting elements of the curriculum judged to be necessary to raise pupils' attainment. This is proving effective and in the work scrutinised during the inspection, there is clear progress being made in these elements of the pupils' learning.
83. The literacy strategy is used effectively to plan through the school and teaching is good overall. Teaching is never less than satisfactory and in 60 per cent of literacy hours, the teaching is good and in 20 per cent teaching is very good. Teaching of literacy for the under-fives is consistently good and better. The very good and good teaching is characterised by skilful questioning, clear aims and objectives for the lessons, very clear expectations of behaviour and effort, high levels of subject knowledge and where the teaching is very good, the raising of pupils' interest and enjoyment generated by the teacher's own enthusiasm for the subject. Good links are made across the curriculum and pupils use their developing reading, for example in geography, to compare different areas and identify man made and physical features of a locality or in religious education reading for information about Chinese New Year. Writing is well represented and extended through the links with report writing in science, design plans in design and technology, writing about stories or artefacts in history. Information technology is not sufficiently developed to be effective as an integral part of the pupils' research and information gathering, editing or recording experience. Teachers' awareness of pupils' lack of vocabulary and the importance of the development of increased and specific vocabulary is evident in the lesson plans for drama, discussion and modelling of language across the curriculum. This is generally well addressed although pupils' restricted vocabulary does inhibit their response at times, for example in the range of description about materials in science. However, opportunities for informal role-play in classes are limited beyond the Reception class. Overall the environment is rich with opportunities for language. This high profile is further enhanced by initiatives to raise the status of reading and writing, for example the 'buddy reading' with Year 11 boys from the neighbouring secondary school and the family literacy focus run in the school. Teachers' plans are well informed by the very good assessment procedures and work is carefully planned during the activity elements of the literacy hour to meet the needs of the wide span of

attainment on each class. Pupils with special educational needs and those with hearing impairment are very well supported in English.

84. Pupils' attitudes to learning are good overall in response to the high quality of the teaching in English. They listen, concentrate and respond eagerly to the varied opportunities for discussion, role-play, drama, writing and reading. Behaviour is good. Pupils with hearing impairment and those with special educational needs respond very well to the teaching they receive in class and in small group or individual work with the education care officers. This is making considerable impact on the good progress they are making in English.
85. The subject is very knowledgeably and effectively managed by the co-ordinator. The literacy strategy has been well implemented and is well integrated into the thoughtful provision for pupils whose needs are many. Monitoring of plans is effective in raising standards and in implementing the demands of the literacy strategy and the co-ordinator has been dynamic and effective in providing in-service training, working alongside colleagues and in raising the profile of English in the school. Parents have been encouraged to become involved with reading and the home/school booklet is an effective reading record, aid for interested parents in helping their children towards reading as well as an informal opportunity for dialogue. This is consistently used through the school and parents report their approval. The school has improved its stock of resource books, reading schemes and reading materials to support the literacy strategy and resources are good and are well used.

MATHEMATICS

86. In the National Curriculum tests in 1999, the proportion of pupils attaining the expected standards was only just within the median of all schools nationally. The proportion of pupils attaining the higher levels was below the national figures. When compared with the figures for schools with similar intakes nationally, these proportions are in line with the average. The standards achieved by pupils at the school have remained broadly steady for the past three years. Standards have been maintained since the last inspection.
87. Currently, pupils in Year 2 achieve standards that are commensurate with their capabilities. Higher attaining pupils make good progress and record their work in increasingly well-organised ways, for example when investigating what happens when two odd or two even numbers are totalled. They use number operations securely with numbers up to a thousand and measure length accurately in standard measures. Lower attaining pupils and those with special educational needs calculate accurately with numbers to 20, sometimes larger in the context of money, and read, write and order two-digit numbers generally securely, with help. Progress for the pupils with hearing impairment is good and they are most effectively supported by their education care officers. The higher attaining pupils in Year 1 do not make the progress that they should because they are not set work of the correct level to build on what they already know and to challenge them to make progress at the rate of which they are capable. There are flaws in the teacher's weekly planning and tasks are not identified to match the varied needs and capabilities of the pupils in that class. The progress made by higher attaining pupils in Year 2 overcomes unsatisfactory progress in Year 1.
88. Overall pupils' attitudes to mathematics are sound. Teaching is satisfactory overall and when engaged in purposeful learning, pupils in Year 1 work soundly, concentrating on the tasks set them. They do, however, make rather too much noise given that there is a pupil with hearing impairment in the class. Lower attaining pupils in Year 1, who work in the same class as some children of Reception class age, make sound progress in relation to their prior attainment. Pupils in Year 2 who attain average standards show good levels of concentration and perseverance and, with the help of high quality teaching and support, make good gains in their learning over time. Lower attaining pupils' attention spans are shorter than their higher attaining peers but their learning is generally well organised and managed, particularly when there is further support from an education care officer. In the majority of lessons there is a calm atmosphere in the classes and pupils respond well to the teacher's clear expectations of their application and behaviour. Pupils listen attentively and are interested in the work set them. Satisfactory links and use of numeracy skills are made in design and technology and science through recording, measuring and estimating.

