

# INSPECTION REPORT

## **ENDERBY ROAD INFANT SCHOOL**

Sunningdale Road  
Scunthorpe  
North Lincolnshire

LEA area: North Lincolnshire

Unique reference number: 117768

Headteacher: Mrs M O'Hara

Reporting inspector: Mr R Wonnacott  
2787

Dates of inspection: 31 January-3 February 2000

Inspection number: 191170

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

|                              |  |
|------------------------------|--|
| Type of school:              | Infant school  |
| School category:             | Community  |
| Age range of pupils:         | 4 to 7   |
| Gender of pupils:            | Mixed  |
| School address:              | Sunningdale Road<br>Scunthorpe<br>North Lincolnshire |
| Postcode:                    | DN17 2TD   |
| Telephone number:            | 01724 861571   |
| Fax number:                  | 01724 861984   |
| Appropriate authority:       | Governing Body                                       |
| Name of chair of governors:  | Mr Michael Anderson                                  |
| Date of previous inspection: | 13 January 1997                                      |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members    |                      | Subject responsibilities  | Aspect responsibilities  |
|-----------------|----------------------|---------------------------|--|
| Robin Wonnacott | Registered inspector | Maths                     | What sort of school is it?   |
|                 |                      | Science                   | The school's results and pupils' achievements                              |
|                 |                      | Information technology    | Pupils' attitudes, values and personal development                         |
|                 |                      | Design and technology     | How well are pupils taught?<br>How well is the school led and managed?     |
| Kingsley Halden | Lay inspector        | Equal opportunities       | How well does the school care for its pupils?                              |
|                 |                      |                           | How well does the school work in partnership with parents?                 |
| Joy Bristow     | Team inspector       | English                   | How good are the curricular and other opportunities offered to the pupils? |
|                 |                      | Art                       |  |
|                 |                      | Geography                 |  |
|                 |                      | History                   |  |
|                 |                      | Music                     |  |
|                 |                      | Physical education        |  |
|                 |                      | Religious education       |  |
|                 |                      | Special educational needs |  |
|                 |                      | Under-fives               |  |

The inspection contractor was:

Staffordshire and Midlands Consortium  
 Mr I H Jones  
 Kingston Centre  
 Fairway  
 Stafford  
 ST16 3TW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
 Inspection Quality Division  
 The Office for Standards in Education  
 Alexandra House  
 33 Kingsway  
 London WC2B 6SE

## **REPORT CONTENTS**

|   | Page         |
|---|--------------|
| <b>PART A: SUMMARY OF THE REPORT</b>  | <b>6-10</b>  |
| Information about the school  |              |
| How good the school is  |              |
| What the school does well   |              |
| What could be improved  |              |
| How the school has improved since its last inspection   |              |
| Standards   |              |
| Pupils' attitudes and values  |              |
| Teaching and learning   |              |
| Other aspects of the school   |              |
| How well the school is led and managed  |              |
| Parents' and carers' views of the school  |              |
| <br>  |              |
| <b>PART B: COMMENTARY</b>   |              |
| <br>  |              |
| <b>HOW HIGH ARE STANDARDS?</b>  | <b>11-14</b> |
| The school's results and achievements   |              |
| Pupils' attitudes, values and personal development  |              |
| <br>  |              |
| <b>HOW WELL ARE PUPILS TAUGHT?</b>  | <b>14-17</b> |
| <br>  |              |
| <b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>                         | <b>18-19</b> |
| <br>  |              |
| <b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>  | <b>20</b>    |
| <br>  |              |
| <b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>                                      | <b>21</b>    |
| <br>  |              |
| <b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>  | <b>21-23</b> |
| <br>  |              |
| <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>  | <b>23-24</b> |
| <br>  |              |
| <b>PART C: SCHOOL DATA AND INDICATORS</b>   | <b>25-28</b> |
| <br>  |              |
| <b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b> | <b>29-42</b> |

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Enderby Road Infants school is situated on the outskirts of Scunthorpe. The school has just over one hundred pupils on roll, between the age of four and seven years. This makes it a small school compared with the size of infant schools nationally. As with other schools in the immediate area the number on roll has fallen as the local steel industry has declined. The pupils come from homes in the immediate area of the school. These are a mixture of owner occupied accommodation and rented accommodation. The percentage of pupils entitled to free school meals is similar to that in other schools of this type. The percentage of pupils with statements of special educational needs is lower than that typically found nationally. Pupils enter the school as under-fives with varying levels of attainment. Overall, attainment is lower than that typically found for the age group. However, a small number of pupils show levels of attainment that are higher than the typical level.

### **HOW GOOD THE SCHOOL IS**

*This is a good school. The pupils' standards in reading and computer work are high. Standards in all other subjects are typical for pupils in an infant school. Standards are improving. Since the last inspection the school has made satisfactory improvement.*

The headteacher is a good leader. She is supported by a hardworking teaching staff who know their pupils well. The new governing body manages the school in a satisfactory way. They are enthusiastic about their work and are keen to develop their role. The school provides value for money.

#### **What the school does well**

- Reading standards are higher than those typically found for seven-year-olds. Pupils make very good progress in reading as they move through the school.
- Speaking and listening skills are higher than those typically found for seven-year-olds. Teachers make use of every opportunity to develop these skills.
- Computer skills are high. Pupils in the Under-Fives classes have particularly good skills.
- The teachers know the pupils well. They make good use of this information when teaching groups of pupils.
- The headteacher provides the staff with good leadership.
- Behaviour throughout the school is very good. In lessons this has a positive impact on the way pupils learn.
- Relationships in the school are very good. Pupils and teachers support each other in their work.
- Provision for the moral and social development of the pupils is very good.

### What could be improved

- The pupils' work is often untidy and not well presented.
- By the age of seven, the pupils' handwriting skills are not well developed
- The standard of the stories written by the pupils is low.
- Procedures for monitoring all aspects of the school's work are underdeveloped.

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

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected in January 1997, since that inspection the following improvements have occurred:

- Reading standards are higher.
- Standards in number work have improved.
- Teaching has improved, particularly in the Under-Fives classes.
- Equipment to help pupils improve their gymnastic skills has been purchased.

### STANDARDS

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

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1997          | 1998 | 1999 | 1999            |
| reading         | C             | E    | C    | A               |
| writing         | D             | D    | D    | C               |
| mathematics     | C             | E    | D    | C               |

| Key                |   |
|--------------------|---|
| well above average | A |
| above average      | B |
| average            | C |
| below average      | D |
| well below average | E |

The results for 1999 show that standards in reading are typical of those found nationally. Compared with pupils in similar schools pupils attain high standards in reading. Pupils read well and are enthusiastic about using books. Evidence gathered during this inspection indicates that reading standards are still improving. Pupils make at least good progress in reading as they move through the school. Writing and mathematics standards are lower than those found nationally for seven-year-olds. Compared with pupils in similar schools, pupils in Enderby Road attain average standards in these areas. The pupils' standards in number work are improving. However, evidence gathered during the inspection did not identify the same degree of improvement in the pupils' writing skills. Too often the work completed by pupils is untidy.

The school's results in national tests, set out in the table above, show some variation. The staff and governors have analysed these results and they are clear about the need to improve standards in writing and mathematics. Targets have been set for this year, if these are achieved the school's results will be much higher.

Standards in the pupils' speaking and listening skills are high. Many pupils enter the school reluctant to communicate with others. By the time they leave the school they are able to discuss ideas; they show high levels of achievement. The pupils' computer skills are well developed. Pupils in the under-fives classes attain standards that are much higher than those expected for the very young pupils. Standards in music, particularly singing are higher than those expected for pupils in an infant school.

In other subjects and aspects of their work the pupils show standards that are typical of those found in infant schools.

### **PUPILS' ATTITUDES AND VALUES**

| <b>Aspect</b>                          | <b>Comment</b>  |
|--|---|
| Attitudes to the school                | Attitudes to work are good. In lessons pupils are keen to be involved in activities and they show good levels of concentration.   |
| Behaviour, in and out of classrooms    | Behaviour in the school is very good. Pupils are clear about the school's rules. The teachers use every opportunity to reinforce the rules through discussion.                            |
| Personal development and relationships | The personal development of pupils is good. Relationships in the school are very good. In classes and at playtimes the pupils respect each other. They share equipment in a sensible way. |
| Attendance                             | Attendance is satisfactory. Pupils arrive on time and lessons start punctually.   |

The teachers' knowledge of individual pupils plays an important role in developing the pupils' attitudes to school. The pupils respond to this approach. The school is providing a secure environment for pupils.

### **TEACHING AND LEARNING**

| <b>Teaching of pupils:</b> | <b>aged up to 5 years</b> | <b>aged 5-7 years</b> | <b>aged 7-11 years</b> |
|----------------------------|---------------------------|-----------------------|------------------------|
| Lessons seen overall       | Good                      | Good                  | Not applicable         |

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

Overall, the teaching observed in the inspection was good; much of the teaching was very good. During the inspection thirty three lessons were observed. In one lesson teaching was judged to be excellent; in nine lessons teaching was judged to be very good; in eighteen



lessons teaching was judged to be good and in five lessons teaching was satisfactory.

Teachers plan work carefully; plans are well used so that lessons go along at a good pace. Teachers show particularly good skills in asking questions that enable pupils to develop their ideas. This approach has an important impact on the way the pupils develop their speaking and listening skills. However, although planning takes into account the needs of groups of pupils, individual plans written for pupils with learning difficulties are not used in a consistent way to plan learning for this group.

