

# INSPECTION REPORT

## **LOWE'S WONG INFANT SCHOOL**

Queen Street  
Southwell  
Nottinghamshire

LEA area: Nottinghamshire

Unique reference number: 122676

Headteacher: Mrs V M Platt

Reporting inspector: Mr R Wonnacott  
2787

Dates of inspection: 6-10 March 2000

Inspection number: 191569

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant school
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Queen Street Southwell NOTTS
Postcode:	NG25 0AA
Telephone number:	01636 812207
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr R Merryweather
Date of previous inspection:	18 November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

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

### **INFORMATION ABOUT THE SCHOOL**

Lowe's Wong Infant School is situated in the centre of the Minster town of Southwell. The school has just under two hundred pupils on roll, between the age of four and seven years. This makes it an average size school compared with the size of infant schools nationally. The school's roll has steadily increased over recent years reflecting the school's popularity in the immediate area. The majority of pupils live in the town, a small number travel to the school from villages in the immediate area. The percentage of pupils entitled to free school meals is very low compared to that in other schools of this type. The percentage of pupils with statements of educational needs is lower than that typically found nationally. Pupils enter the school as under-fives with a range of skills and knowledge that are generally higher than those found nationally.

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

*This is a good school. The pupils' standards in reading, writing, mathematics, science, art and music are higher than those typically found nationally. Standards in all other subjects are typical for pupils in an infant school. Standards are improving. Pupils make good progress throughout the school. Since the last inspection the school has made good improvement.*

The headteacher is a very good leader. She is supported by a hardworking teaching staff who know their pupils well. The governing body manages the school in an excellent way. They are very clear about their work and have established detailed procedures that enabled them to fulfil all aspects of their role. The school provides good value for money.

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

- Reading and writing standards are higher than those typically found for seven-year-olds. Pupils make very good progress in these aspects of their learning 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.
- Standards in mathematics, science, art, music, physical education and history are higher than those typically found for the age group.
- Overall, teaching is good. The teachers know the pupils well. They make good use of this information to help pupils with their learning.
- Provision in the Nursery Class is of a very high quality.
- The headteacher provides the staff with very good leadership.
- The governors provide the school with excellent support.
- The provision for pupils with severe learning difficulties is very good.
- Behaviour throughout the school is good. In lessons this has a positive impact on the way pupils learn.
- Relationships in the school are very good. Pupils support each other in their work.
- Adult support is used to good effect in the classrooms.

### What could be improved

- Standards in mathematics are lower than those in English and science; they could be higher. (The school governors have identified this as an issue for further improvement.)

*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 November 1996, since that inspection there has been a steady improvement in the educational provision. The quality of teaching has improved and the standards attained by the pupils are higher. The management of the school has improved considerably. The following improvements have also occurred:

- Schemes of work for all subjects are in place.
- Progress has been made in developing activities that challenge the more able pupils.
- Clear financial systems are in place.
- A clear marking policy has been written; this is having a positive impact on the way teachers mark pupils' work.
- A good programme for monitoring teaching and learning is in place.

### 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	N/a	A	A	A
Writing	N/a	A*	A	B
Mathematics	N/a	B	A	C

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E

(The results for 1997 are not available, as the school did not take part in the assessments for that year.)

The results for 1999 show that standards in reading are well above the national average. Compared with similar schools, reading standards are well above the average. Pupils read well and are enthusiastic about using books. Evidence gathered during this inspection also indicates that reading standards are higher than those typically found for the age group. Pupils make at least good progress in reading as they move through the school.

In writing and mathematics, the pupils' results in the 1999 tests were well above the national average. In writing the results are above the average for similar schools. For mathematics the results are broadly in line with those of similar schools. The school governors have recognised the need to raise standards in mathematics. The standards of work seen in school during the inspection are generally in line with recent test results. Evidence gathered during the inspection indicates that standards in number work are improving.

Standards in the pupils' speaking and listening skills are high. By the time they leave the school they

are able to discuss ideas; they show high levels of achievement – ‘achievement’ is now about progress. Standards in science, music, art, physical education and history 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 make good progress in their learning as they move through the school. The good progress is a result of good well-planned teaching.

## PUPILS’ ATTITUDES AND VALUES

Aspect	Comment
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 good. Teachers use every opportunity to reinforce the school’s rules by stressing the positive aspects of the pupils’ behaviour.
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 very good. Pupils arrive on time and lessons start punctually.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
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. During the inspection thirty-six lessons were observed. In two lessons teaching was judged to be excellent; in four lessons teaching was judged to be very good; in twenty-five lessons teaching was judged to be good and in five lessons teaching was satisfactory. No unsatisfactory teaching was seen.

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.

The teaching observed in English and mathematics lessons was good. In both subjects teachers are making good use of the new national guidance for teaching literacy and numeracy. Lessons are well planned and usually go at a good pace. However, in some mathematics lessons the pace was a little slow and the highest attaining pupils were not fully challenged.

The good teaching is having a positive impact on the pupils’ learning. Pupils of all levels of attainment are making good progress. In lessons they are keen to be involved in activities and are pleased when they do well.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum. Very good planning by teachers guarantees that pupils have access to a wide range of learning opportunities. The provision of activities outside of teaching time is satisfactory.
Provision for pupils with special educational needs	Provision is very good. Pupils are supported in their work by a number of adults who take every opportunity to develop learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is good. Pupils clear up after themselves and they put equipment away. Opportunities for their spiritual development are satisfactory. Opportunities for social, moral and cultural development are good.
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's curriculum fully meets all the statutory requirements. The staff have a good understanding of the needs of individual pupils. This provides a secure basis for the pupils' care and well being.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a very good leader; she is able to delegate very 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 governors provide the school with excellent support. They have developed clear procedures that enable them to fulfil their role effectively and efficiently. They are an integral part of the school's management.
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.
The strategic use of resources	The governors have used resources effectively. Staff, and support staff, are used to very good effect to help pupils make progress in their learning.

The level of staffing in the school is good. The school has a satisfactory range of suitable accommodation. Resources are good. The 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. The governors fully understand the process of obtaining best value for money

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The school has very good links with parents. Letters to parents are informative and provide advice about routine matters. The recent introduction of a process that informs parents about the learning targets for their children is good.

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• High standards in all aspects of the school's work.</li> <li>• The school teaches right from wrong.</li> <li>• The knowledge teachers have of individual pupils.</li> <li>• The care teachers show for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about the pupils' progress.</li> </ul>

The inspection team fully endorses the positive aspects of the school's work identified by the parents. The information about children's progress is not always written in an easily accessible form.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. *Overall, and in most subjects, pupils attain standards that are higher than those typically found in infant schools. Evidence from the 1999 assessments for seven-year-olds indicates that the pupils' performance in reading, writing, science and mathematics was well above the national average. Results for the last two years also show the school's results to be above the national average.*
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 the school's results in the 1999 tests are compared with this group of schools, then the pupils' results in reading are well above the average for the group. In writing the results are above the average for the group. In mathematics the pupils' results are close to the average for similar schools.
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 well above the national average. When compared with similar schools, the school's results were well above the group's results.
4. The test results show that when compared with the national picture, the percentages of pupils who attained the higher Level 3 in reading, writing and mathematics were well above the national figure in each case. When the same comparison is made with similar schools, the percentages reaching the higher level were above the average in reading and writing; in writing it was well above the average. Results in mathematics were not as high; the percentage reaching Level 3 was broadly in line with the average for this group of schools. The teachers' assessment in science shows that the number of pupils attaining Level 3 was well above the average for the group of schools.
5. The school governors, in conjunction with the teachers, have undertaken a thorough analysis of the school's test results. They have recently drawn up detailed plans that should enable the school to improve its results in those areas that are weakest. The school has recently developed a good set of procedures designed to encourage pupils to understand the need to set their own targets for learning. 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.
6. Standards in art, music, history and physical education are higher than those typically found for seven-year-olds. Standards in music are particularly high. In assemblies the pupils sing in tune and with real enthusiasm. Many pupils play the recorder; this aspect of the school's music is of a high standard. Standards in information technology are typical for pupils aged seven years; higher attaining pupils have computer skills that are above those typically found. In religious education the pupils have an understanding of the subject that is typical for the age group.
7. When the performance of boys and girls is compared over the period of the last two years, there

are some variations. The boys have performed better than the girls in reading assessments. In writing and mathematics there is little variation in the performance of the sexes.