89. After a long period of using a commercial mathematics scheme to guide their planning, the school has recently adopted the National Numeracy Strategy. This is beginning to raise pupils' facility with number and to improve their speed of mental recall of number facts. However, it has yet to become fully effective. Some teachers are still unclear how to plan their work and rely too much on the newly adopted supportive commercial scheme rather than keeping the mathematical needs and capabilities of the pupils in their class clearly in mind. This has an adverse effect on the progress some higher attaining pupils in Year 1 make. However, the school's planning systems for the subject are generally secure with assessment being well planned and carried out. Pupils' progress is monitored and tracked well and suitable targets are set for individuals to improve, particularly at Year 2. Pupils themselves take a leading role in this process, which makes a good contribution to their understanding of how well they have done and what still remains to be learned. The co-ordinator is well aware of the current developments needed in the subject through satisfactory monitoring and evaluation.

SCIENCE

90. Standards in science in the teacher assessed tasks in 1999 show attainment overall is broadly in line with the national average expected. The percentage of pupils attaining Level 2 is in line for the experimental and investigative physical processes aspects of the curriculum and just below the national average in the materials and their properties and life processes and living things elements of the curriculum. At the higher Level 3 the percentage of pupils attaining the national average is in line in three of the four elements and only in materials and their properties is attainment below (slightly) the national average. This is an improvement in the using and applying of the pupils' knowledge since the last inspection.
91. Pupils make sound progress overall but some good progress was observed in the scrutiny of work and in lesson during the inspection. Pupils in Year 2 make good progress in understanding the scientific process and are beginning to hypothesise and predict confidently, using their prior learning to inform their predictions; they are encouraged by knowledgeable teachers who use skilful questioning to extend the pupils' thinking. Pupils often restricted range of vocabulary is effectively extended by good modelling of specific scientific language by the staff. Teaching is satisfactory overall with some examples of good teaching, particularly in Year 2 where lessons are well planned with clear learning objectives and the pace of lessons retains pupils' interest and enthusiasm. This has a positive impact on pupils' learning and pupils' attitudes to science are good in the majority of lessons seen and never less than satisfactory. Teachers and support staff have consistently high expectations of pupils' behaviour. This ensures that attitudes to science are good. All pupils including those with special educational needs, those whose behaviour is challenging at times and the hearing impaired, are enabled to take part in the experimental and investigative elements of science and this is having a significant impact on their understanding and enjoyment of science. They are able to concentrate and relate well to each other in co-operative tasks so, for example, being able to finish observing materials and record their findings successfully.
92. Classroom organisation is effective and ensures that pupils are challenged and make suitable gains. Planning is good and non-specialist teachers are well supported by the scheme of work that has been reorganised to include published information. Regular assessments usually at the end of units of work provide teachers with useful information. This is then used to build a profile of pupils' attainment in science and to plot their progress effectively.
93. The co-ordinator monitors the plans and has a realistic overview of provision and that continuity and progression of learning are addressed. Useful teacher evaluation sheets report back to the co-ordinator the success of units and both these elements are having a positive impact on the development of the subject as they are used to inform subject planning and development, future needs for in-service training and resource needs.