The teaching of reading is very good; teachers show pupils that they enjoy books and use every opportunity to help pupils with reading. This approach to reading is helping pupils to make very good progress. The teaching of writing skills is satisfactory but less well developed. The approach to teaching writing skills is not systematic.

The teaching of number work is good. The new national approach for developing the pupils' understanding of number work is having a positive impact on the teaching of mathematics. Teachers are using the guidance to good effect. They are providing the pupils with a range of imaginative opportunities to enable them to use numbers. In lessons pupils are able to do calculations quickly and accurately.

#### **OTHER ASPECTS OF THE SCHOOL**

| <b>Aspect</b>   | <b>Comment</b>   |
|---|--|
| The quality and range of the curriculum   | The school provides a good curriculum. Careful planning by teachers guarantees that pupils have access to a wide range of learning opportunities.  |
| Provision for pupils with special educational needs   | Provision is satisfactory. Teachers do not always take enough account of the special plans written for this group of pupils, when planning work.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Overall provision is good. Opportunities are created for pupils to take responsibility. Pupils clear up after themselves and they put equipment away. Opportunities for pupils' spiritual development are good. Opportunities for social and moral development are very good. Opportunities for cultural development are satisfactory. |
| How well the school cares for its pupils  | Good arrangements are in place to enable the school to track pupils' progress. Teachers know pupils well and listen to their concerns.   |

The school has satisfactory links with parents. The majority of parents hear their children read regularly. Letters to parents are informative and provide advice about routine matters. Information about the way pupils are being taught, for example information about the topics they are studying, is less well developed.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher is a good leader; she is able to delegate effectively. Staff take their responsibilities seriously; they help and support each other to the benefit of the pupils.   |
| How well the governors fulfil their responsibilities             | The majority of governors are new to the role. They fulfil their responsibilities conscientiously and are positive about their relationship with the school.   |
| The school's evaluation of its performance                       | The staff and governors have evaluated the school's results in national assessments; they have used the information to plan for further improvement in standards. Overall, systems for monitoring aspects of the school's work are underdeveloped. |
| The strategic use of resources                                   | The governors have used resources effectively. They have planned the budget so that it is now in balance. Staff, and support staff, are used to good effect to help pupils make progress in their learning.  |

The level of staffing in the school is good. The school has a good range of suitable accommodation. Resources are at least satisfactory and in certain aspects of the school's work resources are good, for example the quantity of reading books. The new governing body and headteacher work well together. They have identified the school's strengths and its weaknesses and have written plans that will enable the weaknesses to be overcome. Financial planning is not as clear as other aspects of the school's work.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most   | What parents would like to see improved   |
|---|---|
| <ul style="list-style-type: none"> <li>• High standards in reading</li> <li>• The school teaches right from wrong.</li> <li>• Improvements in the pupils' behaviour over recent terms</li> <li>• The detailed knowledge teachers have of the pupils.</li> </ul> | <ul style="list-style-type: none"> <li>• Concerns about provision for pupils in the mixed age classes.</li> <li>• More information about the topics the pupils are studying.</li> <li>• Safety of pupils at the end of the school day.</li> </ul> |

The inspection team judges that:

- Teachers do provide pupils in the mixed age class with appropriate support.
- The information provided about topic work is too limited.
- Safety at the end of the school day was an issue; when raised with the headteacher it was immediately addressed.

The team would fully support the positive aspects of the school's work identified by the parents.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and achievements

1. *Overall, pupils attain standards that are typical for those in an infant school. Evidence from the 1999 assessment for seven-year-olds, indicates that the school's results show some variation. In reading the percentage of pupils reaching the expected level was close to the national average; the percentage reaching the higher level was above the national average. In writing the percentage reaching the national level was close to but below the national average; the percentage reaching the higher level was below the national average. In mathematics the percentage reaching the national level was below the national average; the percentage reaching the higher level was below the national average. In reading there has been an improvement in the school's results, in the last three years. In mathematics and writing the same degree of improvement has not occurred.*
2. The national arrangement for assessing pupils' attainment is based on a scale with eight levels. The target for seven-year-olds is level two of the scale; higher attaining pupils should reach level three. As well as comparing the school's results with the national picture it is possible to make comparisons with schools that are 'in a similar context', that is schools who have a similar proportion of pupils entitled to free school meals. When Enderby Road's results in the 1999 tests are compared with this group of schools, then standards in reading are well above the average for the group. In writing and mathematics standards are broadly in line with the average for the group of school.
3. There are no national tests for science at age seven. In this subject the class teachers make an assessment of the pupils' attainment, as they reach the end of their time in the school. The 1999 assessments indicate that the percentage of pupils attaining the expected level was below the national average. When compared with similar schools, the school's results were broadly in line with the group's results.
4. When the performance of boys and girls is compared over the period of the last three years, there is very little variation between the sexes. In reading and mathematics, the boys' level of attainment was slightly better than girls' attainment.
5. The test results show that the school is making good progress in raising standards in the pupils' reading. When pupils enter the school the majority have limited skills in reading. As they move through the school they make very good progress in reading, so that by the time they reach the age of seven many are performing at a level higher than that which could have been expected. The steady improvement in the pupils' reading skills is a result of the way the teachers use every opportunity to involve the pupils in reading. For example, when the Year 1 class was walking to the neighbouring high school the teacher pointed out signs to the pupils, asking them to read the signs and helping them to understand their meaning.

6. Pupils do not make the same progress in developing their writing skills. When pupils enter the school the majority cannot form letters. By the age of seven the majority have made satisfactory progress and are doing as well as can be expected. However, the lack of a clear programme to help pupils with their handwriting skills is limiting their rate of progress. The lack of a clear structure means that much of the written work is not well presented.
7. In number work pupils make good progress. By the age of seven they are doing better than would have been expected from the standard seen when they entered the school. Many pupils join the school with no knowledge of numbers and how they operate; although a small number can recognise numbers the majority have no idea about counting. By the age of seven years the majority of pupils can do simple calculations quickly and accurately. The majority have a satisfactory understanding of other aspects of mathematics, including being able to name common shapes. The early indications are that the way teachers are using the new national programme for raising standards in number work, is having a positive impact on the pupils' understanding of this subject. The programme has given the teachers confidence in handling the teaching of mathematics.
8. The school governors, in conjunction with the teachers, have considered the differing levels of attainment indicated by the test results. They have recently drawn up plans that should enable the school to improve its results in those areas that are weakest. At the time of the inspection it was not possible to make a judgement about the way in which the plans were helping to raise standards.
9. Pupils with special educational needs achieve standards appropriate for their age and ability. They make satisfactory progress in developing skills in reading and number work. However, in writing progress is too slow; this is usually because the work given to them is too hard. They are often asked to write a sentence when their ability to form letters is restricted. This approach causes individuals some frustration. In the lessons observed where this occurred, it was clear that lesson plans had not taken enough account of the special learning plans that have been written for individual pupils with special needs.
10. Although there is no requirement for an infant school to set targets for improvement, this school has set its own targets. The targets are ambitious and underline the school's commitment to improving the performance of the pupils. At the moment targets are being set for Year 2 pupils; an extension of this approach to all year-groups should provide the focus that would further raise standards.
11. Standards in information technology are high. All the pupils in the school are able to use the computer room in the neighbouring teachers' centre on a regular basis; this approach is having a major impact on progress. Standards being attained by the youngest pupils in the school are particularly high; many of them have already started to use a word processing program.

12. The school is rightly proud of the standards attained in music. The pupils sing in tune and are keen to perform to an audience. The school regularly wins honours in the local music festival.
13. Standards in all other subjects are typical of those usually found in infant schools. Pupils are able to talk about their journey to school; they have a sound understanding of the past. Art work in the school is of a satisfactory standard and is used to good effect to add to the general environment of the school.
14. Overall, pupils enter the school as under fives with attainment that is lower than that typically found for this age group. Although some pupils show attainment that is higher than that found nationally, a large number have low levels of attainment particularly in speaking and reading. By the end of their time in the school most pupils have attained standards in reading and writing expected for seven-year-olds; they have done really well. Higher attaining pupils reach a level higher than that typically found in seven-year-olds; they too have made good progress. In other aspects of their work, in particular their writing, the progress is less dramatic. The school has recognised this as a weakness; it has clear plans that should address this issue.

### **Pupils' attitudes, values and personal development**

15. *The attitudes shown by pupils are good. The standard of behaviour throughout the school is very good. The personal development of pupils is good. Relationships in the school are very good. Attendance rates are satisfactory.*
16. Pupils are keen to learn. They like to be given tasks that challenge their thinking. In the whole-class sessions observed, teachers used good questions and prompts to introduce lessons; pupils were eager to respond and the majority of answers were correct. Similarly, pupils were ready to explain the method or process by which their answers were achieved, this being particularly evident in lessons where number work was being developed. Pupils are proud of their work; they volunteered to show it to visitors. The pupils showed good understanding of the tasks set; these were completed within the time given. It was obvious that pupils are interested in school life and like to be present each school day.
17. The school is an orderly environment where pupils mix and relate well with each other in classes, the school canteen and playground. Class teachers and classroom support staff work together very well to ensure that, for example, whole-class sessions can proceed in conditions that are favourable to effective learning. In classes, poor behaviour is positively controlled and pupils are generally aware that good behaviour is conducive to good learning. When necessary, sanctions are applied to ensure that behaviour is appropriate; this is occurred infrequently. Good behaviour is recognised and commended. There was no evidence of bullying or sexism in the school.
18. There are very good inter-personal relationships in the school. This is evident among

pupils and adults; it is easily noticeable to any visitor. The school's practice is to highlight personal and group achievement in whole-school assemblies designated as 'well done' occasions. These recognise merit by individuals and groups and help to promote the importance of social co-operation, and to enhance personal development. Pupils are also encouraged to accept responsibility through a range of activities including taking class registers to the school office, tidying up their classroom at the end of sessions, displaying and explaining their completed work at plenary sessions in their classes and acting as monitors for various occasions.

