

INSPECTION REPORT

LARK HALL INFANTS' SCHOOL

Tamworth

LEA area: Staffordshire

Unique reference number: 124134

Headteacher: Mrs Jean Woolner

Reporting inspector: Mrs Rowena Onions
18354

Dates of inspection: 18th – 21st June 2001

Inspection number: 191894

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery and Infant

School category: Community

Age range of pupils: 3-7 years

Gender of pupils: Mixed

School address: Clifton Avenue
Tamworth
Staffordshire

Postcode: B79 8EF

Telephone number: 01827475720

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Appropriate authority: The Governing Body

Name of chair of governors: Mr G Hirons (acting chair)

Date of previous inspection: February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18354	Mrs R Onions	Registered inspector	English Art and design Information and communication technology Music Religious education Areas of learning for children in the foundation stage Special educational needs	The characteristics and effectiveness of the school The school's results and pupils' achievements Pupils' attitudes, values and personal development Teaching and learning Leadership and management
11575	Mrs C Fish	Lay inspector		Partnership with parents and carers
15409	Mr D Whalley	Team inspector	Mathematics Science Design technology and Geography History Physical education Equal opportunities	Quality and range of opportunities for learning Pupils' welfare, health and safety

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lark Hall Infant School is a school of below average size, with 89 full time pupils and 52 part time nursery pupils on roll. The number of pupils on roll is similar to that at the time of the last inspection. The school caters for pupils from the age of three to seven years, with a broadly equal number of boys and girls. All pupils are of white United Kingdom heritage and none have English as an additional language. The school is situated in Tamworth town and draws from the surrounding residential area. The local housing is a mixture of council, privately rented and privately owned property. The percentage of pupils taking free school meals is above the national average at 19.8 %. The percentage has dropped since the time of the last inspection when it was 37%. The pupils enter the nursery class with a range of attainment, but overall this is below average. Five per cent of pupils are on the school's special educational needs register. The very good provision for less able pupils has made this percentage well below the national average. One pupil has a statement of special educational needs, one less than at the time of the last inspection.

At the time of the last inspection, the school was under the management and leadership of the headteacher of its partner junior school. Since that time, the junior school has closed and Lark Hall is now led and managed as a separate establishment. It sends pupils to a local junior school. At present, Lark Hall has a nursery class, a class with children of both nursery and reception age, a mixed reception and Year 1 class, as well as two Key Stage 1 classes. The nursery class sends pupils to two other local primary schools as well as to Lark Hall.

HOW GOOD THE SCHOOL IS

Lark Hall is an effective school. It has faced the challenges presented by its new separate status well. The quality of leadership and teaching are satisfactory overall, although in both aspects, there are some good features. Pupils achieve well during their time in school in English and mathematics and by the time they are seven, most achieve average standards. There are, however, a number of subjects, including science where pupils do not achieve enough. Standards of behaviour are very good. The school gives satisfactory value for money.

What the school does well

- The pupils attain good standards in writing, mathematics, art and design, music and physical education. They achieve well in these subjects and in learning to read.
- The education provided in the nursery class is good and gives children a very secure start to their education.
- In Key Stage 1, the teaching of English and mathematics is good.
- The headteacher has led the school well in establishing very good relationships in a strong community where there is a shared commitment and dedication to further improve the education provided.
- The school provides a very safe, secure and caring environment in which each individual is valued and respected. Pupils like school. They try hard with their work and they behave very well.
- The school provides very well for pupils of lower ability. This assists them to make good progress.

What could be improved

- The curriculum provided is unbalanced, with too little time being given to a number of subjects. As a result, pupils do not achieve well enough in science, information and communication technology, design and technology, history and geography.
- There is too heavy a workload placed on the headteacher. This is affecting her capacity to take an overview of the education provided.
- The roles of the subject co-ordinators are not well enough defined or developed.
- There is a lack of challenge and expectation for children in the reception year.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In the two years since the permanent appointment of the current headteacher the school has made good improvements. Standards in English, mathematics and art and design have improved. The roles and responsibilities of the governors have been clearly defined and the governors play a much more active and positive part in the management of the school. They are meeting their statutory responsibilities. The information provided for parents is greatly improved and is now good. Systems for planning English and

mathematics have been put in place and are effective. Other subjects have schemes of work, but there is work still needed in establishing these and in the planning of subjects other than English and mathematics.

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
	1998	1999	2000	2000
reading	B	C	C	C
writing	B	C	B	B
mathematics	A	A	C	C

Key		
Well above average	above	A
above average		B
average		C
below average		D
well below average		E

Children achieve well in the nursery class in all aspects of their development. In the reception year, children continue to achieve well in developing social skills and in their physical and creative development. They achieve satisfactorily in mathematical development, however, they do not achieve enough in language and communication and in gaining a knowledge and understanding of the world. By the end of the Foundation Stage, their attainment in their social, physical and creative development meets the national goals set but remains below these goals in communication, language and literacy and in mathematical development and in their knowledge and understanding of the world.

The results in the above table show attainment almost a year prior to the inspection. Key Stage 1 pupils currently attain average standards in reading and above average standards in writing and mathematics. Over time, standards in writing and mathematics have shown a steady improvement, standards in reading have been maintained but not significantly improved. Standards in science have dropped since the time of the last inspection. Good emphasis is placed on teaching pupils basic skills of spelling, punctuation and handwriting. As a result, pupils achieve well in these aspects of English. They learn to read and write fiction well because the school pays particular attention to this. Pupils read and write for other purposes, for example, reading for information and writing letters and book reviews but they require more support when doing this. In mathematics, pupils achieve well especially in number. They gain knowledge of other aspects of mathematics such as measurement, shape and space. The school places importance on prompt intervention with pupils who experience early difficulty in both English and mathematics. This approach is successful. Pupils make good progress and many fewer are formally identified as having special educational needs than in most schools. More able pupils also receive suitable support in English and mathematics and achieve appropriate standards.

Pupils attain above average standards in art and design, music and physical education because they are taught well. Standards in religious education meet the requirements of the locally agreed syllabus. Attainment in science, design and technology, history and geography is not good enough. This is because too little time and importance is given to the teaching of these subjects and pupils do not achieve the standards of which they are capable. In information and communication technology, pupils' attainment is affected by the lack of resources available. Pupils do not have sufficient opportunity to practise their skills and this affects their overall attainment, particularly in using the computer to write. At the end of the key stage, therefore they are attaining below average standards and have not achieved enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like school and join in with the activities provided both in class and at playtimes. Their enthusiastic attitudes have a very good effect on their learning.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in class, around the school and in the playground. They are open and friendly.
Personal development and relationships	Good. Pupils develop a respect for themselves and others. They take responsibility for tasks such as clearing up after lessons. Relationships between adults and pupils are very good.
Attendance	Satisfactory. Attendance is in line with the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Satisfactory	Satisfactory

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

The overall quality of teaching and learning in both the Foundation Stage and Key Stage 1 is satisfactory. There is, however, a significant proportion of good teaching, with the majority of teaching in the nursery class and in Year 2 being good. Of the lessons observed during the inspection, 92% were satisfactory or better, with 32% being good and 13% very good. Eight percent of lessons were unsatisfactory.