8. ***Overall, pupils enter the school as under-fives with attainment that is higher than that typically found for this age group. By the end of their time in the school most pupils have attained standards that are higher than those typically found for seven-year-olds, across all subjects. They have made good progress in their learning, particularly in reading, speaking and listening and music.***
9. In reading and writing all pupils make good progress. By the age of seven years the pupils' standards are high; they have done really well. Higher attaining pupils are generally working at a level way above that expected for seven-year-olds; they too have made good progress. In mathematics the work given to the highest attaining pupils does not consistently challenge their thinking; this means that their progress is less dramatic. The school has recognised this as a weakness; it has clear plans that should address this issue.
10. When pupils enter the school the majority have already developed good pre-reading skills. As they move through the school they make 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, during the inspection the teachers made very good use of World Book Day, to add a sense of excitement and enjoyment about books and reading. All the adults and pupils in the school dressed up as a character from a book; the pupils then talked and wrote about their particular character.
11. When pupils enter the school the majority can form letters. By the age of seven the majority of pupils have made good progress and are able to write stories that are of a good quality. The staff encourages pupils to develop a clear handwriting style, this means that the work of the Year 2 pupils is generally well presented. The pupils make good progress in developing all aspects of literacy.
12. In number work (numeracy skills) pupils generally make good progress. Most pupils join the school with some knowledge of numbers and how they operate. By the age of seven years the majority of pupils can do simple calculations quickly and accurately. They have a satisfactory understanding of other aspects of mathematics, including being able to name common shapes and the ability to make estimations about measurements. 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 progress of the highest attaining pupils is restricted by the lack of challenge in the work given to this small group.
13. Pupils with particular learning difficulties achieve standards appropriate for their age and ability. They make good progress in developing skills in reading and number work. The pupils are well supported in lessons by adults who are clear about individual needs and provide opportunities for pupils to develop their self-confidence in their learning. The observations made during the inspection showed that the adults were never too intrusive with the support they provided.

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

14. *The pupils' attitudes to school are good. Behaviour is good. The personal development of pupils is good. Attendance rates at the school are very good. These factors all make an important contribution to the high quality of pupils' learning*
15. Pupils are enthusiastic about their lessons and they show pleasure in learning. They are keen to take part in all school activities including, for example, assemblies. At break-times they play together well and help each other when the occasion arises. The youngest pupils in the Nursery class enjoy the activities provided. They are keen to complete their work and they show good levels of concentration. In discussion pupils are keen to talk about their work and explain what they have been doing. They take great pleasure in their own success, but are equally proud of the success of other members of the class.
16. Relationships throughout the school are very good. All the school's staff contribute positively to the quality of relationships; they use every opportunity to reinforce this positive aspect of school life. Teachers know the pupils well; they use this detailed knowledge to good effect when planning learning so that new learning builds on what each pupil already knows and can do.
17. Behaviour in lessons is good. Teachers use the school's policy for behaviour to good effect; this ensures that good standards of behaviour are maintained. For example, in a Year 1 class where individual pupils were having some difficulty with understanding what makes for acceptable behaviour, the teacher involved everyone in the class so that they all felt some responsibility for everyone's behaviour. This approach was extremely effective. Throughout the school day the behaviour is consistently good; pupils are polite and friendly, and they answer questions openly. When required the pupils work well together. For example, during an art lesson in a Reception class the pupils were able to share the resources with no fuss. They waited their turn with patience.
18. No exclusions have taken place. There is no evidence of bullying. Should bullying occur then the school has good procedures in place that would address the issue immediately. Pupils of all ages are starting to take initiative; they take some responsibility by acting as helpers in class and by undertaking tasks such as taking registers to the office.
19. Levels of attendance are very good. The school's attendance rate is higher than the national rate. The school has good procedures in place that enables it to address issues of absence, when they occur.
20. These judgements are similar to those reported following the last inspection. The school has maintained high standards in this aspect of its work. These contribute significantly to the good levels of pupils' development.

## HOW WELL ARE PUPILS TAUGHT?

21. *The teaching observed during the inspection was of a good standard. In lessons where the under-fives were being taught as a group, teaching was judged to be good. In Key Stage 1 classes, teaching was also judged to be good. 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-eight lessons or part lessons were observed; this included two observations in the nursery where the nursery nurses were responsible for the pupils' development. In total just under thirty hours of teaching and learning were inspected. Teaching was judged to be at least good in all but five lessons; in these lessons teaching was judged to be satisfactory. No unsatisfactory teaching was seen. In twenty-five lessons teaching was judged to be good. In four lessons teaching was judged to be very good. In two lessons teaching was judged to be excellent. Judgements were not made about the quality of teaching in the two sessions observed in the nursery. These figures show a clear improvement on the judgements about teaching that were made during the last inspection.
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;
  - 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 that were on balance at least satisfactory, was the lack of challenge provided for the highest attaining pupils in the class. This weakness was particularly noticeable in mathematics lessons when the teachers expected the pupils to complete work in workbooks that was often too easy for them. As a result the pupils made less progress than was possible. Teachers were not consistently using the information they had about the pupils' past learning in mathematics.
25. *The quality of teaching observed in the under-fives classes was good. In total, ten lessons were observed; this equated to just over eight hours of teaching. In eight of the lessons the teaching was judged to be good; in one lesson teaching was judged to be excellent and in the remaining lesson teaching was judged to be satisfactory.*
26. The under-fives are taught in two classes, the Reception classes. Both classes contain pupils who are four years old. The majority have had the benefit of time in the school's very good Nursery class. In both classes the 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 good 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 good use of a range of techniques to ensure that pupils knew the numbers really well. For example, she used her finger to draw numbers on the pupils' backs, they had to identify the number. The pupils found this fun and they made clear progress during the lesson. Excellent teaching occurred in an English lesson where pupils were starting to write their own simple stories. The teacher used excellent questioning techniques to help the pupils develop their knowledge of simple punctuation. By the end of the lesson most of the pupils could explain the

use of capital letters and full stops.

27. ***Overall, the quality of teaching that was observed in the Key Stage 1 classes was good. In total, twenty-six lessons were observed; this equated to twenty-two hours of teaching. In one lesson teaching was judged to be excellent, in four lessons teaching was judged to be very good, in seventeen lessons teaching was judged to be good and in the remaining lessons teaching was judged to be satisfactory.***
28. The Key Stage 1 pupils are taught in five classes. Two classes are made up of Year 1 pupils only. The other three classes are made up of both Year 1 and Year 2 pupils.
29. Excellent and very good teaching occurred in English lessons where the teachers made very good use of the new national strategy for teaching reading and writing. During the lessons the teachers made very good use of the pupils first efforts at spelling words, before they were given an accurate spelling. For example, when a pupil had a go at spelling the word 'should', and left out the 'l', the teacher used the opportunity to help other pupils with words that have letters in them that do not make a sound in the word. The discussion that followed enabled many pupils to think about similar words. In both lessons the teachers' planning was very detailed. The detailed planning helped the lesson go along at a good pace so that pupils made clear progress in their learning. Satisfactory teaching occurred in mathematics lessons. In these lessons the work did not always build sufficiently on the pupils' past learning; this was particularly the case for the highest attaining pupils. As a result they did not make maximum progress. For example, in one lesson the Year 2 pupils were asked to do addition and subtraction sums with numbers between one and twenty. The highest attaining pupils found the work very easy; they could provide a number of clear strategies that would have enabled them to complete far harder sums.
30. Two sessions were observed in the school's Nursery class. Two qualified nursery nurses are responsible for the pupils in this class. Their work is of a very high standard. Pupils are provided with a range of opportunities that enables them to develop a range of skills. This approach should enable them to settle into school with confidence. This provision is a strength of the school.
31. ***The teaching observed in English was good.***
32. In total thirteen lessons were observed including three where the under-five pupils were developing their language skills. Teaching was judged to be excellent in two lessons, very good in three lessons and good in the remaining lessons. The school is making good use of the new strategy for raising standards in reading and writing. Teachers make particularly good use of the strategy when teaching reading.
33. ***The teaching observed in mathematics was good.***
34. Seven lessons or part lessons were observed in mathematics. Teaching was judged to be good in four lessons and, satisfactory in the remaining three lessons. A common characteristic of the good teaching was the way the teachers used their knowledge of the pupils' past learning to set tasks that were challenging. This approach was particularly effective for the majority of pupils and the majority made good progress in lessons. However, the work given to the highest attaining pupils did not always make them think; it was often too easy. The progress of this

group was often less secure. The school is making 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 patterns in numbers.