19. The rate of attendance for the year 1998 to 99 was satisfactory. The percentage of absence that was authorised was above the national average. The school's explanation for the higher than expected figure, was seasonal illnesses. Most explanations by parents about absence are given orally. The record kept by the school has weaknesses that need to be addressed. Although there is a supplementary list of all authorised absences in each class register, in many cases no reason for the absence is recorded. There is a separate record for lateness but the entries do not always tally with those in the class register. There are no guidelines in the class register to help teachers make correct entries. The result being, for instance, that there is uncertainty about the status of late arrivals. This could lead to a distortion of the actual attendance statistics.
20. Pupils arrive at school punctually. Teachers make good use of the time when registers are being completed by asking pupils to respond by giving their address or their birth date. During the visit lessons always started promptly. There have been no exclusions from the school.

## **HOW WELL ARE PUPILS TAUGHT?**

21. ***The teaching observed during the inspection was of a good standard, with much of it judged to be very good. In lessons where the under-fives were being taught as a group, teaching was judged to be good, and much of it was very good. In Key Stage 1 classes, teaching was judged to be good; in nearly a quarter of the lessons teaching was judged to be very good or excellent. Very good teaching was observed in all classrooms. Evidence gathered by examining pupils' past work and teachers' records, supports the judgements made about the quality of teaching through classroom observation.***
22. During the inspection, thirty-three lessons or part lessons were observed; this equated to just over twenty-five hours of teaching and learning. Teaching was judged to be at least good in all but five lessons; in these lessons teaching was judged to be satisfactory. In eighteen lessons, teaching was judged to be good. In nine lessons teaching was judged to be very good. In one lesson teaching was judged to be excellent. These figures show an improvement on the judgements about teaching that were made during the last inspection, when some teaching was judged to be unsatisfactory.
23. Common strengths that were identified in the majority of lessons observed were: the

detail in the teachers' planning, the way teachers used questions to help pupils develop their ideas and the use made of support staff who were always clear about their role. These strengths played a major part in the good progress made by the pupils.

24. A weakness observed in a small number of lessons, was the lack of attention the teachers took of the learning plans that have been written for the small number of pupils with special needs. Often the work was too difficult for the individual; as a result there was no gains in learning.
25. ***The quality of teaching observed in the Under-Fives classes was good. In total, eleven lessons were observed; this equated to just over seven hours of teaching. In four of the lessons the teaching was judged to be very good; in six lessons teaching was judged to be good and in the remaining lesson teaching was judged to be satisfactory.***
26. The under-fives are taught in two classes. One class is made up of pupils who are all under-five; the second class is made up of under-fives and pupils in their first year of schooling. In addition to this provision a small number of pupils who have just had their fourth birthday spend every morning in the school, as a separate group. Observations were made in all three classes.
27. The teaching observed in the class that provides education for the youngest pupils was good; in one lesson it was very good. The teacher planned the work carefully and provided pupils with every opportunity to develop their language skills. The pupils were interested in the activities and made good progress. In the lesson where teaching was judged to be very good a wide range of learning opportunities was available for the pupils, including a task where pupils were making simple models. The pupils were keen to talk about the models and were able to explain why they had added particular parts to the vehicle. Their speaking and listening skills developed at a very good rate.
28. The teaching observed in the two classes where the under-fives are in school for the whole day was good; much of the teaching was very good. Teachers knew the pupils well and they used this knowledge to good effect to build on pupils' past learning. The quality of the teachers' questioning was of a high standard; they used the questions to make sure that pupils understood what they were being taught. In a lesson where the pupils were developing their knowledge of numbers up to ten, the teacher made very good use of a picture of an apple tree with nine apples on it. She asked individual pupils to identify the numbers and when they were unsure of the answer she used questions to further check the response. By the end of the lesson all the pupils were able to place their number back on the tree, in the correct order. In a lesson where the pupils were developing their physical skills, the teacher made very good use of the range of apparatus available. This approach enabled the pupils to show more confidence when undertaking a range of movements. The pupils were expected to move the apparatus with appropriate care for their own safety, as well as the safety of others.

29. ***Overall, the quality of teaching that was observed in the Key Stage 1 classes was good. In total, twenty-two lessons were observed; this equated to eighteen hours of teaching. In one lesson teaching was judged to be excellent, in five lessons teaching was judged to be very good, in twelve lessons teaching was judged to be good and in the remaining lessons teaching was judged to be satisfactory.***
30. The Key Stage 1 pupils are taught in three groups. One group of Year 1 pupils forms part of a mixed aged class where the remaining pupils are under-five. The other two classes contain single age groups; one is a Year 1 class the other a Year 2 class.
31. The teaching observed in the mixed age class was good, much of it was very good. The teachers' very good questioning of the group was supported by her careful planning; both these factors enabled pupils to make very good progress in their learning. For example, in a science lesson where pupils were trying to compare the strength of different size magnets by seeing how quickly they would attract paper clips, the teacher made sure that the pupils understood the need to make the test fair by starting all the paper clips on the same line. At the start of the lesson many of the pupils placed the magnets and clips at different points. By the end of the session they were clearer about the need for a common starting points. In all the lessons observed the teacher was ably supported by a student nursery-nurse. In an English lesson, although the teaching was judged to be satisfactory, not enough attention was given to developing the pupils' skills in writing.
32. In the two classes with single age groups teaching was judged to be good; much of the teaching was judged to be very good. In the class with the Year 2 pupils the teaching in one lesson was judged to be excellent. This excellent teaching occurred in a science lesson where pupils were being introduced to ideas about the difference between solids, liquids and gases. The teacher made excellent use of a range of simple materials to help the pupils understand the differences between substances. Her thorough knowledge of the subject enabled her to ask the pupils searching questions. This approach helped the pupils to appreciate the differences between solids and liquids in particular. By the end of the lesson many of the pupils could explain that ice and water were the same substance, but in a different form. Very good teaching was observed in the Year 1 class when the pupils were developing their knowledge of letter sounds. The teacher made very effective use of a hand puppet so that all the pupils were able to identify letter combinations, for example 'scr', at their particular stage of development. The puppet was a good motivator and throughout the lesson the pupils stayed on task. Where the teaching was judged to be satisfactory, not enough attention was given to the needs of those pupils with special educational needs. Too often the work provided was too difficult for the pupils. They were unable to read instructions and so made little progress in that part of the lesson concerned with writing.
33. ***The teaching observed in English was good.***
34. In total eleven lessons were observed including three where the under-five pupils were developing their language skills. Teaching was judged to be very good in three lessons, good in a further seven lessons and satisfactory in one lesson. Overall, the school is



making good use of the new strategy for raising standards in reading and writing. Teachers make very good use of the strategy when teaching reading. However, they are not using it so effectively when teaching writing. Not enough attention is given to looking at the pupils' past work and building on this standard. The staff and governors have recognised this weakness and plans are already in place to address this issue.

35. ***The teaching observed in mathematics was good.***
36. Six lessons or part lessons were observed in mathematics. Teaching was judged to be good in four lessons and, satisfactory in the remaining two lessons. A common characteristic of the good teaching was the way the teachers used effective questions to challenge the pupils. As a result pupils made good progress. The school is making very good use of the newly provided guidance for teaching the subject. The guidance is giving the teachers more confidence when they allow pupils to explore the way numbers operate. For example, in a lesson where Year 1 pupils were working out the number that was ten less than another number, the teacher was able to accept a range of answers and then explored how pupils had managed to get the wrong answer. This approach enabled her to understand how the mistakes were occurring and so put them right.
37. In all the other subjects of the curriculum, the teaching observed was judged to be good. Very good and excellent teaching were observed in music and science. A particular strength of this teaching was the way the teacher used her knowledge of the subjects to motivate the pupils and develop their thinking.
38. The good teaching is reflected in the way the pupils are making progress. This is particularly true in the development of pupils' reading standards; an area that has been identified by governors and staff as a priority. Teachers are enthusiastic about books and reading, they take every opportunity to help pupils understand the importance of reading. Although many pupils enter the school with little knowledge of books, by the age of seven years the majority have attained standards typical for the age group; many of the pupils are reading at a higher level.