In the Foundation Stage, some aspects of teaching and learning are good in all three of the classes. The children are very well managed. They are successfully taught to work and play together. Physical and creative development is also well taught. Other aspects of the foundation curriculum are well taught in the nursery. Teaching is not as successful for older children in the reception year in mathematics, communication, language and literacy and knowledge and understanding of the world. It is unsatisfactory in the latter two because expectations are not sufficiently high. Planning for these two classes is not good enough because it fails to show clearly what children of different ages and abilities will learn.

In Key Stage 1, pupils continue to be well managed. Because discipline is good, teachers have established a good atmosphere in which the pupils can work hard. Teachers try hard to challenge and interest the pupils. This is particularly effective in the Year 2 class where expectations are high and this results in pupils adding extra effort and their progress is consequently better. The teaching of English and mathematics is good overall. Good emphasis has been given to the teaching of the basic skills in literacy and numeracy. This has successfully ensured that pupils have gained the skills and knowledge that will underpin their future learning. There are, however, some aspects of science and ICT where teachers do not at present have sufficient expertise. The quality of the teachers' planning is variable. Teachers plan lessons conscientiously but there is not always due emphasis on what pupils of differing ages and abilities are expected to learn. The effect of the sound teaching pupils receive in lessons in science, history, geography, design and technology and information and communication technology is reduced because pupils do not have enough lessons in these subjects. As a consequence, overall learning in these subjects is unsatisfactory.

Teaching of pupils with special educational needs is good. This enables these pupils to learn well. The teaching is through sensitive support in class and, at times each year, through teaching in small groups. The support teaching assistants provide for the less able pupils is of great value in assisting these pupils to learn well. More able pupils receive satisfactory teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The curriculum is unbalanced with insufficient time being devoted to a number of subjects. The school teaching week is somewhat shorter than recommended because not all time during the day is used well.
Provision for pupils with special educational needs	Very good. The school has a very effective system for the early identification of pupils who are beginning to experience difficulty. The effective support programme that is started in Year 1 ensures that these pupils make good progress and consequently a much smaller number of pupils continue having special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils are taught the personal skills and self-esteem to keep themselves safe and well. The school makes very good provision for the pupils' moral and social development and good provision for spiritual development. Overall provision for cultural development is satisfactory. Pupils are given good education about their own culture, but insufficient attention is currently given to giving them an understanding of the multi cultural society in which they are growing up.
How well the school cares for its pupils	Well. It provides a safe and secure environment. Assessment is used in a satisfactory way in English and mathematics. It is used to set targets and to plan work. The use of assessment is unsatisfactory in other subjects.

The school has good links with parents. The quality of information provided for parents is good. Although few parents come in to school to help, they are supportive of their children at home, hearing reading and helping with homework tasks. Their interest helps to promote their child's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. Since her appointment in a permanent capacity, two years ago, the headteacher has shown good leadership in establishing a school in which relationships at all levels are very good and in which staff strive to improve the education provided. This places the school in a strong position for future development. The unusually low percentage of qualified teachers on the school staff has placed a very heavy workload upon the headteacher. This has significantly reduced her capacity to take a strategic overview of the education provided in the school. Subject co-ordinators do not play a full enough part in developing their subjects.
How well the governors fulfil their responsibilities	Satisfactory. At the time of the last inspection, the governors made very little contribution to the running of the school and were unsure of their roles and responsibilities. Much work has been done to improve this situation and, particularly over the last two years, their effectiveness has improved. The governors have begun to play a more active part in the planning of school improvements and are developing their role as critical friend through such activities. They have begun to look at the value the school is providing by looking at the standards achieved in English and mathematics. They have not yet, however, reached a stage where they have looked at the school more formally or strategically and have, for example, not recognised the causes of the pressures placed on the headteacher.

The school's evaluation of its performance	Satisfactory. The headteacher has put into place satisfactory procedures for monitoring English and mathematics. A good quantity of this work has been undertaken and has paid dividends, particularly in the successful introduction of the literacy and numeracy strategies. The school has not been able to extend the monitoring to other subjects and thus evaluation of the education provided in these subjects has been unsatisfactory.
The strategic use of resources	Unsatisfactory. Although the identified school priorities are appropriately financed and the day to day financial management is very good, the overall use of funds, particularly on staffing is unsatisfactory.

The current match of staffing to the demands of teaching and managing the curriculum is unsatisfactory. The resources for learning are adequate overall but there are areas where the lack of resources inhibits learning. In particular, the resources for science, information and communication technology, design and technology and for equipment to support learning for older pupils in the Foundation Stage are all unsatisfactory. The school has begun to look at the value the school is providing in relation to similar schools, but has some way to go before this fully influences the education provided. The school's accommodation is good and well maintained.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That children like the school. • The quality of the teaching and the progress children make. • The approachability of the school and the information it provides. • The way the school helps children to become mature and responsible and to behave well. • The way the school is led and managed 	<ul style="list-style-type: none"> • A small number of parents are concerned about the number of activities provided for pupils outside lessons.