35. The teaching in mathematics lessons was not as effective as that seen in English lessons. The school is beginning to make effective use of the national guidance provided for teaching the two subjects. The staff appear less confident in mathematics teaching; as a result the work given to pupils is frequently less challenging.
36. In all the other subjects of the curriculum, the teaching observed was judged to be good. Very good teaching was observed in a music lesson. A particular strength of this teaching was the way the teacher enabled the pupils to explore the sounds made by a range of instruments, before they were used to paint a picture in sound.
37. The good teaching is reflected in the way the pupils are making progress. This is particularly true in the development of pupils' standards in English. Teachers are enthusiastic about books and reading, they take every opportunity to help pupils understand the importance of reading. During the visit the staff made very good use of World Book Day to further this enthusiasm.
38. These judgements are a clear improvement on those recorded following the last inspection.

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

39. *The school provides all pupils with a good range of learning experiences. Pupils in all classes are given every opportunity to develop their learning. The school has successfully implemented the National Literacy Strategy. Teachers have made particularly good use of the guidance relating to the teaching of reading and writing. As a result, the pupils' standards in English are high, the most able pupils are appropriately challenged and the quality of teaching has improved. The implementation of the National Numeracy Strategy is less secure. Work, particularly for the most able pupils is at times insufficiently challenging. As a result standards in mathematics are lower.*
40. The curriculum for the under-fives is of a very good quality, particularly in the Nursery class. It fully meets the statutory requirements and covers the six areas of learning recommended in the national guidelines for this age group. For older pupils, 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. Teachers' planning and records indicate that this plan is being systematically implemented.
41. There are appropriate policy documents together with detailed schemes of work for all subjects that provide the necessary structure to the school's work. Staff make good use of these plans and schemes and successfully ensure that there is equality of opportunity and access for pupils, particularly in the parallel classes.
42. English and mathematics are mainly taught in the morning session. Appropriate amounts of time are allocated to teaching all the subjects of the National Curriculum. There are good links



between subjects, and the teachers' planning and records indicate that there is clear development in learning as pupils move through the school. For example, pupils used their mathematical knowledge of graphs to produce a ten-day weather record. In design and technology pupils used their literacy skills to write a set of instructions for making a sandwich. Following their work in religious education about Joseph and his brothers, pupils wrote a colour poem about Joseph's coat.

43. Teacher's plans are shared with classroom assistants and voluntary helpers. This enables them to have a clear understanding about the learning that is to take place. As a result, they are well deployed and make a positive contribution to the pupils' learning.
44. The school has successfully adopted the local education authority's Agreed Syllabus for the teaching of religious education.
45. Overall, the school makes good provision for pupils with special educational needs, particularly those with severe learning difficulties. 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 there were examples of lower attaining pupils being provided with appropriate activities, and support matched to their need. For example, in a writing lesson in Year 2, in which pupils described the movement of a frog, a pupil with special educational needs was eventually able, as a result of well-judged support, to write a sentence independently. However, the most able pupils are not always sufficiently challenged. This is particularly so in mathematics. In Year 2 the highest attaining pupils could identify numbers larger than a thousand. The work in their workbooks expected them to work with numbers up to fifty; they found this work very easy.
46. The school has set aside half an hour of teaching time every afternoon for "Choosing Time." A range of up to five activities linked to design and technology, information technology, art and language development are provided. Pupils change activities each day. Although the nature of the activity is planned, for example, number games including snakes and ladders; what pupils will be learning during the session is not always made clear to the pupils. When both teachers and pupils are clear about the learning, there is progress. During these activities, where the attention of teachers or adult support is focused on groups of pupils, learning invariably takes place. However, too often pupils were not supported; progress was not made and valuable time was lost.
47. Teachers have a very good knowledge of all the pupils in their class. They use this knowledge to good effect to help plan for pupils' academic and personal development. Teachers keep records of pupils' achievements and these are effectively used to plan future learning. Examples of pupils' work are kept and these enable teachers to track individuals' progress over time. The school has recently introduced a process that tracks pupils' progress and sets targets for future attainment in writing and mathematics. The school intends to extend this process to include reading. These are good procedures and take full account of the nationally set standards for these aspects of pupils' development. Although these targets are shared with individual parents, all parents do not always understand the style of the communication.
48. The provision made for pupils' personal development is good, overall. Provision for their spiritual development is satisfactory. When opportunities are provided for pupils to show their excitement about the world in which they live, their spiritual development is supported. For

example, Year 2 pupils were enthralled when they first used the 'rain-sound-making tube', in music. Similarly, pupils were intrigued and excited to find that objects fell to earth at different rates and in different ways, during a Reception class science lesson. Such opportunities are, however, too few.

49. Provision for the moral and social development of pupils is good. All members of staff make use of opportunities to explain, and explore with pupils, the reason for and the effects of particular types of behaviour. Pupils are encouraged to appreciate the corporate responsibility of the class in helping a fellow pupil who is experiencing difficulties with behaviour. The teacher explained to the class that they all had a responsibility to ensure he behaved, "we all need to help him." His success would, in turn bring about a corporate reward. The pupils respond well to this approach; behaviour throughout the school is good and contributes in a positive way to the learning that takes place.
50. Pupils take responsibility for a small range of tasks around the school, for example, returning the register to the office. However, opportunities for them to develop independence are limited. During lessons, when working on challenging activities without adult supervision, pupils generally remain on task, are well motivated and produce work of a good standard in the allotted time. This is particularly evident in English lessons. When activities are less challenging, pupils are less engaged in their tasks and behaviour is less good.
51. Cultural development is good. Pupils are provided with many opportunities to learn about their own and other cultures through literature, music and art. For example, pupils had learned about the story of the Willow Pattern, including taking part in the "Willow Pattern Walk" at Brackenhurst. This followed the celebration of the Chinese New Year.
52. The curriculum is greatly enhanced by a good number of good quality educational visits and visitors to school. Visits to the local authority's educational resource centre at Perlethorpe provides opportunity to dress up and become pupils in a Victorian classroom and to be able to take part in the Nativity journey at White Post Farm. Visitors include staff from the Police and Fire Services and the warden of the nature resource centre, together with his animals.
53. The school makes effective use of the local environment when developing pupils' skills in geography, religious education and music. The ministers from the local churches are all involved in the life of the school through assemblies and providing venues for celebrations such as Mothering Sunday, Easter and Christmas.
54. The community makes a good contribution to the life of the school. Older residents, including the pupils' grand parents provide a much-valued contribution when developing pupils' skills in literacy.
55. The provision of activities outside the normal classroom experiences is satisfactory. Recorder group practices at break and lunch time. Their standard of playing is high and their enthusiasm evident. Activities provided after the end of the school day include football, short tennis and spoken French. There is a charge for these activities; a concern identified by a number of parents.
56. The school has developed good links with the local playgroup and nursery staff visit prior to the transfer of pupils. However, the playgroup do not provide the school with written information

about the pupils. Good links have been established with the local high school particularly in connection with music.