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

39. *The school provides all the pupils with a good range of learning experiences. Pupils in all classes are given every opportunity to develop their learning. Teachers make good use of the national guidance available for teaching the different subjects. They have made particularly good use of the guidance relating to the teaching of reading and number work. As a result the pupils' standards in these subjects are improving.*
40. The curriculum for the under-fives is of a good quality. It fully meets the statutory requirements and covers the six areas of learning recommended in the national guidelines for this age group. The school has a clear plan that shows how it will deliver the different aspects of the National Curriculum. A more detailed document that provides teachers with guidance about when and how subjects should be taught supports this plan. There are good links between subjects, and planning indicates that there is a clear development in learning as pupils move through the school. Day-to-day planning by teachers provides a clear structure for lessons. This is particularly useful to the classroom assistants who are clear about the learning that is to take place. As a result they are well deployed and make a positive contribution to pupils' learning. The local education authority has only recently produced a syllabus for teaching religious education. The school intends to adopt this scheme and this will enhance the already satisfactory provision in this subject. There are policy documents for all subjects. As a group the staff is making good use of the nationally provided guidance to develop their own schemes of work. However, at the time of the inspection the schemes that had been produced did not contain the detail needed that would enable a visiting teacher to be able to fit easily into the school's way of working.
41. Overall, the school makes good provision for pupils who have special educational needs. Pupils with any difficulties are identified at an early stage in their education. There are detailed plans that show how the needs of individuals should be addressed. During the inspection some lessons were observed where good use was made of this information; the work provided for individuals took account of their needs. In a mathematics lesson in the Year 2 class, pupils were being introduced to the idea of symmetrical shapes; the pupils with special needs were provided with an activity that they could complete. They used counters to complete a pattern on squared paper; individuals were able to do the task and so succeed. However, in a number of lessons the plans were not used to such good effect. On occasions pupils were provided with worksheets that they could not read, and as a result were unable to complete the task and so made little or not progress was made in their learning.
42. A strength of the school is the way the staff have used the new national strategy for improving standards in reading. Teachers use every opportunity to develop the pupils' reading. The staff have successfully transmitted their love of books to the pupils and as a result many of the pupils show a desire to read. The headteacher has identified the need to develop the same enthusiasm for writing, so that the quality of the pupils' stories is improved.

43. The new national strategy for teaching number work has been successfully implemented in the school. The strategy has given the staff a clear structure for teaching number work. It has given them the confidence to allow pupils to explore the way numbers operate.
44. All pupils have access to the full curriculum. Teachers have a very good understanding of the pupils in their class. They use this knowledge to good effect to help both the academic and personal development of the pupils. Teachers keep records of the pupils' achievements and these are used to help plan future learning. Examples of pupils' work are kept on a regular basis, although work is not always dated and so it is not easy to trace individual progress over longer periods of time.
45. The personal development of pupils is good. Provision for the their spiritual development is good. Opportunities are provided for pupils to show their excitement about the world they live in. In a science lesson the Year 2 pupils were enthralled by an ice-ball that had been made by freezing a balloon full of water. They wanted to smooth the surface of the ball and feel the water as the ice melted. Provision for the moral and social development of the pupils is very good. All members of staff make the full use of every opportunity to explain, and explore with the pupils, the reasons for expecting particular types of behaviour. The pupils respond well to this approach. Behaviour throughout the school is very good and contributes in a positive way to the learning that takes place. Provision for the cultural development of pupils is satisfactory. Pupils are provided with many opportunities to learn about their own culture, through stories and music. However, not enough opportunities are provided for pupils to learn about a range of other cultures. Developing this aspect of the school's work is of particularly importance in a school where pupils have little contact with people from a range of cultures.
46. The provision of activities outside the normal classroom experiences is satisfactory. A school choir and lunchtime gardening club add to the educational experiences for those pupils that are involved.
47. The school makes effective use of the local environment when developing pupils' skills in geography. The local business community is not actively involved in the life of the school.
48. The school has good links with the local playgroups, so that teachers have useful information about pupils when they first enter the school. Good links have been established with the junior schools and Year 2 pupils visit the schools in the term before they become juniors. A very good computer room has been provided in the local teachers centre; this resource is having a major impact on the development of the pupils' computer skills.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

49. *The procedures for child protection and pupils' welfare are good. Teachers have a very good understanding of the differing needs of the pupils and they use this information to good effect.*
50. The standard of care offered to pupils is generally good. The governing body and staff co-operate to make the school a safe, secure and healthy environment. Classrooms are large, clean and have the advantage of natural lighting at most times. A coded security system operated from the school office controls entry into the school. All visitors must sign in at the entrance and anyone collecting a pupil during school hours is carefully identified. A comprehensive Health and Safety policy, which meets the standard requirements, is in place and is carefully operated in most aspects. However, although a fire drill is carried out each term, no record is kept of evacuation times.
51. Child protection procedures are properly established in the school and all staff are familiar with them. The headteacher co-ordinates this aspect of the school's work, assisted by a senior teacher. A register for child protection cases is kept by the headteacher and any cases from it are referred to Social Services. These procedures work efficiently.
52. The educational and personal support and advice given to pupils is satisfactory. Teachers use their detailed knowledge of individual pupils to ensure that they are confident in school. This is also true of the procedures for assessing pupils' attainment and progress. Files containing examples of work are kept on every pupil. The use of assessment information to guide curricular planning is also satisfactory. The procedures used by the school for monitoring the pupils' academic progress and their personal development are good. The school approaches its responsibility to promote good behaviour seriously with the result that a very good level of behaviour is maintained at all times. The procedures for monitoring and improving attendance are unsatisfactory. Inspectors were unable to identify any clear commitment by the school, through policy or practice, to improve the rate of attendance and to raise the awareness of pupils of the value of good attendance for their education. There is over reliance on oral explanations by parents concerning absence. The records of authorised absences, being inadequate in detail, raises the question whether such authorisation is always justified. The school has the support of the educational welfare officer for monitoring absence.
53. At the start of the inspection it was noticed that at the end of the school day pupils were accompanied by class teachers to the school entrance, and then sent off to find their parents. The risk to some pupils' safety, if their parents were not waiting for them, was noted and reported to the headteacher. The headteacher took immediate action to improve the procedure, so that by the end of the week of the inspection the safety issue had been successfully overcome.

## HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. *While the quality of the relationship between the school and parents is satisfactory, the evidence available to the inspectors did not suggest conclusively that a true partnership between home and school has been established.*
55. At the time of the inspection the governors had not put in place a home-school partnership contract. They are aware of this weakness and plans are already under way to have the contract in place by the beginning of the next school year. During the visit a limited number of parents were observed helping in the classrooms, where this did occur it helped the pupils with their learning. There is no parent and teachers group; the usefulness of such a group to the school does not appear to have been discussed or even considered. There is limited involvement by parents in homework; where parents actually help it is mainly with reading and spelling. Parents have access to the headteacher and class teacher as necessary. Regular information is sent to parents through newsletters. Some parents feel that the school should provide more information to them about pupils' performance and progress. They would also like to receive more information about the topics the pupils are following, so that they could help them at home.
56. The school has good links with local playgroup and with cluster schools. There are limited extra-school activities; those that are in place are of a good quality and provide pupils with every opportunity to develop skills. Proximity to a fairly large local industrial estate has not led to any active links with the different firms. However, some visits are arranged for pupils to see some industries, the visits add to the pupils' knowledge and understanding of their environment. Overall, the contribution by the community to pupils' education is unsatisfactory.
57. The school's prospectus contains all the information required. In addition, a school brochure provides parents with a clear picture of the way the school works.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

58. *Overall, the leadership and management of the school is good. The headteacher provides the school with good leadership. She has a clear vision for the school and the way the curriculum should be organised to meet the needs of the pupils. The newly formed governors are very supportive of the headteacher and the teaching staff. They are keen to further develop their understanding of their management responsibilities; their management of the school is satisfactory.*
59. The headteacher is well respected by all those connected with the school. She provides the staff with clear guidance; this is enabling them to raise standards in the school. The headteacher has effectively delegated responsibility to staff for a range of subjects, including the new and important national strategies for teaching reading and number work. All the staff take their responsibilities seriously and carry out their duties

efficiently. Some classroom observations have been undertaken by the mathematics co-ordinator, the structure that would enable these observations to take place on a regular basis, across a range of subjects, is not in place. The headteacher has also undertaken some informal monitoring of teachers in the classroom. Her classroom observations have helped her to build an accurate picture of the strengths, and weaknesses, of the teaching team. However, as no written records are kept of her visits it is difficult for teachers to trace improvements in their teaching over a period of time. The processes for monitoring teaching and learning are not fully developed.

60. The staff and governors have written good plans for the school's further development. The priorities they have identified are appropriate for an infant school. The plans show how the priorities are to be addressed in a given time scale. However, the plans do not contain enough detail about ways that these developments are to be monitored.
61. The majority of the school governors are new to the role; most have only been in office for eighteen months. As a group they are keen to be fully involved in the life of the school. Individual governors have taken responsibility for particular aspects of the school's work, for example, work in reading, writing and number. These governors take their responsibilities very seriously; they have attended training to help them understand the new methods of teaching. They have also spent time in classrooms watching pupils learn. The governors recognise the need to develop systems to monitor the work of the school, so that it can be held to account for its work. For example they are working on procedures that will help them to improve their knowledge and understanding, of the school's performance in national tests. They are also developing processes to ensure that they use the money available to raise standards to a higher level.
62. The governors were not sufficiently involved in the setting of the school's budget for the financial year 1998 to 1999. They have recognised this as a weakness in their management of the finances. As a result they have formed a small finance committee that is taking a longer-term view of the school's needs, and the way money is used to meet the needs. This committee receives regular financial statements from the headteacher. Until all these different aspects of the school's financial management are secure, it will be difficult for the governors to assess if the school is getting the best value from its budget.
63. In the period since the last inspection the school has made good progress in addressing many of the issues identified for its further development. The range of books available for the pupils' use has increased and there is a better range of equipment which enables pupils to develop their gymnastic skills. The school has addressed the issue regarding the standards of attainment in mathematics. Observations during the inspection show that the new national strategy for teaching number work, is having a positive impact on the standards being attained by pupils.
64. At the time of the inspection there was evidence that the school had developed an appropriate system for setting targets for improvement, suitable for an infant school. The targets are ambitious. When achieved they will mean that, when compared with

similar schools, Enderby Road's results should be even higher than those recorded for 1999.