In many respects, the team agrees with the parents' positive opinions. They judge that the school has a small but adequate range of activities for pupils outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In 2000, end of key stage tests showed that when compared with schools nationally and with schools of a similar type, pupils attained average standards in reading and mathematics. They achieved above average standards in writing. Standards in science were well below those achieved nationally and well below those achieved in similar schools. These results compare favourably with results at the time of the last inspection in writing and mathematics and have remained consistent in reading. When taking into account the below average attainments of pupils when they enter Key Stage 1, this shows that pupils have achieved well, except in science where they do not achieve enough. Pupils of higher ability achieved satisfactory standards in these subjects, except science, where their results were poor. Pupils of lower ability, including those with special educational needs, make good progress.
2. Inspection findings are that pupils are currently attaining average standards in reading and above average standards in writing and mathematics. Standards in science remain below average largely because insufficient time is given to teaching the subject. In no subject is there an identifiable difference between the attainment of girls and boys.
3. Children achieve well in the nursery class in all aspects of their development. They are well prepared for the next stage of their education. In the reception year, children achieve well in developing social skills and in their physical and creative development and they achieve in a satisfactory way in mathematical development. However, because expectations are not sufficiently high, they do not achieve well enough in language and communication and in gaining a knowledge and understanding of the world. By the end of the reception year, they reach the goals set in their personal, social and emotional, physical and creative development. They are below these goals in their language and mathematical development and in their knowledge and understanding of the world.
4. In Key Stage 1, good emphasis is placed on teaching pupils basic skills of spelling, punctuation and handwriting. As a result, pupils achieve well in these aspects of English. Pupils learn to read and write fiction well because the school pays particular attention to this. Pupils can also write for other purposes, for example, letters and book reviews, but require more support when doing this. Pupils are also less sure of how to gain information from non-fiction books. By the age of seven, most pupils can read independently and know a range of methods of working out unknown words. Due attention has been paid to the teaching of phonics particularly with less able pupils. This group of pupils use their skills well when reading and this has helped them make good progress. Although all pupils have these phonic skills, some of the middle ability group have to be reminded to use them when they are reading. Pupils generally understand the main points of what they are reading, but many find more complex understanding difficult.
5. In mathematics, pupils achieve well especially in number. As they move through the school, they steadily gain the ability to use numbers both mentally and in the written form. They learn to count, to add and subtract numbers within 100 and begin to be able to use multiplication and division when solving simple problems. This facility with number should stand them in good stead when they move on to the next stage of their education. Pupils also gain knowledge of aspects of mathematics, such as measurement, shape and space. Most Year 2 pupils, for instance, know the names and simple properties of shape, can measure with appropriate accuracy and understand and use a satisfactory range of mathematical language.
6. The school places importance on prompt intervention with pupils who experience early difficulty in both English and mathematics. They work with these pupils to assist them to gain the basic skills. This approach is successful, pupils make good progress and many fewer are formally identified as having special educational needs than in most schools. End of key stage tests shows that this approach is efficient and effective and is a strength of the school. More able pupils also receive suitable support in English and mathematics and achieve appropriate standards.

7. Attainment in science is not good enough. This is because too little time and importance is given to the teaching of science. When they are taught science, pupils gain the relevant knowledge appropriately. They know, for example, how to construct a simple electrical circuit, the importance of making this complete and providing a source of energy by including a battery. They know that flowers are made of different parts and can name some of these. They have, however, had too little opportunity to investigate within science and their knowledge of how to do this and how to report what they have found out is limited. The lack of time for investigation particularly affects the achievement of the more able pupils who do not have opportunity to understand and use concepts, such as, how and why they should make an investigation fair.
8. Pupils attain good standards in art and design, music and physical education because they are taught well. They are provided with good opportunities to learn the subject specific skills in each subject. They sing well and can play a variety of untuned percussion instruments correctly. They can begin to combine sounds to create a planned effect. In art and design, pupils are able to observe closely, make detailed and reasonably accurate drawings and use the work of artists, such as Van Gogh, to influence their work. Pupils move well and are developing good ball skills. They use a variety of other equipment safely and with developing competence. Standards in religious education meet the requirements of the locally agreed syllabus.
9. When they are taught design and technology, history and geography, pupils make appropriate gains in their knowledge and skills in the subjects. There is, however, too little time devoted to these subjects to allow their knowledge and skills to be systematically developed. As a consequence, pupils attain below average at the end of the key stage and have not achieved enough. In information and communication technology (ICT), pupils' attainment is affected by the lack of resources available. Pupils receive sound teaching, often from teaching assistants, and have basic knowledge of all required areas of the National Curriculum. They do not, however, have sufficient opportunity to practise their skills and this affects their overall attainment, particularly in using the computer to write. At the end of the key stage, therefore, they are attaining below average.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school are very good. They like coming to school and are enthusiastic participators in the activities provided for them, both in class and in the playground. Attendance is close to the national average. In 1999/2000 the rate of unauthorised absences is above the national average. Through action taken by the school, this figure has dropped and is now in line with the national average. The youngest children settle well into the nursery class and learn the routines and expectations of school in the supportive environment provided. Older pupils are friendly and polite. They enjoy talking to adults and are anxious to please.
11. Behaviour in lessons, around the school and in the playground is very good. There have been no exclusions from school in the last year. In class, pupils are responsive, follow instructions and are able to control their behaviour well. They move around the school in a responsible way, for example, when delivering registers or messages, they do so quietly and quickly. The school provides a very good range of play equipment at playtimes and pupils use this sensibly, playing well together. There is no evidence of bullying or racism. Pupils also take good care of the equipment they use in the classroom and show a respect for artefacts and displays around the school.
12. Relationships in the school are very good. Through the example they are given by all adults, pupils learn to work and play well together. They show themselves capable of co-operative working. Year 2 pupils, for example, wrote book review posters in twos or threes and were able to listen to each other's ideas. They respect these ideas and begin to be able to put them together to make a single final product. Pupils developed an increasing awareness of each other through activities, for example in physical education, where they are required to be aware of, and respect, each other's space. Pupils have less opportunity to consider the beliefs of others, but when given the opportunity, they talk about other religions with some understanding. Pupils are respectful of all the adults in the school. They willingly do as they are asked by mealtime and teaching assistants as well as by teaching staff.