INFORMATION TECHNOLOGY

94. Pupils at the end of Key Stage 1 attain standards across all elements of information technology in line with national expectations of pupils of their age. It is not possible to judge whether pupils achieve standards that fully reflect their capabilities from the evidence available. Overall standards have been maintained since the last inspection.
95. Progress overall is satisfactory. Pupils in Year 1 control the screen cursor appropriately when dressing a teddy bear or building a tower using a menu of shapes. Pupils in Year 2 have slow typing and keyboard skills that hamper their word processing. Nevertheless, they use the mouse with confidence to control the screen cursor. When using the secondary school's PCs, they highlight and centre text and use delete, cursor, shift and space keys adequately and slowly improve their keyboard skills. When using an art package, they use the previously learned skills of, for example, dragging and dropping with increasing confidence and accuracy and change the colour and shape of the 'pencil' with confidence. Pupils with special educational needs were not observed using information technology during the inspection nor do related skills form part of their individual education plans. This inhibits their progress in this subject.
96. Throughout the school, pupils enjoy using computers and the school makes good provision for them to supplement and extend work in other subjects. Lower attaining pupils in Year 2 were excited by their discoveries when using the art package and helped each other well by sharing their own knowledge freely. However, pupils from the same class did not use time effectively when using the secondary school's PCs because they were unable to sustain concentration for the duration of the lesson in spite of good and knowledgeable support from the education care officer.
97. Full use is made of appropriate technology to ensure that pupils with hearing impairments have full access to the entire range of the curriculum; this is a good feature of the school's provision for these pupils.
98. Little direct teaching of information technology skills was observed during the inspection. However, it is clear from the scrutiny of teachers' plans and records and from the evidence of pupils' attainment that teaching quality is satisfactory overall and sometimes is good. Work is planned well each week to supplement work in other areas of the curriculum and time to use the computers is routinely identified on class timetables. A reasonable scheme of work clearly identifies in logical sequence the skills to be learned and this has been supplemented by the adaptation of national guidelines to the school's needs.
99. The computer equipment in the school is old but the co-ordinator has matched software to the available hardware well to enable the full delivery of National Curriculum requirements. Through effective monitoring and evaluation of the subject she is well aware of the developments needed in the subject. She has, however, very sensibly taken a strategic view of resource upgrading and has left it until the scheduled finance becomes available through national initiatives in April 2001. The use by Year 2 pupils of the secondary school's PCs continues to make a good contribution to their learning. Their word processing knowledge is now close to what is expected of pupils of that age, which is an improvement since the last inspection.

RELIGIOUS EDUCATION

100. Pupils at the end of Key Stage 1 attain standards that are in line with those expected in the local Agreed Syllabus for religious education. Pupils with special educational needs make satisfactory progress.
101. In Year 2, pupils know basic facts about the Chinese New Year and learn the fable of how the order of animals in the Chinese zodiac was decided. They realise that different faiths and peoples celebrate the same events but in different ways. They have learned some of the main stories of major world religions. They know that Christianity has a body of artefacts that serve as symbols of the faith. Their varying standards of literacy do not hamper their knowledge and understanding of the subject and methods of recording their work are suitably varied. For example, some pupils used an art program on the computer to draw a Chinese dragon while others produced vivid collage work in

preparation for a class dragon on display! Because of the timing of the inspection, no lessons were observed in Year 1.

102. Pupils' attitudes to religious education are satisfactory overall. Higher attaining pupils in Year 2 make good progress in their learning because they respond well to their teacher's input and ask sensible questions, taking a full part in the lesson. They are very interested in the subject matter, which is well planned, organised and presented. Behaviour is generally good in response to the teachers' good use of a range of teaching methods and their very good management of the pupils. However, a small number of lower attaining pupils find it more difficult to settle to work and some do not sustain their listening and concentration for long enough to benefit from the teachers' knowledge and exposition. Some find it difficult to organise their thoughts and to commit them to paper and so, when there is no extra adult support available to the teacher, these pupils make less progress than they might. Teaching is satisfactory overall and teachers have sound knowledge of the subject.
103. The school has a good range of high quality artefacts, posters, books and tapes that are well stored centrally. These are used well and make a good contribution to pupils' learning in the subject. A very good feature of the school's provision is the annual programme for assemblies, which links very well with work in this subject in the classrooms. The newly in place co-ordinator monitors plans and outcomes effectively and is beginning to evaluate the delivery of the subject. This is an appropriate development.