65. *Staffing levels in the school are good. The range and size of the school's accommodation is good. The school has a good range of learning resources.*
66. The teachers are suitably qualified to teach the infant age group. Their knowledge and understanding of the way young pupils learn is having a positive impact on standards in the school. The classrooms are of a good size and enable teachers to provide pupils with a good range of learning experiences. For example the classroom of the youngest pupils has an area where pupils can explore learning by using both water and sand. The school hall is a good size and has recently been equipped with a suitable range of gymnastics equipment. Although the play areas outside the school are of a good size, they do not provide the pupils with enough opportunities to develop their own simple games. Resources in the school are at a good level. Although the number of fiction books is good, non-fiction material is not as plentiful. The computer room in the neighbouring teachers' centre is an added bonus and its use is a major factor in developing high computer skills in the pupils.
67. The ethos in the school is good. In all classes the teachers encourage and support pupils to work very hard. As a result the pupils show positive attitudes to their work and are able to sustain their levels of concentration for long periods of time; this enables them to make good progress in lessons.
68. The day-to-day management of the school is good being both effective and efficient. The school secretary is making good use of information technology to support her in her work. Routine day-to-day budgetary, administrative and organisational procedures are good.
69. The school complies with all major statutory requirements.
70. These judgements indicate an overall improvement in the management of the school since its inspection in 1997.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

71. The school governors, in conjunction with the headteacher and staff, should take the following actions to further raise standards in the school.

Improve the quality of the presentation of pupils' work by (6, 90, 91):

- Identifying with individual pupils the highest quality work they have produced.
- Using these examples as the benchmark for their work.
- Ensuring that all pieces of work then reach this benchmark.
- Challenging pupils to improve the presentation of their work.

- Using the very best work in high quality displays around the school.

Improve the quality of handwriting throughout the school by (6, 9,34, 90, 91):

- Writing a scheme of work that shows how handwriting should develop as pupils move through the school.
- Ensuring that teachers follow the scheme at all times.
- Provide regular sessions when handwriting is taught as a separate skill.
- Linking the development of handwriting skills with the need to improve the presentation of the pupils' work.

Raise the standard of stories written by the pupils by (6, 34, 91):

- Providing a clear structure for pupils that helps them develop their stories.
- Providing regular opportunities for all pupils to write stories.
- Using the best examples produced by the pupils as examples for other pupils.
- Devising systems that enable the school to celebrate the very best stories produced by the pupils.

Improve all aspect of monitoring in the school by (60,62, 97):

- Providing key personnel, including the headteacher, with the time to monitor teaching and learning.
- Using the monitoring visits to set targets for teachers.
- Keeping accurate records of all monitoring so that teachers, in particular, can see what is expected of them and the progress they have made towards any targets that have been set.
- Regularly checking the work in the pupils' books to ensure that standards are improving.

72. In addition the governors should ensure that the attendance records are kept in a satisfactory state.

*The numbers in brackets relate to the main paragraphs of this report where these issues are mentioned.*



## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

|  |    |
|--|----|
| Number of lessons observed   | 33 |
| Number of discussions with staff, governors, other adults and pupils | 7  |

### *Summary of teaching observed during the inspection*

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 1         | 11        | 16   | 5            | 0              | 0    | 0         |

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

|  | Nursery | YR – Y2 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 0       | 100     |
| Number of full-time pupils eligible for free school meals        | 0       | 22      |

*FTE means full-time equivalent.*

#### **Special educational needs**

|   | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 0       | 1       |
| Number of pupils on the school's special educational needs register | 0       | 31      |

#### **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 | 15           |
| Pupils who left the school other than at the usual time of leaving           | 11           |

### **Attendance**

| <b>Authorised absence</b> | <b>%</b> |
|---------------------------|----------|
| School data               | 5.4      |
| National comparative data | 5.4      |

| <b>Unauthorised absence</b> | <b>%</b> |
|-----------------------------|----------|
| School data                 | 1.9      |
| 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**

|  | <b>Year</b> | <b>Boys</b> | <b>Girls</b> | <b>Total</b> |
|--|-------------|-------------|--------------|--------------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 1999        | 25          | 14           | 39           |

| <b>National Curriculum Test/Task Results</b> |          | <b>Reading</b> | <b>Writing</b> | <b>Mathematics</b> |
|--|----------|----------------|----------------|--------------------|
| Numbers of pupils at NC level 2 and above    | Boys     | 16             | 18             | 20                 |
|  | Girls    | 14             | 14             | 14                 |
|  | Total    | 30             | 32             | 34                 |
| Percentage of pupils at NC level 2 or above  | School   | 77 (55)        | 82 (71)        | 87 (63)            |
|  | National | 82 (78)        | 83 (80)        | 87 (86)            |

| <b>Teachers' Assessments</b>                |          | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 17             | 18                 | 19             |
|   | Girls    | 14             | 14                 | 14             |
|   | Total    | 31             | 32                 | 33             |
| Percentage of pupils at NC level 2 or above | School   | 79 (71)        | 82 (69)            | 83 (65)        |
|   | National | 82 (82)        | 86 (84)            | 87 (84)        |

*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                           | 100          |
| 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) | 5    |
| Number of pupils per qualified teacher   | 20   |
| Average class size                       | 16.8 |

#### **Education support staff: YR – Y2**

|   |    |
|---|----|
| Total number of education support staff | 4  |
| Total aggregate hours worked per week   | 75 |

### ***Financial information***

|                |           |
|----------------|-----------|
| Financial year | 1998-1999 |
|----------------|-----------|

|  | £      |
|--|--------|
| Total income                               | 210051 |
| Total expenditure                          | 220962 |
| Expenditure per pupil                      | 1713   |
| Balance brought forward from previous year | 37790  |
| Balance carried forward to next year       | 26879  |

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 100 |
| Number of questionnaires returned | 41  |

### **Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 63             | 29            | 2                | 5                 | 0          |
| My child is making good progress in school.  | 51             | 34            | 7                | 0                 | 7          |
| Behaviour in the school is good.   | 51             | 41            | 5                | 2                 | 0          |
| My child gets the right amount of work to do at home.                              | 46             | 39            | 7                | 2                 | 5          |
| The teaching is good.  | 61             | 29            | 7                | 0                 | 2          |
| I am kept well informed about how my child is getting on.                          | 37             | 46            | 10               | 7                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 61             | 29            | 2                | 7                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 56             | 44            | 0                | 0                 | 0          |
| The school works closely with parents.   | 46             | 32            | 5                | 10                | 7          |
| The school is well led and managed.  | 56             | 32            | 2                | 2                 | 7          |
| The school is helping my child become mature and responsible.                      | 51             | 41            | 7                | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 39             | 37            | 5                | 7                 | 12         |

### **Other issues raised by parents**

Parents were concerned about the safety of pupils at the beginning and end of the school day. This issue was raised with the school's headteacher. Immediate action was taken to alleviate the problem.

Parents were concerned about the provision in the classes with mixed age groups. Evidence collected during the inspection indicated that appropriate strategies were in place to ensure that provision met the pupils' needs, not their age.

**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**

73. *The provision for under-fives is good. The progress made by pupils in the Under-fives classes is good overall. Progress in their reading and mathematics is particularly good. By the time pupils enter the Year 1 class, the majority have attained the standard typically expected, across all aspects of their learning. The teaching and support staff are very experienced and have a good knowledge and understanding of the educational and emotional needs of young children. The opportunity for pupils to join a small class soon after their fourth birthday provides an ideal start to their education in school.*
74. The under-fives are taught in two classes. Twenty two pupils form one class; eleven pupils are in a class with pupils who are in the first year of compulsory education. The school also provides morning education for a group of ten pupils who have just reached their fourth birthday. Before pupils join the school the majority have attended some form of pre-school education, including playgroups. Before the pupils start their full time education, they are visited in their homes by the school staff. Pupils are also given the opportunity to visit the school and become familiar with the environment. This introduction to school works well. The majority of pupils find the transition to full or part time school a very enjoyable experience. These arrangements mean that pupils settle quickly when they start school.
75. The school has a satisfactory policy for under-fives. The policy details how the education for under-fives is provided in the school. It provides parents with details about the admission procedures, and explains what pupils should be able to do when they enter school. No information is included that would help parents understand the assessments that are made of pupils, neither does it provide information about or how they could help their children at home.
76. The school makes assessments of pupils when they first join the school. These assessments indicate that when pupils join the school a significant number are at a point in their development that is lower than could be expected. The teachers use these assessments to good effect; they plan work that is matched to the pupils' levels of development. The information is also used to provide additional help for pupils, if this is required. The early identification of pupils with possible learning difficulties is strength of the school's provision, for this group of pupils. Teachers keep careful records about pupils' progress, together with examples of their work. The work is not always dated, this means that it is not easy to identify the progress made by an individual pupil.