13. Pupils show good personal development. From the youngest age, they are expected to clear up after lessons. In the nursery, for example, the children take it in turns to wash up after their snack. Older pupils clear away sensibly, for example, after physical education lessons or art activities. Pupils take responsibility for small jobs, such as selling the tuck at playtimes. They are, however, less independent in some lessons, for instance, in some English lessons they are reluctant to spell an unknown word without adult assistance.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The overall quality of teaching and learning in both the Foundation Stage and Key Stage 1 is satisfactory. There is, however, a significant proportion of good teaching, with the majority of teaching in the nursery class and in Year 2 being good. At the time of the inspection, the Year 1 teacher was ill and her place was taken by a temporary teacher. In all classes the quality and impact of teaching was judged not only by the observation of lessons, but also by looking at completed work, discussions with pupils and the scrutiny of the teachers' planning. The quality of teaching in the school is similar to that at the last inspection.
15. In the Foundation Stage, some aspects of teaching and learning are good in all three of the classes. The children are very well managed and this enables them to learn the very important skills associated with their personal development. The children are successfully taught to work and play well with each other, to work with and respect the adults with whom they come into contact and to moderate their behaviour to the requirements of school life. Physical and creative development is also well taught. Other aspects of the foundation curriculum are well taught in the nursery. In this class, the planning is good, showing in detail what the children will learn and do. This planning takes good account of the assessments made of the children and expectations are appropriately high. The planning and assessments are regularly overseen and monitored by the headteacher and this helps ensure they are of good quality. In the mixed age classes, teaching is not as successful in mathematics, communication, language and literacy and knowledge and understanding of the world. It is unsatisfactory in the latter two because expectations are not sufficiently high. In some instances, nursery nurses and teaching assistants understandably do not have sufficient knowledge of teaching through the National Literacy Strategy for their teaching to be fully effective. Planning for these two classes is not good enough because it fails to show clearly what children of different ages and abilities will do and how the demand of mixed age group classes will be met.
16. In Key Stage 1, pupils continue to be very well managed. Teachers are calm and consistent in their approach to the pupils. They set a very good example by the way they respect and listen to the pupils and, as a consequence, the pupils learn to respect and listen to each other. Because discipline is good, teachers have established a good atmosphere in which the pupils can work hard, concentrate well and gain from the teaching they receive. Teachers try hard to challenge and interest the pupils. This is particularly effective in the Year 2 class where expectations are high and this results in pupils, including the more able, exerting extra effort and their progress is consequently better.
17. The quality of teaching in English and mathematics is good. Good emphasis has been given to the teaching of the basic skills in literacy and numeracy. This has successfully ensured that pupils have gained the skills and knowledge that will underpin their future learning. Teachers have sound subject knowledge in teaching these skills, but in English, a review of the way reading is taught is required. The school has already identified this and has arranged appropriate support for this review. The quality of teaching in art and design, physical education and music is good. It is satisfactory in religious education. In other subjects, pupils receive satisfactory teaching when the subjects are taught but the pupils' overall learning is unsatisfactory because there are too few lessons for them to acquire appropriate skills, knowledge and understanding. Teachers take good care to ensure they have appropriate subject knowledge when they teach an element of a subject. There are, however, some aspects of science and ICT where teachers do not at present have sufficient expertise. Arrangements have already been made to update teachers' subject knowledge in ICT.
18. The quality of the teachers' planning is variable. Planning of literacy and numeracy lessons is satisfactory. The current dependence on commercial schemes to underpin this planning, however, sometimes makes the teaching of classes more complex than it need be. The planning for the teaching of other subjects is less well developed and its quality varies from class to class. It is more effective in the Year 2 class. Teachers use the school schemes of work to identify what will be taught and learned during each term, but the advance planning does not show the intermediate

steps towards these goals. Additionally, planning does not indicate clearly how much time will be spent either on the subject as a whole or each of the intermediate steps, nor does it show what pupils of differing attainment are expected to achieve. The lack of clear structure at the outset of a unit of work, places additional demands on the teachers at the lesson planning stage and makes this element of the process unnecessarily time consuming. In a laudable attempt to ensure that there is consistency between the teaching for pupils of different ages in mixed age classes, teachers are having to have planning meetings two or even three times a week. The teacher in the mixed reception/Year 1 class is, for example, planning with the Year 1 teacher for the Year 1 pupils in her class, with the reception class nursery nurse for the reception pupils and then on her own to plan to integrate the two. This is an inefficient use of time.

19. Teachers and teaching assistants in all classes know their pupils well. There are strengths in the ongoing assessment of pupils which enable this. Adults observe pupils closely when assisting them in class and are able to help them to improve their work both through feedback during lessons and, in English and mathematics, through the setting of individual targets. Marking is also well used in English in some classes to identify strengths and weaknesses in completed work. Pupils put in good effort and are accepting of the evaluations they receive and try hard to improve. Assessment is not as well used when teachers are planning units of work or individual lessons, particularly in subjects that are not taught sufficiently often. This adversely affects the way pupils build their knowledge and understanding progressively.
20. Teaching of pupils with special educational needs is good. This enables these pupils to learn well. The teaching is both through support in class and, at times each year, through teaching in small groups. The school has a much higher than average number of teaching assistants. In many instances, they are well deployed and their work is of immediate value to the pupils. In particular, the support they provide for the less able pupils is of great value in assisting these pupils to learn well. They also have the opportunity to ensure that these pupils maintain good self esteem and attitudes to their work. There are occasions, however, when teaching assistants are not as well used. Occasionally there is too much support provided and this reduces the pupils' opportunities to work independently. In many lessons, time is well used, there are, however, instances of lessons that are too long and the sense of urgency and the pace of working drops. Pupils do not, in these instances gain as much as they should in the time. During the inspection, for example, Year 1 pupils in two classes were taught the same lesson. In one of these classes, the lesson lasted 45 minutes. The pupils made good use of the time and made appropriate progress. In the other, the same lesson lasted for 75 minutes. Many pupils were unable to sustain their concentration. The quality of their learning was no greater than in the shorter lesson. Teachers take good care to see that the resources needed during the lesson are well prepared and used, although there are occasions when photocopied worksheets are used without it being clear how they promote learning.
21. Homework is used in a satisfactory way to extend what pupils have learned in class.

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

22. The curriculum for children in the nursery class is good. It meets the requirements for the Foundation Stage and is well structured to allow all children to have full access to a rich and relevant curriculum. The curriculum for the older children in the Foundation Stage is less good. Although it is satisfactory overall, it does not always provide the range of challenges needed by the children in these classes and does not ensure that there are high enough expectations of children as they move into the reception year.
23. In Key Stage 1, the curriculum is broad covering all subjects of the National Curriculum and religious education. In the last two years, the school has rightly concentrated on the development of literacy and numeracy skills. The introduction of the National Literacy and Numeracy Strategies has been largely successful.
24. The overall balance of the curriculum is unsatisfactory. With the concentration of staff time on the development of the national strategies, there has been little focused attention given to other subject areas. This has resulted in several shortcomings in the curriculum. Although each meets statutory requirements, too little time is allocated to science, history, geography and design and technology to allow pupils to make appropriate progress. This is partly because the school in its efforts to raise standards in literacy and numeracy has allocated extra time to these subjects. Opportunities have, however, been missed to extend and consolidate key literacy and numeracy skills while learning

other subjects. Additionally, the teaching week is currently below the recommended minimum for pupils of this age. This is largely because best use is not made of all the time available. Each morning, for example, every class has a period where the pupils can buy and eat snacks. This effectively extends the playtime to double its length. Moreover, as identified in paragraph 20, some lessons are overlong and pupils are unable to sustain their concentration and make the best use of the time.