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

57. *The school has a range of good procedures in place that ensures that pupils are safe and secure. The educational and personal support and advice given to pupils are good.*
58. Good procedures are in place to enable the school to monitor and assess the progress and development of pupils. Regular assessments are made of individual pupils' progress. Files containing examples of work are kept on every pupil. The use of assessment information to guide curricular planning is good. These procedures are well used by the teachers and, together with their detailed knowledge of pupils, enable them to plan carefully for the next step in pupils' learning. This when linked to the good teaching enables pupils to make good progress. The school is developing a good system that will enable pupils and parents to understand what pupils should attain.
59. The school provides a safe and secure environment for all its pupils. Good steps have been taken to review and implement security arrangements. Good arrangements are in place that enable the school to meet its responsibilities, in relation to all health and safety requirements. This includes the assessment of risks and the taking of subsequent action to overcome any problems. Child Protection arrangements based on extensive and relevant advice from the local education authority have been adopted; this is closely followed. The headteacher has overall responsibility for this aspect of the school's work; teachers are clear about the procedures.
60. There is a good behaviour policy that is consistently followed. During the inspection no evidence of bullying or harassment was seen. Parents express total confidence in the school's ability to tackle incidences of bullying quickly and effectively. The school has no record of any exclusion of pupils.
61. There is a range of good quality policies that are used to promote pupils' development and learning. Sex education is addressed through the school's personal and social education policy. When pupils ask questions about the topic they are answered openly and honestly.
62. Good procedures are in place to monitor attendance. On those occasions when there is a need to take action to bring about improvement, effective systems which include liaison with the appropriate agencies are in place.
63. Parents indicate that pupils enjoy school. They feel that the school's staff have the pupils' welfare at heart and that they work hard to enable pupils to achieve their best. Pupils are well looked after at lunch times. The lunchtime supervisors are very supportive of the school and work hard to ensure that all pupils are well supported. Evidence from the inspection supports these views.
64. The school has successfully integrated a small number of pupils with severe learning difficulties; the staff work very hard to help these pupils with their learning. However, at the time of the inspection it was not clear how the local education authority was using finances to support this aspect of the school's work.

65. The school has maintained the high standards noted at the time of the last inspection, its work in these areas has a significant effect on pupils' progress and development.

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

66. *The school has very good links with parents. Parents are very positive about the work of the school and the education it provides for their children.*
67. Parents have high regard for the work of the school. The opinion of the overwhelming majority of parents is that pupils like school and that they make good progress in their learning. Evidence from the inspection shows that this confidence is well placed.
68. The school prospectus meets all the necessary requirements; it provides a range of useful information to prospective parents. The style in which the document is written does not always make the information easily accessible. The school governors have recognised this weakness; work is being undertaken to make the information more accessible and to enliven the presentation in the document. In addition to the prospectus, the school provides information on routine administrative matters; it also takes care to keep parents informed on a range of curriculum and other matters. Good procedures are in place for asking parents' views on important educational developments. For example, parents' views were sought on the recently introduced procedures for setting targets. Their views were also canvassed when the school introduced a Home-School agreement. At the time of the inspection it was not possible to make any judgement about the effectiveness of the new agreement, as it was relatively new. Induction arrangements for pupils into the nursery are well handled; parents are successfully involved in this process.
69. Good arrangements are in place for reporting pupils' progress. In the last year, the school has reviewed the arrangements for reporting pupils' progress to parents. The introduction of a parents' meeting in the spring term has been well received by parents; they consider that this meeting gives them a useful insight into their children's development.
70. The vast majority of parents feel that pupils have the right amount of work to do at home. The school encourages parents to support pupils' learning, a reading diary is maintained and pupils are encouraged to read at home.
71. Parents and other adults provide good support in the classroom. Evidence from this inspection indicates that helpers are well briefed on their role; they make an effective contribution to work in classrooms and help pupils with their learning. Parents also provide good support by helping on educational visits.
72. The Friends of the School provide the school with very good financial support. The group has contributed significantly to the school's work. Their involvement in the building of the new nursery area is particularly impressive. The group is currently supporting a millennium project to improve the outdoor play facilities.
73. These judgements are similar to those reported following the last inspection. This aspect of the school's work makes an effective contribution to its overall success.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

74. *Overall, the leadership and management of the school are very good. The headteacher provides the school with very good leadership. She has undertaken a detailed analysis of the school's strengths and weaknesses and has clear plans to help raise standards to an even higher level. The governors are very supportive of the headteacher and the teaching staff. They have clear procedures in place that help them to manage the school very effectively.*
75. The headteacher is very well respected by all those connected with the school. She has undertaken monitoring of the work of teachers in the classroom. The records of these observations are detailed and provide a clear agenda for discussions that are held with individual members of the teaching staff. Targets are agreed for improvement. At the time of the inspection these targets were not being written down. The classroom observations have also enabled the headteacher to build an accurate picture of the strengths, and weaknesses, of the teaching team. 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. The members of staff who have responsibility for these areas of the curriculum have also undertaken classroom observations; these visits have enabled them to help and guide other members of staff. All the staff take their responsibilities seriously and carry out their duties efficiently.
76. The work of the school governors is outstanding. They are fully involved in the management of the school. They have established a clear committee structure that enables them to meet the many national requirements of school governors. Individual governors have taken responsibility for particular aspects of the school's work, for example, work in reading, writing, number and special educational needs provision. 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 have established very good procedures that enable them to monitor important aspects of the school's work. The governors can demonstrate the need to use the principle of best value when spending money. For example, when exploring ways of funding teacher supply cover they explored a number of alternatives, before deciding upon the system that they judged would give the school the best educational value for the money being spent.
77. The staff and governors have written very 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. The governors review the targets on a regular basis and make adjustments to the plan as the need arises.
78. The governors are fully involved in setting the school's budget. Future planning regarding the budget is effective. The governors have explored a number of scenarios for the next three years; they have used this information to ensure that the school's financial situation is secure.
79. The last report identified the need for the school to improve its procedures for monitoring expenditure. This aspect of the school's work is now very good. The headteacher, in conjunction with the school secretary, has developed a very good set of procedures for monitoring expenditure. The information created through the procedures provides the school governors with clear and easily accessible information; this enables them to make effective decisions about expenditure.
80. In the period since the last inspection the school has made good progress in addressing the issues

identified for its further development. Good and detailed schemes of work are in place for all subjects of the National Curriculum. A clear marking policy has been written. Comments in the pupils' books shows how this policy is being used to good effect to help pupils improve their work.

81. Although there is no requirement for infant schools to set targets for improving its results in national assessments, the school has developed a good set of procedures for its own improvement. Information about the targets is given to every parent so that they can help pupils succeed. The detail in the information is not always easy for parents to understand.
82. ***Staffing levels in the school are good. The range and size of the school's accommodation are satisfactory. The school has a good range of learning resources.***
83. 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 satisfactory size and enable teachers to provide pupils with a good range of learning experiences. Although small areas in each classroom are carpeted, the lack of soft furnishings does not help with overall noise levels. At times this causes some distraction to a small minority of pupils. The recently built nursery accommodation is both attractive and functional. Friends of the school and the local community raised the majority of money for the building; this demonstrates their commitment to the school. The school hall is a good size and is equipped with a suitable range of gymnastics equipment. The facility is well used by the pupils and has a positive impact on standards in physical education. The play areas outside the school are unsatisfactory. The playgrounds are small and sloping and do not enable pupils to be involved in the usual range of playtime activities. For example, it is almost impossible for pupils to use balls as they constantly run down the slope.
84. The school is well maintained and very clean. During the inspection a small building project was being undertaken. The school caretaker made every effort to ensure that this did not affect the overall cleanliness of the accommodation. His involvement in the life of the school adds to the provision for both pupils and staff.
85. Resources in the school are at a good level. The number of fiction books is good; non-fiction material is plentiful. The fourteen computers available in the school are of varying quality; they are all used to good effect to help pupils with the development of their computer skills.
86. ***The ethos in the school is good. It runs smoothly and efficiently***
87. 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.
88. The day-to-day management of the school is very 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 very good.
89. The school complies with all major statutory requirements.
90. These judgements indicate a clear improvement in the management of the school since its inspection in 1997.

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

91. The school governors, in conjunction with the headteacher and staff, should take the following actions to further raise standards in the school. (Further reference to these issues can be found in the numbered paragraphs of the full report).

Raise standards in mathematics to a higher level by:

- continuing to incorporate the national guidance for teaching number work into the school's teaching of mathematics;
- reviewing the level of work in the published scheme's workbooks, to ensure that the work given to individual pupils contains the necessary challenge.;
- identifying pupils who have high levels of mathematical understanding and providing these pupils with stimulating and challenging materials;
- developing the teaching in mathematics to ensure that lessons go at a good pace, particularly the introductory sessions;
- extending regular opportunities for mathematics teaching to be monitored (see paragraphs 2, 4, 9, 12, 24, 34-35, 77, 134-135, 137, 140).