### *Personal and social development*

77. The personal and social development of pupils is very good. Pupils are provided with many opportunities to play and work together. They rarely have a disagreement and when they do, it is quickly sorted out. Their concentration is good. This is helped by the way the teachers use items such as teddy bears to hold their attention. Behaviour is generally very good. The pupils find activities challenging. They are able to share ideas and resources with little fuss. Teachers take every opportunity to help pupils understand the need to think about others. Very good use is made of stories to help this aspect of the pupils' development. The pupils relate well to each other and to older pupils and adults in and around the school.

### *Language and literacy*

78. Although pupils enter school with limited skills in speaking and listening, they make good progress so that by the time they join the Year 1 class, speaking and listening skills are good. Pupils can answer questions fully and they are encouraged to ask questions in lessons. Good use is made of resources to help pupils with speaking and listening skills. For example, the teacher used a 'feely bag' to encourage pupils to ask questions about the objects in the bag. Most pupils know the letter sounds; the higher attaining pupils can read at a level that is higher than that expected for the age group. They enjoy sharing and reading books and love to hear stories read to them by adults. Pupils handle books carefully and enjoy describing the pictures. Pupils are developing satisfactory writing skills. All pupils attempt to write unaided with variable degrees of success. Some letters and words are recognisable in what they have written. Few pupils are able to write sentences. Some of the younger pupils, or those with special educational needs, have not yet got the skills needed to form letters accurately.

### *Mathematics*

79. Evidence gathered during the inspection suggests that by the time they join the Year 1 class, the pupils' understanding of mathematics is similar to that typically found for this age group. Some pupils attain standards that are higher than those found nationally. Many pupils can name and recognise shapes such as circle, square and triangle, and know the meaning of more and less. Some of the older pupils can count to twenty. They can complete simple and more complex patterns using colour and shapes. Most pupils can use coins in the post office and understand the idea of buying items in a shop.

### *Knowledge and understanding of the world*

80. Before they start school pupils have had a wide range of experiences. They come to school with a satisfactory understanding of their immediate surroundings. The school builds on this experience; for example the youngest pupils have heard stories about dragons, eaten Chinese food and have some understanding of Chinese writing. They have listened to Chinese music and made good attempts to move to this music. Pupils

use the computer well; the highest attaining pupils have developed skills that are much higher than those that would normally be expected for pupils of this age. This is largely due to the fact they have use of the excellent facilities of the neighbouring secondary school.

### *Physical development*

81. During the visit pupils showed that they were able to change for activities in a quiet and sensible way. The youngest pupils demonstrated satisfactory co-ordination when trying to throw and catch quoits. Pupils were able to handle and use small gymnastic apparatus; they moved over it in a satisfactory way. The pupils showed that they were confident to have a go on different pieces of equipment. The outdoor environment and play area is unsatisfactory. It is not suitable for daily activities for the under-fives. Indoors they have the opportunity to play with sand and water and constructional toys. The pupils have satisfactory levels of co-ordination; they can manipulate simple tools like scissors, glue and writing materials. For example, they are able to make simple models.

### *Creative development*

82. Many opportunities are provided for pupils to develop the creative aspect of their education. They show good levels of attainment when using paint. Pupils are able to mix paint in a sensible way; they use brushes sensibly recognising the need to care for the equipment. The computer is used to good effect to help pupils with their creative development. Computer programs that enable pupils to draw and colour pictures, provides another way of developing this aspect of the pupils' work. At the time of the visit the creative play area was a post office, pupils used the area for simple role-playing. They were well supported by classroom assistants.
83. ***Teaching in the Under-Fives classes is judged to be good. The unsatisfactory teaching identified in the last report has successfully been eliminated.***
84. During the inspection eleven lessons were observed when the under-fives were being taught; this equated to just under six hours of teaching and learning. In four of the lessons teaching was judged to be very good, in six lessons teaching was judged to be good and in one lesson teaching was satisfactory. Very good teaching was observed in all three classes with under-fives. A common characteristic of the very good teaching was the way the teachers used every opportunity to help pupils with their speaking and listening skills. The teachers used questions that enabled pupils to put forward their own ideas. Very few of the questions required a one-word answer of yes or no. The pupils' contributions were valued and they were helped to clarify their ideas through discussion. Teachers have high expectations of what pupils can achieve. The teachers plan for a wide variety of activities and ensure that pupils make at least good progress. For example, when pupils were making a model vehicle, they were encouraged to talk about all the parts that they had stuck to the box. They learnt how to attach wheels and use glue for sticking. When the need arises the teachers give the pupils very clear

instructions, they check that the instructions have been understood. In a physical education lesson the teacher gave very clear directions to pupils about how they could improve their movements. This helped them improve the quality of their movements over different pieces of apparatus.

## ENGLISH

85. ***Overall, pupils reach the standard expected of seven-year-olds; they make satisfactory progress in all aspects of the subject, but particularly good progress in developing their reading skills. In the 1999 tests for seven-year-olds the school's results were below the national average. When compared with similar schools, the school's reading results were well above the average for this group of schools. The school's results in writing were broadly in line with the results for this group of schools. In the last three years the school's results have shown variation; they have generally been in line with the national average. Evidence gathered during the inspection supports the picture provided by the test results.***
86. When pupils enter the school as under-fives, many have limited skills in speaking and listening. A small number of pupils have a good knowledge of books, the majority have a knowledge of books that is on the low side. By the age of seven years the majority attain standards in reading that are similar to, or above, that typically found nationally for the age group. The seven-year-olds have developed good skills in speaking and listening. In these two aspects of English the pupils make good, or very good, progress. The same good progress is not evident in the development of the pupils' writing skills.
87. All pupils make good progress in developing their speaking and listening skills as they move through the school. The teaching staff provides many opportunities for the pupils to ask and answer questions, and to give opinions in lessons; this approach is strength of the teaching in the school. In a Year 1 lesson where the pupils were reading the story of Cinderella, the teacher ensured that all pupils were listening to the story; she asked a range of questions that enabled the pupils to express their opinions about the story. For example, "What do you feel about the Ugly Sisters?". In the Under-Fives classes there are a wide range of activities that enable pupils to play together. The teachers and support staff make good use of these opportunities. When pupils are playing in the sand, the adults ask questions that help the pupils explain what they have made. The teachers take opportunities to develop speaking and listening skills in other lessons. In a Year 1 history lesson the teacher asked questions about favourite toys. The pupils were expected to answer fully and to give reasons for their choice of a toy.
88. The teaching of reading is a strength of the school. The majority of pupils make very good progress in their reading, as they move through the school. When they enter school as under-fives a very small number can read, the majority have little knowledge of print and the way its works. Careful teaching and the teachers' enthusiasm for books enables pupils to reach the expected standards by the age of seven; many pupils reach a higher level in their reading. The pupils are encouraged to handle books from a



very early age. During activity sessions pupils can always be found enjoying books either alone or with others. Every opportunity is taken to make the pupils aware of the importance of the written word. When Year 1 pupils were walking to the neighbouring teachers' centre for a computer lesson, the teacher made very good use of the signs in the car park. She encouraged pupils to read the signs and then asked them to explain the meaning. Although reading standards are high pupils are not so sure about authors, and the books they have written. At the time of the inspection pupils were not being given enough opportunity to use non-fiction books.

89. Reading is closely linked to the development of spelling. By the age of seven years the highest attaining pupils have attained satisfactory, and at times high, standards in spelling. They can spell a range of words, including *carefully*, *exactly*, *gymnastics*, *stomach* and *sounded*. Teachers use a range of strategies to help pupils with their spelling. When a new or difficult word is found in a reading book, the teacher helps the pupils to identify the letter patterns in the word and draws their attention to words with similar patterns.
90. The standard of the pupils writing is satisfactory, but not as well developed as their skills in reading and speaking and listening. The school has recognised that the development of writing is a weakness.
91. In the Under-Fives class the pupils are given opportunities to think about the information they would like to record. For example during the inspection they wrote post cards to their mums or dads. However, too often the youngest pupils are asked to copy the teachers' writing; they do not have the letter formation skills that would enable them to do this. These activities become frustrating and the end product is often untidy. Not enough attention is given to helping pupils form letters in the correct way. As the pupils move through the school the content of the work improves, but does not match the level of attainment in other aspects of English. The pupils are encouraged to use their own words in their writing. They have written letters to an author explaining why they liked a story she had written. Opportunities for this type of work are limited. The quality of the handwriting is satisfactory. Not enough time is given to developing a good handwriting style for the pupils. This is having a negative impact on the way pupils present their work. An examination of the teachers' planning indicates that the development of writing skills is not given the same priority as developing reading skills.
92. Pupils on the special needs register make slow progress in developing their writing skills. In lessons, the work set for these pupils does not sufficiently relate to the targets on their individual plans.
93. Overall the teaching in English is good. During the inspection eleven English lessons were observed, this included three lessons when the Under-Fives classes were working on language activities. In three lessons the teaching was judged to be very good, in a further seven lesson it was good and in one lesson it was satisfactory. The very good teaching occurred when the teacher used a range of strategies to involve all the pupils in the learning. Very good questioning techniques were also employed. Pupils made very good progress. In a Year 1 lesson where pupils were developing their knowledge

of the sounds made by a combination of letters, the teacher structured the lesson so that pupils of different stages of understanding were given cards at different levels of difficulty. She then used a glove puppet to help the pupils discover the sound on their card. This approach was very effective. The pupils were highly motivated by the puppet and very keen to get the correct answer, so that the puppet gave them praise. Teachers keep good records of what pupils can do well and comments are recorded on how they could improve. These comments are not recorded in the pupils' books and as a result are not of maximum benefit to the pupils.