25. The last inspection identified the lack of schemes of work as a weakness. This has been addressed by the school. There are now schemes of work in place for all subjects. Many of these are not, however, fully established and the school still has some way to go before all schemes of work are effective.
26. The provision for pupils with special educational needs is very good. The school has a very effective system for the early identification of pupils who are beginning to experience difficulty. The effective support programme that is started in Year 1 ensures that these pupils make good progress and consequently a much smaller number of pupils continue having special educational needs. The individual programmes of work set for these pupils are good and both pupils and parents are aware of the goals set for their learning. The school makes every effort to ensure that all pupils, regardless of their gender, ability or background are treated as individuals and have equality of access to the curriculum provided.
27. The school offers a small but satisfactory range of extra curricular opportunities including recorder and football clubs. The games equipment provided for pupils to use during playtimes extends the activities offered outside lessons and has a positive impact. Pupils enjoy skipping and playing a wide range of ball games. These opportunities to learn through play have helped to improve skills in physical education as well as making playtime a pleasant social event.
28. There is a good policy for personal and social education. The ethos of the school encourages pupils to think of the needs of others and to take responsibility for their actions. Through lessons as part of their topic work, pupils are encouraged to become more aware of matters relating to their health. In science, for example, pupils consider the benefits of healthy eating. Teachers work very hard to ensure that all pupils, including those with special educational needs, are fully included in all activities.
29. The provision for pupils' spiritual development is good. The views and ideas of pupils are valued by the adults in the school and this prepares them well for developing an insight into the ideas of others. In lessons, such as those teaching speaking and listening, pupils are taught to listen to and respect other pupils' ideas. Pupils are given good opportunities to think about the values of others in their own community. School assemblies meet statutory requirements and are well used to give opportunities to develop a spiritual awareness through teaching and through opportunities for reflection. During the inspection, for example, pupils were encouraged to relate the Bible story of the Good Samaritan to their own lives. In religious education, pupils begin to develop an understanding of the values and beliefs of others. Spiritual experiences occur in curriculum subjects, such as art and design and music. When singing 'Streets of London' for example, pupils are encouraged to begin to empathise with what it might be like to be cold and lonely. Good use is also made of events like the birth of siblings to help pupils understand about their own place in the world.
30. The provision for pupils' moral and social development is very good and is promoted by the strength of the relationships that exist between adults and pupils. It is a strength of the school. All adults in the school set very good role models that are then followed by the pupils. They respect and value the pupils as individuals and this trust is reciprocated. As they move through the school, pupils' self-esteem is developed and adults successfully promote the virtues of honesty and fairness. With sensitive management by adults, the pupils are taught to respect property and to know the difference between right and wrong. This careful and systematic teaching manifests itself in the quality of behaviour throughout the school.

31. The provision for cultural education is sound. The provision for pupils to become aware of their own culture is good. In art, pupils study a range of artists from Van Gogh to Faith Ringold. In music, they learn songs from their own and other times. Pupils gain an interest in stories both through work in literacy and through the longer stories their teachers read to them. Through visits to the local community, and through the involvement of the community in the life of the school, pupils learn to understand more about their immediate culture. In history, for example, the older pupils invited grandparents into school to find out what school was like when they were young. The provision for pupils to learn about the multicultural diversity of the wider British community is less well developed. There are opportunities for pupils to investigate other religions as part of their religious education studies, but opportunities in other subjects are not planned and are often missed. The school has recognised the need to further develop this important aspect of pupils' education.
32. The school has developed sound links with the community. Each year, for example, staff from a local supermarket visit to talk to the pupils about their work. Visits from the community police officer and school nurse enable pupils to begin to find out about how society works. The school has received some minor but valued sponsorship and is currently seeking to extend this with a local supermarket. There are good links between Lark Hall and other partner institutions. A cluster of local schools provides a good network of support. This is used effectively to broaden the expertise available for improving the education provided. The cluster is also effectively used to provide shared training opportunities for teachers and teaching assistants and for school governors. The links between the school and the junior school it feeds are good and are strengthening. This helps to make the pupils' transition to the next stage of their education smooth.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Overall, the school cares well for its pupils. It cares very well for its pupils' personal development and well-being. The good procedures and practices described in the previous inspection report have been further strengthened. The school works hard to create a calm, happy and purposeful atmosphere in which pupils feel valued and safe. Very good care is taken of pupil's health and welfare and there are very good procedures in place to ensure their safety. Pupils are well known to all staff. The very good relationships that exist in school, means pupils always have someone to talk to about any concerns or worries. They are therefore able to concentrate on their learning. There are very good procedures in place to record any concerns that adults may have about an individual's well-being or development. These form an important record for teachers to draw upon where necessary.
34. The school has very good procedures for child protection. Parents are made aware of the school's responsibilities. All staff have received recent training and are vigilant in this area. Other measures to ensure the health, safety and welfare of pupils are very good. Pupils are very well supervised during breaks and at lunchtime. This means that they can really enjoy playtime with their friends.
35. The school's behaviour policy is very clear, helpful and effective. It is based primarily on expecting pupils to respect themselves, others, the wider community and the environment. The corporate development of the policy by teachers and other adults, together with consultation with parents, means that everyone is clear about its aims and purposes. It very clearly emphasises praise and encouragement of positive behaviours, and includes ways in which different degrees of misbehaviour will be handled. All these are based on the need to develop and maintain good relationships. There is very little reported bullying. Any minor teasing, (and the very occasional racist comment,) is very well dealt with through assemblies and in classroom discussions. Pupils' personal development is well promoted and supported through the setting of individual targets. There are a number of ways in which achievements are celebrated, including team points and individual awards made by teachers. These are acknowledged during the weekly Reward Assembly and recorded in the Reward Book. These encourage pupils to strive to improve and to recognise and celebrate the success of others.
36. There are good procedures to monitor and promote attendance. The school emphasises to parents the importance of regular attendance. The need to inform the school of the reason for an absence is stressed and there are appropriate letters sent out to follow up when a reason has not been provided. As a result of this, the rate of unauthorised absences has dropped. The school is rightly concerned about the number of pupils being taken out of school for family holidays. It is working with other schools locally to try to discourage this and to devise a common approach to holidays taken in excess of ten days. The number of unauthorised absences is, however, not yet recorded on pupils' annual reports.