92. In the plan for the school's further development, the governors have already identified the need to raise mathematics standards to the same high level as standards in English.

In addition the governors should ensure that appropriate financial support is provided for the small number of pupils with severe learning difficulties.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	14

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	4	25	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)	14	161
Number of full-time pupils eligible for free school meals	0	4

*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	18

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	2

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	2



### Attendance

Authorised absence	%
School data	4
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	41	47	88

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	40	40	40
	Girls	44	43	44
	Total	84	83	84
Percentage of pupils at NC level 2 or above	School	95 (55)	94 (71)	95 (63)
	National	82 (78)	83 (80)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	40	40	41
	Girls	44	45	46
	Total	84	85	87
Percentage of pupils at NC level 2 or above	School	95 (71)	97 (69)	99 (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	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	131
Any other minority ethnic group	2

*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)	8
Number of pupils per qualified teacher	20:1
Average class size	19.3

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

Total number of education support staff	4
Total aggregate hours worked per week	128

### *Financial information*

Financial year	1998-1999
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	£
Total income	363455
Total expenditure	343374
Expenditure per pupil	1590
Balance brought forward from previous year	19577
Balance carried forward to next year	39658

**Qualified teachers and support staff:  
nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	14:1

Total number of education support staff	2
Total aggregate hours worked per week	128

Number of pupils per FTE adult	7:1
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*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	175
Number of questionnaires returned	75

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	36	4	0	3
My child is making good progress in school.	48	51	0	0	1
Behaviour in the school is good.	51	43	1	0	5
My child gets the right amount of work to do at home.	48	36	5	0	11
The teaching is good.	67	29	0	0	4
I am kept well informed about how my child is getting on.	36	48	16	0	0
I would feel comfortable about approaching the school with questions or a problem.	59	37	3	1	0
The school expects my child to work hard and achieve his or her best.	67	31	3	0	0
The school works closely with parents.	44	41	11	1	3
The school is well led and managed.	52	39	1	0	8
The school is helping my child become mature and responsible.	48	45	0	0	7
The school provides an interesting range of activities outside lessons.	32	35	16	0	17

Parents are very supportive of the school. They feel that the teachers have detailed knowledge of their children. Teachers are approachable and are prepared to discuss issues as they occur.

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

No issues were raised by the parents at the parents' meeting.

**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**

93. *The provision for under-fives is very good. The progress made by pupils in the Under-Fives Classes is good. Progress in their reading is particularly good. By the time pupils enter the Year 1 Classes, the majority have attained well above the standard typically expected, across all aspects of their learning.*
94. The under-fives are taught in three small classes. Twenty-six pupils are taught in two Reception Classes. Thirty pupils, who have just reached their fourth birthday, attend for either a morning or afternoon session in the Nursery class. A number of pupils have attended some form of pre-school education, including play groups.
95. Since the previous inspection a nursery area has been added to the school. This provision is staffed by two qualified nursery nurses and co-ordinated by one of the Reception class teachers. The opportunity for pupils to join this very good provision soon after their fourth birthday provides an ideal start to their education.
96. Good provision is made prior to the pupils starting school. They are visited in their homes by the early years co-ordinator. Parents are encouraged to complete a profile of their child's personal details and interests. Pupils are also given the opportunity to visit the school and to become familiar with the environment. This introduction works very well. Parents indicate that pupils find the transition from home to school a very enjoyable experience. Many parents visit the school on a daily basis. They are given every opportunity to discuss their child's progress with the staff.
97. The school makes assessments of pupils when they first join the Nursery class. These assessments indicate that a significant number are at a point in their development that is higher than typically found for the age group. The nursery staff use these assessments to good effect; planning work that is matched to pupils' level of development. Staff keep careful records of pupils' progress together with examples of their work, including excellent photographic evidence of pupils working on a range of activities. When pupils transfer to the Reception Classes, the school makes an assessment using the local education authority's assessment procedures for this age group. Results from these assessments indicate that pupils are attaining at a standard above that typically expected in literacy and physical development. Standards are typical of those expected in mathematics and social development. By the end of the Reception Year, a significant number of pupils are working at a level more appropriate for six-year-olds.
98. The school has a satisfactory policy for under-fives. The policy includes the aims and details how the education for under-fives is provided in the school. However, it lacks detail in a number of areas. It provides information about admission procedures, but it makes no mention of the home visit or the information the school gathers through assessments. There is no information about how parents could help their children at home.

### *Personal and social development*

99. The personal and social development of pupils is very good. Pupils are provided with many opportunities to play and work together. This they do with a level of maturity typically associated with much older pupils. Behaviour is very good. Pupils are able to share resources and ideas with the minimum of fuss. For example, four nursery pupils worked together allocating tasks for each other, when arranging the 'safari park'; the task was completed with speed and efficiency. In a mathematics lesson in a Reception class pupils discussed and compared number cards and arranged the cards in the appropriate order. The pupils find the activities challenging and their level of concentration is very good. Pupils become thoroughly involved in their learning. They enjoy learning and recognise their own and the efforts of others. Teachers take every opportunity to help pupils understand the need to think about others. Very good use is made of stories and discussion to assist with this aspect of development.

### *Language and literacy.*

100. The great majority of pupils enter the nursery with good speaking and listening skills. They make good progress in developing these skills and by the time they join the Year 1 classes, speaking and listening skills are higher than those typically found in six-year-olds. From their earliest days in the school, pupils are given every opportunity to communicate with others. Good use is made of a time when pupils can talk about recent experiences.
101. The majority of pupils know their letter sounds and can recognise many words. They enjoy sharing and reading books and enjoy hearing stories read to them by adults. In the nursery class they are developing an understanding of how print works and the higher attaining pupils know such terms as title, author and illustrator. In the Reception classes pupils are able to identify question marks and full stops. By the time they join Year 1 classes, standards in reading are above those typically expected for the age group.
102. Pupils are developing good writing skills. All pupils attempt to write unaided with variable degrees of success. Letter formation is systematically taught in the nursery class and the higher attaining pupils are able to write recognisable letters and words. The most able pupil can write a simple sentence. Pupils continue to make good progress in the Reception classes with evidence of increased confidence in forming letters and words. Opportunities are provided for pupils to write during a range of activities, for example, to record a scientific experiment about hot and cold objects.
103. By the end of the Reception Year the majority of pupils are attaining standards above or well above those typically expected for this age group. The most able are writing independently. Letters are well formed, sentences correctly structured and pupils' own knowledge of letter sounds is used to make reasonable attempts at spelling 'luckt' (looked) or 'sum' (some).

### *Mathematics*

104. Assessment data indicates that standards on entry to the Reception class are lower than the local education authority's average.
105. Evidence gathered during the inspection suggests that in the current nursery class, pupils' understanding of number is above that typically found for this age group. The majority of pupils are able to count confidently to ten and they link this to the nursery rhyme 'Ten in a Bed.' The more able pupils count to twenty and the most able pupils explained that "twenty-two is two more than twenty." Many pupils can name and recognise shapes such as circle, square and triangle and know the meaning of more and less. They are developing an awareness of patterns and space. They can complete simple and more complex patterns using the zoo animals and are aware that some animals are heavier than others.
106. Evidence gathered during the inspection suggests that work in the Reception classes does not always build sufficiently on what pupils know, understand and can do. By the time they join the Year 1 classes, the pupils' understanding of mathematics is similar to that typically found in this age group.

### *Knowledge and understanding of the world*

107. Before they come to school, pupils have had a wide range of experiences. Work in the Nursery class successfully builds on this; pupils are developing a sound understanding of the world around them and their attainment is broadly in line with the standard expected. Through celebrating birthdays and festivals and through talking about days of the week, pupils are establishing a sense of the passage of time. They are learning to be observant and to record what they see through activities such as a "sound walk" within the school grounds or blowing bubbles. In the Reception Classes, staff build on these experiences. For example, pupils are able to describe their journey from home to school and can name landmarks within their environment. At the end of a science lesson that gave pupils their first experiences of gravity, the level of understanding of the pupils was much higher than that typically found in this age group. Their ability to undertake simple investigation in a sensible way was high.
108. Pupils use computers well. The higher attaining pupils have developed skills that are much higher than those that would typically be expected for pupils of this age. Many pupils have access to computers at home. This is adding to their skill level.