94. Overall, the progress made by pupils in the lessons observed was good. In the eleven lessons that were observed, the progress in the pupils' learning was always satisfactory. In one lesson progress was judged to be very good, in eight it was judged to be good and in two it was satisfactory. The good progress was a result of the careful planning done by the teachers. This planning took into account the pupils' past learning. The teachers know the pupils' strengths and weaknesses and they use this information to very good effect. They ask individual pupils questions to check that they understand the work. This approach has a positive impact on the pupils' attitudes to their work.
95. Pupils enjoy their English lessons, especially when stories are read to them. Teachers communicate a love of books to their pupils, this is not sufficiently extended to non-fiction material. Overall pupils stay on task and complete their work in the given time.
96. The national strategy for literacy has been successfully implemented; it is having a positive impact on teaching and learning. The school has targeted the development of the pupils' writing as an area for improvement. When the inspection visit occurred this development was not obvious in the teachers' planning. The targets set for the year 2000 and 2001 are realistic but challenging.
97. The subject is well led by the co-ordinator. She has attended appropriate courses and provided training for all the teaching staff; this training has had a positive impact on reading standards. There has been an element of monitoring of classroom practice but this has not been on a regular basis. The overall monitoring of teaching, learning and of the pupils' work is not yet firmly established.
98. Overall, there has been a steady improvement in reading standards, since the last inspection. Standards in other aspects of English have not improved to the same degree.

## **MATHEMATICS**

99. ***In the 1999 tests for seven-year-olds the schools' results were below the national average. When compared with similar schools, the school's results were broadly in line with the average for this group of schools. In the last three years the school's results have shown variation, they have generally been lower than the national average. Evidence gathered during the inspection indicates that standards are improving.***

100. Evidence gathered during the inspection provides a similar picture to that produced by the last set of test results. For example the work in the pupils' books indicates, that although many of the seven-year-olds will attain the expected standard by the end of the school year; only a small number will attain the higher standard. The work shows that pupils are able to do sums that involve the addition of numbers, up to one hundred. There is little evidence to indicate that pupils will be able to do sums that involve the use of their multiplication tables.
101. Discussion with the pupils generally supports the evidence gained from examining their books. However, in discussion pupils showed that their understanding of number was at a higher level than that seen in the books. For example the higher attaining pupils were able to explain how they added twenty-two to a number, by adding twenty and then adding two. The confidence that this group showed with numbers suggests that they should attain at the higher level in national tests. Lower attaining Year 2 pupils are less confident with number work. In discussion they found it difficult to explain how they had arrived at an answer when adding two numbers; they often used their fingers to combined two numbers.
102. The evidence gathered through talking to pupils in different year groups, demonstrated that as they move through the school they make satisfactory progress in mathematics. For example the majority of pupils in the under-fives group are able to count to ten and can identify numbers up to nine. By the time pupils are in Year 2 they are able to add and subtract numbers between one and a hundred. The same progress is made in other aspects of mathematics. Pupils in Year 2 can name and explain the properties of a number of mathematical shapes. In the Under-Fives classes pupils can name the most common shapes, squares and circles.
103. Overall, pupils made good progress in the six mathematics lesson observed. The good progress was the result of good teaching that was carefully planned to meet the needs of individual pupils. In a lesson where Year 2 pupils were being introduced to the idea of symmetrical shapes, a range of materials were available that enabled all pupils to achieve at their level. The highest attaining pupils were expected to complete patterns with two mirror lines at right angles to each other. The lowest attaining pupils were expected to complete patterns by placing counters on squared paper, with one mirror line. By the end of the session all the pupils were able to place a mirror on their pattern to show that the pattern had symmetry.
104. The mathematics teaching observed during the inspection was judged to be good. During the inspection, six lessons or part lessons were observed in mathematics. This equated to six hours of teaching and learning. Teaching was judged to be good in four lessons and satisfactory in the remaining two lessons. All the teaching followed the structure set out in the nationally designed programme for teaching mathematics; the structure was being used to very good effect. A common characteristic of good teaching was the way teachers' questions encouraged pupils to think about their answers, even when they were wrong. When pupils were being asked to solve problems involving the addition and subtraction of numbers, all the teachers used the

time effectively ensuring that pupils at all levels of understanding were involved in the activity. In the Under-Fives classes the teachers' made good use of number rhymes and simple equipment to develop the children's sense of number. A tree with nine apples on it was used to very good effect to help the youngest pupils count to nine and identify the numbers written on card.

105. The mathematics co-ordinator has a very good understanding of the subject. She has used her knowledge to good effect, to help other staff become more confident is using the approach outlined in the national strategy for teaching number work. The school is making good use of the nationally developed advice for teaching the subject.
106. The school has a good range of equipment that helps pupils understand the work in mathematics.
107. The judgements recorded following this inspection are similar to those recorded after the last inspection. The evidence from this inspection indicates that the use of the new strategy for teaching number work, is having a positive impact on pupils' standards.

## SCIENCE

108. ***In the 1999 assessments made by the teacher, the percentage of pupils who attained the expected level for seven-year-olds was below the national average. The percentage of pupils who attained the higher level was well below the national average. Evidence gathered during the inspection indicates that by the end of this year a higher proportion of pupils will attain the expected level; the proportion attaining the higher level will still be on the low side. As they move through the school, pupils make good progress in science.***
109. Evidence gathered by talking to the Year 2 pupils suggests that many should attain the standard typically expected of seven-year-olds; a small number of the highest attaining pupils should attain the higher standard. For example, pupils are able to indicate where the main organs of the body are located; they can also identify the main parts of a plant. Pupils are clear about electric circuits and can draw simple diagrams to show that a circuit needs to be complete, if an electric bulb is going to light. In discussion the Year 2 pupils were unclear about the reason why it was important to make a science investigation fair. They were not able to explain the importance of using the same unit of measure, if comparisons were to be meaningful.
110. Work in the pupils' books is limited in quantity. The work that is available is of a satisfactory standard and shows pupils understand what they have been taught. The lack of written work reflects the school's approach to pupils learning science; this views the practical investigations and discussions as more important to learning than large quantities of written recording. Although this approach is suitable for pupils in Key Stage 1, the writing up of science work would help the pupils develop their writing skills in a more general way.

111. The evidence gathered during the inspection indicates that pupils generally make good progress in science as they move through the school. Effective use is made of the pupils' past learning so that individuals make identifiable progress both in lessons, and over the longer period of time. In the three science lessons that were observed, pupils made at least good and often very good progress. The teachers' high expectations about what pupils' should learn have a major impact on learning. For example, in a Year 2 lesson where pupils were being introduced to the idea that materials were either solid, liquid or gaseous, the pupils were challenged when they were asked to explain the relationship between a lump of ice and the water that was coming from the ice. The higher attaining pupils develop the idea that these were the same material, but in a different form.
112. During the inspection three science lessons were observed; this equated to just under three hours of teaching. The quality of teaching was judged to be excellent in one lesson, very good in one lesson and good in the third lesson. In the Year 2 class where pupils were developing their knowledge of materials, the teacher showed that she had a clear understanding of the differences between solids, liquids and gases. She was able to use her knowledge to ask questions that enabled the pupils to develop their understanding by putting forward a range of ideas. At the start of the lesson many of the pupils were not sure of the relationship between ice and water. The use of an ice ball made by freezing water in a balloon helped the pupils to understand this relationship, so that by the end of the session many understood that ice was water in its solid form. Very good questioning by the teacher was a characteristic of all the science teaching that was observed. In a Year 1 lesson where pupils were exploring the magnetic properties of materials, they made very good progress in coming to understand that magnetism was connected with a substance being made of metal. The progress was a result of carefully constructed questions by the teacher; these questions did not give answers but helped the pupils think about the properties of the materials on the desk.
113. The details in the teachers' planning indicate that as pupils move through the school all aspects of the nationally prescribed programme of work are being taught to the pupils. The teachers are making good use of the nationally provided guidance for teaching science.
114. Resources for science are good and enable the school to address all aspects of the science curriculum.
115. Overall, these judgements indicate an improvement in the school's provision for science, since the last inspection.

## **INFORMATION TECHNOLOGY**

116. *The evidence gathered during the inspection indicates that overall the Year 2 pupils are attaining the nationally expected standard for pupils aged seven years. The*

*standard attained by the pupils in the Under-Five classes is very high. The teachers are making good use of the nationally provided support for teaching this subject.*

117. Evidence gathered during this inspection, by talking to the Year 2 pupils and observing them in the classroom, indicates that by the end of this school year the majority will have reached the standard expected for pupils of their age, across all aspects of the subject. The highest attaining pupils show a good understanding of the way computers can be used to enhance their work, for example through using programs that enable them to draw pictures in colour.
118. In the class with under-fives and Year 1 pupils, the evidence gathered during the inspection indicates that this group is attaining standards that are very high for pupils of their age. The class visited the neighbouring teachers' centre and used the computer suite. During the lesson the majority of the group showed that they could type their work into the computer; they were also able to use important functions of the word processing program, for example deleting their work and using the computer mouse to move around the screen. In Year 2 pupils are able to program a simple floor machine, a 'Roma' so that it finds its way through a maze. The enthusiasm and level of concentration shown in the lesson had a major impact on the progress they made in their work.
119. During the inspection two lessons was observed where information technology was being taught. In both lesson the teaching was judged to be very good. Teachers are confident with the subject and this confidence is transmitted to the pupils. In the Year 1 lesson where pupils were using a word processing program, the teacher showed that she understood the program and was able to help pupils when they were unsure about procedures. During the lesson pupils made very good progress; by the end of the session the majority had typed in a short statement that included their name and their birthday.
120. The school has a good range of computers that are well used by the pupils. The regular access for pupils to the computer suite in the neighbouring teachers' centre is a very good resource. The continued use of this suite will enable pupils to attain standards that are higher than those typically found in seven-year-olds. Together with the computers in the school the suite enables the school to meet all the demands set out in the nationally set programme of work.
121. The judgements from this inspection indicate a steady improvement in information technology standards from those reported following the last inspection.