37. The school supports pupils with special educational needs well. There are good relationships with agencies such as speech therapy and the local educational authority's special needs support service. Of late, there has been a shortage of advice available from the educational psychology service, but, by working with other local schools, the school has been able to negotiate to minimise the effect this has on individual pupils.
38. Overall, the school has satisfactory procedures for assessing and monitoring pupils' academic performance. Good use is being made of an analysis of national test results at the end of Key Stage 1. The analysis has been used to focus more carefully on aspects of relative weakness in the pupils' attainment. In writing, for example, the school identified a weakness in some key skills and has focused attention on the teaching of these skills. This has raised pupils' attainment in writing.
39. The assessment of children in the nursery class is good. The nursery nurses make regular assessments of how well children are progressing towards the Early Learning Goals. They know all the children well and assess how well they are making progress in all aspects of their learning. These assessments are used effectively to make sure that all children make good progress. A baseline assessment for children in the reception class gives good information about what children know and can do. The school uses the baseline assessments to identify the strengths and weaknesses of individual pupils and to measure the extent to which pupils make progress during their time in the school.
40. In Key stage 1, the procedure for, and use of, assessment are satisfactory. Teachers keep very detailed individual records of the assessments they make of pupils in English and mathematics. These are used to track what pupils know and can do and are useful when setting individual targets for improvement. This individual record keeping is, however, very time consuming and does not allow teachers to use easily the information they contain when they are planning the next steps for groups and classes of pupils. A start has been made in making assessments of pupils' attainment in science through tests. These assessments are limited, and have not been extended to the ongoing assessment of pupils' ability to investigate within science. Very little action has been taken in science to ensure that pupils' performance improves as a result of assessment. The assessment of pupils' attainment and progress in other areas of the curriculum is not well developed and is not yet systematically linked to the planning of work. The school has identified this as an area for further development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school works hard to develop and foster good relationships between home and school. At the time of the previous report, communication was not always good, nor was there sufficient quality information provided for parents. Both these concerns have been well tackled. Parents are particularly pleased with the improvement in the quality of information received. A good number of parents made their views on the school known through the OFSTED questionnaire and at the pre-inspection meeting. The school also asks parents to fill in an annual questionnaire on their views of the school. This gives the school the opportunity to see where parents may have concerns and to take account of any suggestions they have. Analysis of the OFSTED questionnaires, supported by comments at the meeting, show that parents have very positive views about the school. Parents are pleased with almost all aspects of school life and are comfortable to discuss with staff any concerns that do arise. A small number of parents expressed the opinion that the school does not provide sufficient activities outside the classroom and a tiny minority had concerns about the amount of homework set. Inspection findings are that the range of activities outside the classroom is satisfactory and the amount of homework set is in line with both the school's policy and national guidelines.
42. Overall, the quality of information provided for parents is good. There are good informal opportunities at the start and end of every day for parents to discuss concerns with teachers. Parents are provided with advice about how to help their child. There is, for example, a good leaflet about supporting their child's reading and suggestions on how they can help them with mathematics. The regular newsletter gives good information about events and activities both before and after they happen, however, the information provided in the newsletter about what is about to be taught in school in each subject is too sparse. It provides parents with too little information to enable them to support their children. Parents are happy with the reports they receive, especially as the same format is used as the basis for discussion at the termly parents' evenings. The reports

meet requirements but their quality varies. There are good examples written by the nursery nurses and for Year 2 pupils. The school has already identified the need to improve further report writing.

43. There are very good links with parents of pupils with special educational needs. They are invited to discuss their child's progress at termly meetings and are fully informed about the targets and education plans set. Parents of pupils with behavioural difficulties are encouraged to support the school's work at home. These links further enhance the progress pupils make.
44. Although few parents come in to school to help, they are supportive of their children at home, hearing reading and helping with homework tasks. Their interest helps to promote their child's learning. The school is fortunate in receiving good support from the parents' and friends' association. A number of events are held each year, both social and fund raising. The monies raised have been used to purchase equipment such as the lightweight staging, curtains for the hall, playground equipment and storage.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The leadership and management of the school is satisfactory overall. It has improved in many respects since the time of the last inspection when some aspects were key issues for the school to address. Over the period between the two inspections, radical changes have been made. The school, which was managed jointly with the junior school, is now led and managed in its own right. This transition created a long period in which the present headteacher was acting in a temporary capacity and was unable to make the fundamental changes that were necessary. Since her appointment in a permanent capacity, two years ago, she has shown good leadership in establishing a school in which relationships at all levels are very good. The team she has created is dedicated and this places the school in a good position to undertake future development. The headteacher has also established an ethos in which pupils are expected to try hard and staff are committed to the raising of standards. Standards have risen in writing and mathematics and they continue to improve. In particular, the work initiated by the headteacher in the education of pupils with special educational needs has ensured that the pupils make good progress and are well prepared for their move to the junior school. Links with parents have been very successfully developed and this has led to a very large degree of satisfaction with the school. All this work reflects well the stated aims of the school. All of the weaknesses identified at the time of the last inspection have been addressed, although, due to the restricted period of relative stability, there remains work to be done on some.
46. When the school came under separate management very little increase in staffing was made. This means that, at the time of the last inspection, the school was running with a staffing of 4.1 teachers (including the headteacher) and now runs with 3.4 teachers (including the headteacher). Whilst the extent of the headteacher's duties have been simplified because she is in charge of a single school, many of the demands of administrative and decision making roles remain the same, therefore the reduction of staffing places an extra burden on the headteacher. This is exacerbated by the long standing but unusual arrangement whereby the two Foundation Stage classes are taught on a day to day basis by nursery nurses. Whilst the education given in these classes is good in the nursery class and satisfactory in the nursery/reception class, the number of teaching staff available to share the load of leading subjects is significantly reduced. This adds to the workload of the headteacher. In addition, she is having to plan and monitor the nursery class on a weekly basis, as well as to plan for her own class. Many staff in the school have accepted extra work as a result of this arrangement. The extra burden of co-ordinating planning for the reception/nursery class has fallen to the reception/Year 1 teacher and the nursery nurses work far beyond their contractual obligations. This is a tribute to their dedication and to the very good people management skills of the headteacher, but is in need of review. The very heavy workload placed upon the headteacher has understandably significantly reduced her capacity to take a strategic overview of the education provided in the school. This means that, although there is an awareness of issues like the unbalanced curriculum, the full impact of this on pupils' learning has not been identified. The governing body is aware to some extent of the pressures on the headteacher and plans to increase her time away from her classroom by an extra day in the coming academic year. There remains, however, an urgent need to take a more strategic view of staffing in the school and the impact it is having on workload and the education provided for the pupils.