### *Physical development*

109. During the visit pupils showed that they are developing good co-ordination. They made good use of space, followed instructions and moved around their learning environment in a very mature way. Pupils make good progress in the manipulation and control of simple tools such as scissors, glue, writing and malleable materials.
110. The outdoor environment and play area are unsatisfactory. Although the courtyard area is used on a daily basis, there is no designated area adjacent to the nursery and reception classes for large apparatus and wheeled toys.

### *Creative development*

111. A variety of activities in music, art and story telling are effective in supporting good creative development. Pupils enjoy music and are developing a good repertoire of songs, which they sing enthusiastically and tunefully. They play a range of untuned instruments, including those that they make themselves.
112. Pupils use materials in a variety of ways to explore colour, shape and texture. They paint interesting pictures of themselves and their imaginary world. They make good observational drawings and models to an exceptionally high standard including a playdough model of a seal. At the time of the visit the creative areas were 'The Three Bears Cottage' and a 'Treasure Island.' The high quality imaginative play in both of these areas is a reflection of the thorough and sensitive planning by the staff and the high standard of pupils' social interaction and language development. Standards are above those typically expected for this age group.
113. ***Teaching in the under-fives Classes is good. Provision in the nursery class is of a very high standard.***
114. During the inspection ten lessons were observed in the two reception classes. Teaching was judged to be excellent in one lesson, good in eight lessons and satisfactory in the tenth lesson. In addition two sessions were observed in the nursery class. The work of the nursery nurses was judged to be of a very high quality. A common characteristic of the good teaching was the way in which teachers used opportunities to develop pupils' speaking and listening skills with particular emphasis on extending their vocabulary. Teachers provide clear explanations and through effective questioning enable pupils to put forward their own ideas. Pupils' contributions are valued and respected. Staff plan for a wide variety of activities and ensure that pupils make at least good progress. For example, when pupils were making biscuits, they were encouraged to observe and talk about the changes taking place as ingredients were added. The teachers and other adults used appropriate language; this was quickly taken up and used by the pupils.
115. The nursery nurses are responsible for the planning of the pupils' learning in the nursery. Although the co-ordinator checks their planning, she has minimal involvement in its delivery or in the monitoring of teaching and learning. This is a weakness in her role.

### **ENGLISH**

116. ***In the 1999 tests for seven-year-olds, the schools' results were well above the national average. The school's results were well above the average for similar schools in reading, and above the average in writing. The percentage of those pupils attaining the higher levels in English was well above the average for this group of schools. Evidence gathered during the inspection supports the picture provided by the test results.***
117. The national assessments for the last two years have shown a steady improvement in the school's reading results. Writing results have shown a slight decline but have still been above the national average.
118. When pupils enter the school as under-fives many have good skills in speaking and listening. All pupils make good, or very good, progress in developing their speaking and listening skills as



they move through the school. The teachers provide many opportunities for pupils to express an opinion and to ask and to answer questions. The daily routine, including the completion of a weather chart and the time when pupils are encouraged to share experiences with other pupils, develops pupils' confidence as speakers and their skill as listeners. In lessons pupils are given many opportunities to express their opinion. For example, in a Year 1 Class pupils considered and contrasted the feelings of Big Bear and Little Bear, during the reading of, '*Can't You Sleep Little Bear?*' In a Year 1 mathematics lesson, pupils were able to explain in detail their conclusions following addition of odd and even numbers.

119. Reading standards in the school are higher than those typically found in infant schools. When they enter the school as under-fives, the majority of pupils have a good knowledge of print and how it works. They are able to recall stories that have been read to them and can identify favourite books, often giving reasons for their choice. For example, "I like this book because the end of the lines rhymes." There is very good teaching of reading skills. Teachers use every opportunity to develop the pupils' love of books. The very good teaching is supported by the way pupils practise these skills when they read to their teacher or other adults. These approaches are enabling pupils to reach a higher standard than that typically found for seven-year-olds. Pupils clearly enjoy reading a wide range of both fiction and non-fiction. During the inspection visit World Book Day was a most enjoyable and successful occasion, adding yet a further dimension to the pupils' understanding and appreciation of literature. 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.
120. Standards in writing are higher than those typically found in an infant school. Pupils join the nursery class with writing skills that are generally similar to those found in this age group. Every opportunity is taken to make pupils aware of the importance of the written word. For example, when making biscuits in the nursery class, the pupils' attention was drawn to the list of ingredients and the baking instructions. High quality supportive text is a feature of the schools' displays. Pupils are encouraged to read the text, to answer any questions posed and to use the information on the displays as a resource for their writing. In Year 2 many of the pupils are writing complex stories using a descriptive vocabulary with accuracy. Much of this work is of a high quality and shows a good use of language, to express ideas and feelings. For example, one pupil described the night in the following way. "*It was a dark still moonlit night not a sound could be heard except for a hooting owl.*" Many other examples of high quality writing were noted during the inspection visit.
121. Standards in story writing are higher than those typically found in pupils aged seven years. However, the standards are not as high as standards in reading and speaking and listening. The school is aware of the difference and is introducing a well thought-out programme that will help pupils develop their skills in this aspect of English.
122. By the age of seven, the highest attaining pupils have attained high standards in spelling. The teaching of spelling is closely linked to the development of reading. Teachers use a range of strategies to help pupils with their spellings. When pupils are attempting to write a difficult or unfamiliar word, teachers encourage them to use their knowledge of letter sounds and word patterns. For example, earlier this term a Year 1 pupil wrote '*maniged*' and '*thort*'. These were good attempts at spelling 'managed', and 'thought'. When appropriate, pupils use a dictionary or thesaurus. Parents are encouraged to help their child with the learning of spellings; a list of words is sent home at the beginning of each year.
123. The quality of handwriting is good. Most pupils present their work well. By the end of Year 2,

the majority of pupils are able to write neatly with correct letter formation. In the nursery class, pupils are taught how to form letters in the correct way and are given many opportunities to use this skill. For example, a pupil independently recorded "*I have five shells*" as part of a maths activity. As pupils move through the school they make good or very good progress in developing their handwriting.

124. Pupils on the special educational needs register make good progress in developing their reading and writing skills. In lessons the work set for this group of pupils is well matched to the targets on their individual plans. The support given to these pupils from staff and from parent helpers has a positive impact on their progress.
125. Teaching in English is good, and on occasions very good or excellent. During the inspection thirteen English lessons were observed. Teaching was judged to be at least good in all lessons. In two lessons teaching was judged to be excellent and in a further two lessons it was judged to be very good. These figures show a marked improvement on the teaching observed during the last inspection. The very good and excellent teaching occurred when teachers used a range of strategies to involve all pupils in the learning. The very good questioning techniques in a Year 1 class enabled pupils to develop their comprehension skills at a deeper level than that expected of pupils aged six. For example, the teacher asked, "*Is it her mum or could it be somebody else's? How do we know?*" The form of the question enabled many pupils to put forward their own ideas and to justify their answers.
126. During the inspection the meticulous lesson planning and the good balance of teacher and pupil involvement in discussion, ensured that pupils were able to achieve a good standard of writing based on the book '*A Dark, Dark Night.*' For example, one pupil wrote, '*we crept silently through the weird wood*'. Teachers know their pupils well and have high expectations about the standard of work that is acceptable.
127. The quality of the teachers' day-to-day assessment of pupils, including the teachers' marking of pupils' work, has a positive impact on their progress. This shows a significant improvement since the last inspection.
128. Pupils enjoy their English lessons and are attentive and eager to contribute. Pupils particularly enjoy sessions where teachers share books with them. Pupils show a willingness to write, to use their developing knowledge and understanding of words; they complete tasks in the time provided. Pupils are proud of their achievement; they readily volunteer to read their work to the teacher, each other and to visitors.
129. The national strategy for developing reading and writing has been successfully implemented and is having a positive impact on teaching and learning.
130. The co-ordinator was well supported by all staff when the new National Literacy Strategy was introduced. The subject is very well led by the co-ordinator. She has attended appropriate courses and has provided training for all teaching staff and support staff. Good procedures have been established for the setting of targets for pupils. These targets take account of the national standards; they are communicated to parents. However, parents do not always understand the style of the communication. There are good procedures in place for monitoring provision in English, including the monitoring of classroom practice.