## **RELIGIOUS EDUCATION**

122. *The limited evidence gathered during the inspection indicates that by the age of seven years, pupils attain standards in religious education typical of those for this age group. As the pupils move through the school they make satisfactory progress in this subject.*

123. The evidence gathered from examining the pupils' work, and through discussion with the oldest pupils provides a clear picture of pupils who know about the most important festivals in the Christian calendar. Pupils have an understanding of Christmas and Easter and can retell, in their own words, the stories connected with these festivals. Pupils have some knowledge of other faiths, in particular the Jewish faith. A good display in the school hall has helped the pupils understand the similarities and differences between Christianity and Judaism.
124. The local education authority has only recently published a syllabus for religious education. The school intends to use this syllabus as a basis for teaching the subject. An examination of the teachers' planning shows that there is already good coverage of the subject. Pupils have studied a number of stories from the Old Testament. At the time of the inspection they were being made familiar with stories from the New Testament. The Year 2 pupils have also been introduced to important festivals from a number of other world religions. Assembly time is used to good effect to support the work done in religious education lessons.
125. One lesson was observed when religious education was being taught; the teaching was judged to be satisfactory. The teacher used questions to help the pupils recall facts about Jesus and his disciples. The pupils knew the names of some of the disciples. They were able to retell stories that they had heard about the life and work of Jesus. After some useful discussion, the pupils were able to draw picture to illustrate their understanding of their favourite story. The illustrations indicated that the pupils had understood the most important points in a particular story.
126. The school has a clear understanding of the social and moral values that it aims to promote and these are included in the planning for religious education.

## **OTHER SUBJECTS OR COURSES**

### **(Art, design and technology, geography, history, music and physical education)**

127. *The evidence gathered during the inspection indicates overall that in all the other subjects of the curriculum pupils make satisfactory, and often good, progress. By the age of seven pupils attain standards that are typical for the age group.*
128. The school governors have recognised the need to reflect the national priority for developing the pupils' skills in reading, writing and number work. As a result the majority of teaching time is given over to teaching English and mathematics. An appropriate amount of time is given to teaching science and religious education. The evidence gathered during the inspection by examining the pupils' books, and through discussion with the pupils, indicates that, overall, the limited amount of time being allocated to the range of subjects is not having a major detrimental effect on the pupils' knowledge and understanding in these subjects.

129. The standard of *art* work in the school is typical of that found in infant schools. The evidence gathered through an examination of pupils' work indicates that standards are similar to those expected nationally, for pupils in the early stages of their education. There are examples of work in a number of materials including watercolours, collage, sketching and printing. Some of the printing is of a higher standard than that expected of seven-year-olds. For example pupils in the Year 1 class were observed printing on fabric; they used the inks with great care. During the lesson they made steady progress with their work and were very pleased with the end product. The computer has also been used to good effect to help pupils with their art work. There are a number of good quality pictures that have been produced on the computer; these will have required the pupils to use the computer mouse with high levels of control.
130. During the inspection two lessons were observed where art was being taught, in one lesson the teaching was judged to be very good; in the other lesson it was judged to be good. In both lessons teachers' explanation were clear and built on the past learning of pupils. In both lessons the teachers set challenging tasks for the pupils. The pupils responded well and made good progress. The resources provided for the pupils were of a good quality and readily available for them to use. Pupils used the materials with care and understanding, they were keen to get on with their work sticking to the tasks with enthusiasm. At the end of the lessons the pupils were delighted with the finished articles. In both lesson the pupils showed that they could share resources in a mature way. Giving pupils the opportunity to make choices is having a positive impact on the pupils' social development.
131. In *design and technology* the pupils make good progress as they move through the school. For example, at the time of the inspection pupils in the Year 2 class were making models with some simple moving parts. The constructions were at an early stage but they showed that the pupils were using a range of tools and materials. The pupils were able to talk about their work in design and technology; they were enthusiastic about the subject confirming that they liked; '*makings things*'. There is little evidence to indicate that the pupils are provided with opportunities to design their artefacts before they start work on making models. The absence of this stage in the designing and making process needs to be addressed when the teachers are planning lessons.
132. During the inspection visit one lesson was observed in design and technology; teaching in this lesson was good. The teacher made good use of the pupils' previous experiences in design and technology, before setting them the task for the lesson. During the lesson the majority of pupils made good progress. They used a range of construction equipment to make simple models of items found in a play area, for example a slide. A small number of lower achieving pupils did not complete the task; this group was given good support by the teacher and support staff.
133. The under-fives are provided with many opportunities to make objects. There is evidence of pupils using materials to construct models of modes of transport, including buses and cars. This work is of a good standard. Informal observations indicate that



the pupils thoroughly enjoy this aspect of their schoolwork.

134. In *geography* the pupils make satisfactory progress as they move through the school. In discussion, Year 2 pupils were able to explain what made something an island, they were also able to name some important rivers in England. Their knowledge of direction is good; they were able to give a verbal account of their journey to school knowing when they would turn left or right. The highest attaining pupils knew the four points of the compass and the order in which they occur. The teachers' planning is clear and ensures that all aspects of the national programme of work are covered. Where the same age group is in two classes, teachers plan together so that all pupils are provided with the same set of experiences.
135. As they move through the school pupils make satisfactory progress in developing their ideas about *history*. There was only limited written evidence of pupils' progress available during the week of the inspection. However, discussions with Year 2 pupils and observations in a lesson where the pupils were looking at artefacts from the past, clearly showed that by the time they reach Year 2 pupils have a good understanding of the way artefacts have changed peoples lives. For example they were very clear that modern electric mixers were much better than an old hand whisk. The highest attaining pupils could relate some of the changes to the development of man-made materials.
136. One history lesson was observed during the week of the inspection. The teaching in this lesson was judged to be good. Planning for the lesson was detailed and demonstrated that the teacher was using the pupils' past learning as her starting point. The teacher made good use of her own experiences and this added to the motivation and interest of the pupils. Pupils were very keen to put forward their ideas in a mature way and their behaviour throughout the lesson was good.
137. In *music* the pupils make good progress as they move through the school. The school rightly sees singing as a strength of the school. The teaching was judged to be very good in the one music lesson that was observed. The teacher showed a good understanding of the way young pupils should be introduced to music. It was clear that pupils were enjoying the experience and they sang in tune and with enthusiasm. Although the school's very good range of resources available for music these were not used during the inspection, the teachers' planning shows that this aspect of the pupils' musical development is covered during the school year.
138. A choir practice was observed during the visit. Thirty-five boys and girls from Years One and Two attended the practice; this figure represents over half of those pupils in the two year groups. The quality of the singing and of the pupils' behaviour was very good. The pupils knew the words to the songs and they were able to add expression to their singing.
139. During the inspection no *physical education* lessons were observed in the Key Stage 1 classes. One lesson was observed when the under-fives were involved in physical activities. In this lesson the teaching was very good. The teacher made very good use

of the equipment available. Pupils increased in confidence as they developed their movements over the equipment. Evidence gathered from an examination of teachers' planning shows that, during the school year, all aspects of the national programme of work are covered. The weaknesses identified in the last report concerning the teaching of gymnastics have been overcome. Although the outside play areas are large and suitable for an infant school, there are few recent markings on the school playground that would help pupils develop their physical skills. Informal observation of the pupils at playtimes suggests that their physical development is at least satisfactory.

140. Teachers' planning shows how aspects of all these subjects are to be included in the programme of learning for pupils. Wherever possible the subjects are linked to the particular topic in effective ways. When it is not possible to make sensible links then subjects are treated separately. This approach is being very effective. The planning shows the intention to provide the pupils with an appropriate range of experiences; this planning is of a good quality. Although the time allocated to the range of subjects is limited, the evidence gathered during the inspection indicates that pupils are being given the opportunity to develop their skills and understanding across the subjects.
141. Although teachers' planning takes into account the needs of groups of pupils, particularly those who have been identified as having special educational needs, the evidence gathered from classroom observations indicates that the intentions are not always carried out. For example, in a small number of lessons pupils with reading difficulties were provided with sheets that they could not read. Nevertheless, in most lessons observed during the inspection pupils were given tasks that were matched to their needs and they were not expected to undertake work that was either too easy or too difficult. Planning and group organisation, fully uses the teachers' knowledge of the previous achievement of individual pupils so that they make good progress.
142. In the lessons observed that covered these subjects, the pupils' responses were judged to be at least good and often very good. Pupils were very keen to be involved in the activities and showed high levels of concentration. When asked to work together in groups, pupils showed that they could share ideas in a sensible way; they were able to wait their turn when resources were limited.