47. In the light of the above, sensible decisions have been made to concentrate efforts on the development of English and mathematics in the school. Although as an infant school, they are not required to set targets for the improvement in performance in these subjects, the school has done so and has met its targets in both 2000 and 2001. These two subjects have had sound leadership and the subject co-ordinators have worked hard to ensure that the National Literacy and Numeracy Strategies have been successfully introduced. The co-ordinator for special educational needs has worked very successfully in leading this aspect of the school's work. It has been the school's practice for staff to work together to develop other subjects. There is a lack of clearly established roles and responsibilities for subject leaders. The part time teacher has, until very lately, not been expected to lead a subject and too little has been expected of other subject co-ordinators. Although they have received little direct leadership, subjects such as art and design, music, religious and physical education have developed appropriately. Other subjects have, however, not received the specific leadership that they require to ensure that pupils continue to make at least satisfactory progress in all subjects, while the focus of the school's attention has been on English and mathematics. Attainment in subjects such as science, history, geography and design and technology have suffered as a result of the overall lack of co-ordination.
48. The headteacher has put into place satisfactory procedures for monitoring the work of the school. Due to the pressures of the workload this has, however, of necessity been focussed on the monitoring of the teaching of English and mathematics. A good quantity of this has been undertaken. This work has paid dividends, particularly in the successful introduction of the literacy and numeracy strategies. There has, however, been a failure to monitor planning sufficiently rigorously and therefore to identify its inadequacies. The school has not been able to extend the monitoring to other subjects and thus evaluation of the education provided in these subjects has been unsatisfactory.
49. At the time of the last inspection, the governors made very little contribution to the running of the school and were unsure of their roles and responsibilities. Much work has been done to improve this situation and, particularly over the last two years, their effectiveness has improved. Governors now have information about the school, supplied largely by the headteacher and by informal visiting. They pay good attention to the analysis of end of key stage assessments and have compared the performance of the school with that of schools of a similar type. They are aware of the strengths and weaknesses of the school with other similar schools. They are not, however, as knowledgeable about the strengths and weaknesses in other subjects because there are, as yet, few criteria for them to use to measure success. The governors have begun to play a more active part in the planning of school developments and are extending their role as critical friend through such activities. They have begun to look at the value the school is providing in relation to similar schools with the help of a useful breakdown supplied by the local education authority and had already identified that the school is spending not much more than half of the national average on its teaching staff. They have not yet, however, reached a stage where they have looked at the school more formally or strategically or fully questioned the status quo. The acting chair of governors is fully aware of the need to develop the role of the governing body further and is anxious to obtain suitable help and training to assist with this. Overall, the governors are presently playing a satisfactory part in managing the school, are fulfilling their statutory responsibilities and are very well placed to play a significant role in the future.
50. The school has received satisfactory financial management with respect to the financing of the identified school priorities. The school uses specific grant funding appropriately. Funding for national initiatives, such as reducing the size of infant classes, has been spent appropriately. The governors, through their finance committee, are beginning to play a more active part in the strategic financing of the school. The head teacher prepares a draft budget that is put before the committee for detailed analysis. At present, governors do not always have sufficient objective data on which to question priorities or to identify if their spending constitutes the best value for their money. They have not, for example, questioned whether the low percentage of money spent on teaching staff and the high percentage on teaching assistants is providing the best value with respect to the achievements of all pupils. They realise the need to be more analytical and to question with greater rigour.
51. The day to day management of the school's finances is dealt with very efficiently by the school administrative assistant. This assistant also plays a significant role in the positive way in which the school presents itself, through the friendly and efficient way in which she greets parents and visitors to the school. Satisfactory use is made of information and communication technology in the running

of the school. The analysis of data, for example, is undertaken electronically, as is the monitoring of the school's expenditure.

52. All staff work together as a team. The school actively seeks to include all in its work and adults such as mealtime assistants, cook and cleaning staff contribute to the positive atmosphere that pupils and parents appreciate. Systems for the performance management of staff are good. There is appropriate performance management of the headteacher and other teaching staff, and this has been usefully extended to nursery nurses and teaching assistants. The school employs teaching assistants for a much greater number of hours than is seen nationally in infant schools. This team works hard and the good quality of their work enhances pupil achievement, especially for those of lesser ability. Their work in this is very valuable, however, in some lessons, for example some art lessons, although pupils undoubtedly gain from extra adult intervention, the support is beyond what is seen in other schools where pupils make equally good progress. This is not, therefore, always an efficient use of resources. Overall, the current staffing of the school is unsatisfactory. It is, for instance, placing too many demands on the headteacher and thus reducing the quality of management and is reducing the school's capacity to promote good learning in all subjects. For this reason, the strategic use of funds is unsatisfactory.
53. The resources for learning are adequate overall but there are areas where the lack of resources inhibits learning. In particular, the resources for science, information and communication technology, design and technology, geography, history and for equipment in the nursery/reception and the reception/Year 1 classes are all unsatisfactory. The school has already identified the need to increase the number of computers. The lack of clearly defined roles for subject coordinators is a contributory factor in the lack of identification of resource deficiencies. The school's accommodation is good. Classrooms are large and well maintained by the school site manager and cleaning staff. Staff make every effort to ensure that they use good display to create a stimulating environment. At present, the school lacks a room where computers are gathered together and this makes teaching ICT skills difficult. It also lacks a centralised library. Plans have just been passed for the development of a 'quiet room' that will be used to create some of these facilities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and achievement further the headteacher, staff and governors should:

- (1) Improve the balance of the curriculum and attainment in science, information and communication technology, history, geography and design and technology by:
 - ensuring that sufficient time is allocated to the teaching of these subjects;
(paragraphs 2,7,9,24,76,85-87,91,93)
 - clearly identifying when each aspect of the subject will be taught during the key stage;
(paragraphs 25,79,91)
 - identifying at the beginning of each unit of work and for each lesson, what pupils of different ages and abilities in a class will learn;
(paragraphs 18,19,79,91,95)
 - ensuring that teachers have good subject knowledge;
(paragraphs 17,79,96)
 - improving resources to support teaching and learning.
(paragraphs 53,80,87,92,93)

- (2) Further improve the management of the school by:
 - urgently seeking to reduce the headteacher's workload;
(paragraph 46)
 - reviewing and improving the current staffing of the school;
(paragraphs 20,46,52)
 - developing the role of the subject co-ordinators so that they can effectively lead their subjects;
(paragraphs 47,80,87,92,96)
 - providing the headteacher and governors with the advice, support and training they need to enable them to take a more strategic overview of the school and to take effective action based on this information.
(paragraphs 46,49,50,52)