131. The school has invested in a good range of quality fiction and non-fiction books, both in the classrooms and library. These are well used and well cared for by the pupils. There are a number of computer programs currently being successfully used by the pupils, for example, to develop dictionary skills. The school has plans to develop this resource further through a programme to support the use of non-fiction text.
132. These judgements represent a significant improvement on those recorded following the last inspection. There has been significant improvement in the quality of English teaching and improvement in teacher assessment of pupils' work.

## MATHEMATICS

133. *In the 1999 tests for seven-year-olds the schools' results were well above 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 two years the school's results have been above the national average and they have shown steady improvement. Evidence gathered during the inspection indicates that standards are still improving.*
134. Evidence gathered during the inspection indicates that the school's results are improving. However, standards in mathematics are lower than in English. The governors have identified the difference in standards and have clear plans to address the issue.
135. 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 sometimes seen in the books. For example, the highest attaining pupils were able to explain how they subtracted nineteen from a number by taking away twenty and adding one. They were extremely confident when talking about numbers; they were able to identify numbers in the thousands and could quickly add and subtract numbers over one hundred. This group of pupils is able to see pattern in numbers; they use a range of strategies for finding answers to problems. For example, when asked to find the cost of a large bar of chocolate that cost eight pence more than a small bar, pupils used previous knowledge rather than just adding eight to the first price. This approach was both very quick and accurate. 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 complete simple addition sums.
136. The evidence gathered through talking to pupils in different year groups demonstrated that as they move through the school they make good progress in mathematics. For example, the majority of pupils in the under-fives group are able to count to ten; they 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.
137. Overall, pupils made good progress in the mathematics lessons 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 1 pupils were using a range of equipment to help them explore the difference between odd and even numbers, the highest attaining pupils were able to discover the

pattern that occurs when numbers are added. For example, they discovered that adding two odd numbers always gives an even number. By the end of the lesson all the pupils were clear about the difference between odd and even numbers; the highest attaining pupils were able to explain their findings about patterns in the numbers. On occasions the progress made by the highest attaining pupils is too slow. This was particularly true when this group of pupils spent too much time completing work in their number books; the work was often too easy.

138. Overall, the mathematics teaching observed during the inspection was judged to be good. During the inspection, seven lessons or part lessons were observed in mathematics, this included two lessons in the under-fives classes. This equated to seven hours of teaching and learning. Teaching was judged to be good in four lessons and satisfactory in the remaining three lessons. All the teaching followed the structure set out in the nationally designed programme for teaching mathematics; the structure was being used to good effect. The teaching was always well planned. Good use was made of the other adults present in the lesson, including parents. The adults were well briefed and were clear about the purpose of the lesson. A common characteristic of the good teaching was the way the 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. 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 pupils' sense of number. For example, the teacher made good use of a simple game that helped pupils recognise the shape of numbers, she drew the numbers on pupils' backs with her finger, the pupils had to recognise the number. By the end of the session all the pupils could recognise the numbers.
139. When possible the teachers successfully use work in mathematics to support work in other subjects. For example, during a Year 2 science lesson the teacher made very good use of a simple mathematical chart, to help pupils sort data from a science experiment.
140. The mathematics co-ordinator has a good understanding of the subject. She has used her knowledge to good effect, to help other staff become more confident in 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. A commercial scheme is used to support this advice. In some lessons the workbooks that support the scheme were not well targeted at the level of attainment of the pupils. This was particularly true for the higher attaining pupils; as a result their progress was too slow.
141. The school has a good range of equipment that helps pupils understand their work in mathematics.
142. The judgements recorded following this inspection are similar to those recorded after the last inspection.

## SCIENCE

143. *In the 1999 assessments made by the teacher, the percentage of pupils who attained the expected level for seven-year-olds was well above the national average. The percentage of pupils who attained the higher level was also well above the national average. When compared with similar schools, the pupil's results are well above the average for this group of schools. Evidence gathered during the inspection indicates that by the end of this year the school should attain similar results. As they move through the school, pupils make good progress in science.*
144. Evidence gathered by talking to the Year 2 pupils suggests that the majority should attain the standard typically expected of seven-year-olds; a higher number of pupils than typically expected should attain the higher standard. For example, most 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 highest attaining Year 2 pupils were clear about the reason why it was important to make a science investigation fair. They could recall that when investigating the way sugar dissolved in water they had kept the amount of water the same. They were able to explain the importance of using the same unit of measure, if comparisons were to be meaningful.
145. 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 could provide the pupils with another style of writing, that is the recording of facts and procedures.
146. 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 five science lessons that were observed, pupils made at least good progress. The teachers' high expectations about what pupils should learn have a major impact on learning. For example, in a Year 2 class where pupils were exploring the way baking affected the ingredients in a bun, the teacher asked searching questions that encouraged the pupils to make detailed observations of the different materials. By the end of the lesson the pupils could explain how the flour had changed; they understood that it would not be possible to get the flour back in its original form
147. Overall, the quality of teaching in science is good. During the inspection five science lessons were observed; this equated to just under four hours of teaching. The quality of teaching was judged to be good in three lessons and satisfactory in two. In the Year 1 class where pupils were developing their knowledge of forces, the teacher encouraged the pupils to use the correct scientific words. The tasks given to the pupils were of varying levels of difficulty; the higher attaining pupils being given a wide range of objects to explore, the lower attaining pupils having the choice restricted so that the task was not too difficult. This approach enabled all the pupils to make good progress. In the majority of science lesson the teachers used good questioning techniques, this enabled pupils to develop their own ideas about the topic. The style of teacher questioning has a positive impact on the pupils' scientific development, at the same time it is

developing the pupils' skills in speaking and listening. When the teaching was satisfactory the lessons lacked the necessary pace; as a result the pupils made less progress than was possible.

148. Good planning by the teachers ensures that as pupils move through the school, all aspects of the nationally prescribed programme of work are taught to the pupils. The teachers are making good use of the nationally provided guidance for teaching science.
149. Resources for science are good and enable the school to address all aspects of the science curriculum.
150. Overall, these judgements indicate an improvement in the school's provision for science, and standards attained since the last inspection. Evidence from the inspection supports these views.

## **INFORMATION TECHNOLOGY**

151. *The evidence gathered during the inspection indicates that overall the Year 2 pupils are attaining the nationally expected standard for pupils aged seven years. Higher attaining pupils have computer skills that are above those expected for this age group.*
152. 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, they are able to use a simple word processing program to good effect; they can delete text and use the paragraphing function of the program,
153. In the classes with under-fives pupils are able to use the mouse to control objects on the computer screen. In Year 2 pupils are able to program a simple floor machine, a 'Roamer' so that it draws simple shapes, for example a square. The enthusiasm and level of concentration shown by the pupils when working on the computer had a major impact on the progress they made in their work. The school is linked to the World Wide Web. During the inspection pupils were observed using the Web to find information on a range of topics. Pupils were well supported by adults as they developed this particular aspect of their information technology skills.
154. During the inspection no lessons was observed where information technology was being taught. An examination of the teachers' planning shows the intention to cover all aspects of the subject, during the school year. However, the planning does not always contain enough detail to show how skills will be developed in a systematic way.
155. The school has a good range of computers that are well used by the pupils. Although some of the computers are old, they are still being used to good effect to provide pupils with the necessary confidence to use the technology. The newer computers are generally used to good effect. However, on some occasions the powerful new machines were being used less effectively. In English lessons computers were used to run simple support activities, rather than being used to develop the pupils' computer skills in, for example, word processing.
156. The judgements from this inspection indicate a steady improvement in information technology standards from those reported following the last inspection.