ART, DESIGN AND TECHNOLOGY, PHYSICAL EDUCATION, MUSIC, GEOGRAPHY AND HISTORY

104. Because of the timing of the inspection and the balance of the timetable, few lessons of history, geography, design and technology, physical education, art or music were observed. Judgements are based on those lessons observed, the scrutiny of pupils' work in their books and on display and of teachers' plans and records.
105. Pupils at the end of Key Stage 1 achieve standards that are in line with those expected nationally in all these subjects. Higher attaining pupils achieve standards that are often above national expectations in design and technology, history and art. This is a good improvement since the last inspection particularly in design and technology. In physical education, it was not possible to see any lessons in Year 2 and so no reliable judgement of pupils' standards at the end of the key stage can be given. However, pupils in Year 1 attain standards that are appropriate for pupils of their age and learn well in lessons.
106. Pupils learn well in the majority of lessons because teachers and education care officers have clear objectives and choose interesting activities that stimulate the pupils for example in a history lesson in Reception and geography in Year 2. Because of the good ethos for learning in the school generally, pupils respond well to adults and each other and this has a positive impact on their learning overall. This is particularly so for the pupils with hearing impairment for whom support and encouragement to take part in all subjects is outstanding. Pupils co-operate well, for example discussing maturely the purpose of pockets in a handbag (for women's make-up) in design and technology; the comparison between localities in geography; and the beginning of understanding of chronology through aspects of their grandparents lives; in history. These discussions are successful in using pupils' literacy skills and in widening their use of their extending vocabulary. They take pride in their achievements, for example discussing with enthusiasm the Christmas cards they had designed which incorporated levers of various sorts in design and technology. In physical education pupils in the mixed Year 1 and Reception class use space thoughtfully and imaginatively when recreating a known story in their dance/drama lesson and begin to put together satisfactory sequences of movements. Pupils in Year 1 respond positively to the good teaching, travel safely in a limited number of ways and jump, turn and twist with appropriate control and in both classes. Pupils improve their performance through practising their movements and concentrate on their tasks well. Behaviour is at least good in all lessons observed and, in the dance/drama lesson, was very good.

107. Pupils describe their art enthusiastically for example, the paintings in the style of a good range of artists' work in both Years 1 and 2 and are developing close observation skills which improve their drawings and paintings. In music pupils sing tunefully and with enjoyment in assemblies, and sign songs well to ensure that those pupils with hearing impairments are fully included in the worship. They listen to pieces of music from different countries each week as they come into assemblies and the country of origin is clearly displayed. In the one lesson observed, pupils in Year 1 enjoyed playing instruments and participated in the lesson with enthusiasm. They did not make satisfactory progress, however, because of the teacher's own lack of subject knowledge. However, overall, the quality of relationships and skilful questioning by all adults greatly enhance pupils' learning. There is no extra-curricular provision for music.
108. Subjects are co-ordinated effectively. In design and technology the structure of the scheme of work, which has been developed well by the knowledgeable and enthusiastic co-ordinator since the last inspection, is a major factor in ensuring that pupils' learning is set in a meaningful context. It ensures that the teaching of relevant skills precedes a related design and making task. In addition, there is a good emphasis on pupils evaluating and improving their own designs throughout the school. This is all having a positive impact on standards. Newly reorganised schemes of work in art, history and geography using published schemes have increased the support for non-specialist teachers and given the co-ordinators an effective framework for developing their subjects further and ensuring standards are maintained. In music the co-ordinator has a clear and appropriate idea of the current state of the subject as being one in need of development and improvement. She has a good subject development plan to frame developments as the subject becomes an area for focus next half term although the time frame identified by the school – one half term – is unlikely to be long enough for the developments needed to become fully effective. Art in particular is well established in the school and the environment indoors and out is enriched by the many bright and well-displayed examples of pupils' artwork. In physical education a criticism in the last inspection report was that teachers did not allow pupils to explore the full range of skills and understanding. There was evidence during the inspection that this matter has been fully addressed and that pupils are now encouraged to discover the potential and limits of their own body's capabilities through the full range of those areas of focus required by the National Curriculum. Full coverage of these requirements and of progression in pupils' learning has been ensured through the school's physical education scheme of work.