## RELIGIOUS EDUCATION

157. *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 developing their knowledge in religious education.*
158. The school follows the scheme of work provided by the Local Education Authority. The teachers' planning of the subject is detailed and draws on the authority's advice; planning clearly documents how aspects of the subject will be covered each half term.
159. The limited evidence available in the pupils' books, together with evidence from photographs and work on display, indicates that pupils make satisfactory progress as they move through the school.
160. In discussion Year 2 pupils were able to talk about the major Christian Festivals. For example, they showed a good understanding of the Christmas story, and the major events associated with Easter. They could recount the story of Joseph and his brothers and also the story of Noah's Ark. Although pupils have some knowledge of the Hindu religion, this aspect of their learning is less well developed.
161. The school visits many places of worship, including Southwell Minster and the Hindu temple. These visits enable the pupils to develop an understanding of the significance of religious buildings. These visits are an important and commendable part of the provision
162. Assemblies add to the provision in religious education. There are good plans that show how assemblies will be used to consider a range of important topics. Assemblies are appropriately mainly Christian in their content. However, Divali was also celebrated as part of an assembly. Events such as Christmas, Mothering Sunday and Easter are celebrated with special services. Ministers from the local churches regularly lead assemblies.
163. Resources for religious education are satisfactory overall. However, materials that are related to world religions are limited, this is limiting the pupils' knowledge of other religions.
164. These judgements are similar to those that were reported after the last inspection.

## OTHER SUBJECTS OR COURSES

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

165. *The evidence gathered during the inspection indicates overall that in all the other subjects of the curriculum pupils make good, and often very good, progress. By the age of seven pupils attain standards that are higher than those typically found in the age group.*
166. The standards of *art* in the school are higher than those typically seen for the age group. Pupils make good progress in developing art skills, as they move through the school.

167. There are displays of high quality work around the school. These include examples of work in a number of materials including clay, watercolours, collage and printing. Year 2 pupils have developed skills in colour mixing and matching. They have used these skills to produce a display of paintings in the style of Picasso's blue period. To do this they mixed many different shades and tones of blue; this work is of a high standard.
168. During the inspection one lesson was observed where art was taught. The teaching was judged to be good. The teacher's explanation was clear and helped pupils to see how feelings can be expressed through art. A good range of materials was provided for the pupils to use as they developed collage techniques. They used the resources imaginatively to make faces with sad and happy expressions. Pupils were shown how to collaborate in pairs to plan their work together, and to share tools and materials. This approach is having a positive impact on the pupils' social development.
169. Resources for art are good. A helpful scheme of work has been produced since the last inspection to support the teachers' planning of the subject.
170. Standards in art have improved significantly since the last inspection.
171. The standards of *design and technology* work in the school are in line with those typically seen for the age group. Displays and photographs of pupils' work show that they have designed and made a variety of products for specific purposes. These include headgear to keep the rain out, sunglasses to shade their eyes and figures with moveable arms and legs.
172. During the inspection one lesson was observed where design and technology was taught. The teaching was judged to be good. The lesson was well planned. The tools and equipment needed for Year 2 pupils to make glove puppets were organised well. Pupils were able to describe the essential features of glove puppets after examining some commercially made examples. They made paper mock-ups to test the size needed, before transferring their designs to stronger materials. The teacher used questions well to challenge pupils' thinking about the best ways of assembling their puppets.
173. The standards of work in *geography* in the school are in line with those typically seen for the age group. Pupils make good progress in geography as they move through the school. In discussion pupils in Year 2 were able to list some differences between cities and the countryside, and know that they are shown differently on maps. They described how to draw a map to show their route from home to school.
174. Displays of weather recordings show that pupils make satisfactory progress as they move through the school. In the reception classes pupils use pictorial symbols for rain, sun, wind, snow and cloud to record their daily weather observations. In Year 1 pupils use a more extensive range of symbols, including ways of showing three different cloud types. Year 2 pupils have made a simple wind gauge from tissue paper strips as part of their work on weather.
175. No geography lessons were observed because none were planned for the inspection week.
176. A good range of maps, photographs and other resources are available. There is a helpful



scheme of work for geography. Teachers' planning shows that they use the local area as well as visits to places further afield, such as Cresswell Craggs, to teach about geography.

177. The standards of *history* work in the school are higher than those typically seen for the age group. Pupils make good progress in developing their skills and knowledge in history, as they move through the school. In discussion pupils in Year 2 talked confidently about differences between ways of life in Victorian times and today. They had enjoyed a visit to Perlethorpe to see a Victorian schoolroom and understood some ways in which pupils' toys, clothes and schooldays have changed. They also identified several differences in everyday life. These included the lack of indoor toilets and of electricity in Victorian homes.
178. Written work in pupils' books shows that they are learning about a range of people and events from history, as they move through the school. In Reception classes pupils have learned about the Fire of London. They know that the wooden buildings of that time caused the fire to spread quickly. In Year 1 pupils have learnt about Guy Fawkes and the reasons for the Gunpowder Plot. In Year 2 pupils have learned about the childhood of Queen Victoria. Their work shows some understanding of the life of a single child in a Royal house.
179. During the inspection one lesson was observed where history was taught. The teaching was judged to be good. The teacher used a selection of old and new toys well to show pupils how we can learn about the past from artefacts and from older people. The pupils enjoyed deciding which toys were from the past and which from the present.
180. A helpful scheme of work has been produced since the last inspection. The school has a good range of resources for teaching history. Good use is made of the local area and its facilities, including the Minster. Pupils also experience visits to other places of historical interest such as Elvaston Castle. Standards in history have improved significantly since the last inspection.
181. *Music* is a strength of the school. Standards are higher than those typically seen for the age group.
182. Weekly music lessons follow a well-structured scheme of work. The work includes listening to music from different times and places, as well as performing and composing. Pupils have listened to a wide variety of recorded music. They have listened to performances by visiting musicians including gospel singers and also a Chinese drummer. Their visit to a Hindu temple included listening to music.
183. Pupils learn to play a range of percussion instruments. In Reception classes pupils were observed accompanying a rhythmic poem, changing tempo as appropriate. They learn to follow the signals of a conductor and play more quickly or more quietly as instructed. In Year 2 pupils were observed using percussion instruments to compose music to create a sound picture of a rainy day.
184. In Year 2 pupils are given the opportunity to play the recorder. Groups for beginners and more advanced players are organised during break times. There are many opportunities to perform in assemblies, concerts and services. During the inspection pupils were observed playing recorders to a very high standard.

185. Two music lessons were observed during the inspection. In one lesson the teaching was judged to be good, in the other lesson it was judged to be very good. In both lessons the teachers involved all the pupils well in listening and performing. A good range of instruments was available and pupils showed enthusiasm when asked to compose a simple musical picture of the weather.
186. Standards in music have improved significantly since the last inspection.
187. Standards in *physical education* in the school are higher than those typically seen for the age group. All pupils are taught two lessons of physical education each week. A well-structured scheme of work ensures that pupils are taught a balanced programme of gymnastic activities, dance and games. This approach ensures that pupils make good all-round progress. In addition, there are opportunities to take part in after school football training and short tennis clubs.
188. Good quality gymnastics apparatus is used well to help pupils develop balance, co-ordination and mobility. Year 1 pupils were observed working with the apparatus enthusiastically. They co-operated well in taking turns and demonstrated good knowledge of safety rules. Their work showed good co-ordination and balance.
189. The dance curriculum is well planned and ensures that skills such as poise and control are taught and practised. It also teaches pupils how to express moods and feelings through movement.
190. Games skills are taught using small apparatus. Pupils have opportunities to develop skills in throwing, catching, bouncing and dodging. They practise playing games with simple rules. Activities take place both in the hall and outside. Use of the outside area is constrained by a steep slope. However, careful planning ensures that ball skills are practised in the hall, pupils use other apparatus such as beanbags when practising skills outside. Year 1 pupils were observed practising catching skills. They were able to work well together as a team and to compete in a sensible way.
191. Two physical education lessons were observed during the inspection. In both lessons the teaching was judged to be good. Both teachers helped pupils to learn new skills by pausing to observe each other's work. Pupils were given clear instructions and there was good attention to safety.
192. These judgements are similar to those reported following the last inspection.