- (3) Improve the education provided for children in the reception year by:
 - identifying in planning a clear progression of learning for children as they move through the Foundation Stage;
(paragraphs 3,15,22,54,56-58)
 - ensuring that staff have sufficient knowledge, experience and training to teach all aspects of the Foundation Stage curriculum;
(paragraphs 15,56)
 - improving the resources available for the older foundation stage pupils.
(paragraphs 53,54)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	32	47	8	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)	26	89
Number of full-time pupils known to be eligible for free school meals		15

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	7

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	16	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	16	18
	Girls	16	16	16
	Total	29	32	34
Percentage of pupils at NC level 2 or above	School	85 (97)	94 (93)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	18	14
	Girls	16	16	15
	Total	32	34	29
Percentage of pupils at NC level 2 or above	School	94 (93)	100 (100)	85 (93)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	100
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	28.5
Average class size	28.5

Education support staff: YR – Y2

Total number of education support staff	6
Total aggregate hours worked per week	166.65

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	N/A

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	229,991
Total expenditure	216,195
Expenditure per pupil	1,534
Balance brought forward from previous year	12,630
Balance carried forward to next year	26,426

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

145

Number of questionnaires returned

62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	65	34	2	0	0
Behaviour in the school is good.	52	40	2	2	5
My child gets the right amount of work to do at home.	54	27	8	0	10
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	57	36	5	2	0
I would feel comfortable about approaching the school with questions or a problem.	84	15	0	2	0
The school expects my child to work hard and achieve his or her best.	62	33	2	0	3
The school works closely with parents.	56	39	2	2	2
The school is well led and managed.	74	24	0	2	0
The school is helping my child become mature and responsible.	66	32	2	0	0
The school provides an interesting range of activities outside lessons.	37	29	15	0	19

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

54. Children enter the nursery class in the year in which they become four. All spend some time in the nursery class before moving in the term prior to the one in which they turn five either into a mixed nursery and reception class or to other schools in the area. In the term after their fifth birthday, those that remain in the school move into the mixed reception and Year 1 class. The nursery and nursery/reception classes are taught entirely by nursery nurses and teaching assistants. The former class is overseen by the headteacher and the latter by the reception/Year 1 teacher. Whilst this arrangement fulfils statutory requirements, it places considerable extra workload on all concerned and also has impact on the quality of the education provided for the reception year children. The resources available for use in the nursery class are good. There is a marked difference in provision between this and the resources available in the nursery/reception class and the reception/Year 1 class. Resources in the latter classes are often old and they provide insufficient opportunity for children to learn through play activities. In these classes, resources are unsatisfactory.

Personal, social and emotional development

55. Children enter the nursery class with a range of personal, social and emotional skills, but many have limited experience of social settings and need a good deal of help to meet expectations. In all classes, this aspect is taught well. The education they receive in all the foundation stage classes is very successful in assisting pupils to gain skills rapidly and by the time they enter Year 1 they achieve well and meet, and in some aspects exceed, the goals set for them. The children learn to work and play together. They are co-operative and know how to share both adults and equipment. They display patience, for example waiting their turn to undertake an activity that involved eating an ice-lolly! They are confident in the school environment and move well around the activities provided. They display an increasing ability to stay at a task until it is completed. They are friendly and open and use well their, sometimes limited, language to converse. They acquire personal skills and most can dress and undress themselves with a minimum of help by the time they leave the nursery class. In this class, pupils become increasingly independent in undertaking activities. This aspect is not as strong in the other classes because the children are too often under the direct control of an adult when, for example, writing or engaged in mathematical activities.

Communication, language and literacy

56. The children enter the school with below average abilities in using language to communicate. A small but significant number have identified speech and language difficulties. Through the good teaching they receive in the nursery class, they make good progress. In this class, the children are given a wide range of opportunities to read, write and to extend their vocabulary through talk. Listening skills are extended through the use of taped stories and music as well as contact with adults. This progress continues during the nursery stage of the mixed nursery/reception class but slows when pupils reach the reception year. Teaching of this aspect is unsatisfactory in the reception year. This is because there is too little planned development for the children and too little account is taken of the advice in the National Literacy Strategy that, although it is unnecessary for children to have a literacy 'hour' each day, there should be planned opportunities for them to learn, on a daily basis, phonics, reading and writing. In addition, in some instances, nursery nurses and teaching assistants understandably do not have sufficient knowledge of teaching using the National Literacy Strategy to make their teaching fully effective. As a result, too few children are able to identify sounds in words and to link these with letters, use their knowledge of familiar words when reading, write without copying or talk about books. Over the whole of the foundation stage, therefore, the children have made barely satisfactory achievement in this area of learning and achieve below the goals set for them as they complete the Foundation Stage.

Mathematical development

57. Children achieve in a satisfactory way over the foundation stage as a whole. They achieve well in the nursery class. In all the classes, the children are given good opportunities to undertake mathematical activities. In the nursery class, for example, children play games that involve them in counting or in naming shapes. By the time they are five the majority are able to count objects to ten, to add two sets of objects together by counting and to name several two dimensional shapes. They can sort and they can order things by size. Although they still have below average attainments as they enter Year 1, they have made secure progress. The quality of the teaching the nursery pupils receive is good in both classes. It is satisfactory for the reception group. Work in the nursery class is well planned, taking account of the stepping stones identified in the curriculum for this age child, however, planning does not show sufficient progression as the children get older.

Knowledge and understanding of the world

58. Children enter the nursery class with very limited knowledge and understanding of the world. They receive good teaching in the nursery class but the impact of teaching is unsatisfactory in the other two classes. Children make good progress in the nursery class in learning to use the recently acquired computer. They greatly enjoy using the programs and show confidence when operating the mouse or typing on the keyboard. Children in the mixed reception/Year 1 class have fewer opportunities to use either computer as they have to share with the older pupils and their progress is unsatisfactory. Older Foundation Stage children also have more restricted access to learning through play as there are insufficient resources in these two classes to fully promote this. Nursery pupils show themselves able to observe things using sight and touch. They could see how an ice lolly changed as it melted and related this to the melting of ice into water. Older children in the reception year also have opportunities to observe things closely, but there is little planned progression for the development of their skills. This is also true for aspects such as the development of understanding of time or place. Although opportunities are provided for children to undertake activities in these aspects, planning does not show how these activities systematically develop the children's attainment and this results in them making unsatisfactory progress. As with other aspects, over the Foundation Stage as a whole, children's achievement is satisfactory but they attain below the national goals as they enter Year 1.

Physical development

59. The teaching of physical development is good and by the time they complete their reception year children reach standards that are in line with the early learning goals. They have achieved well. They enjoy using pencils, scissors, construction toys and other small tools and cutting, making and joining skills are fostered well. Nursery staff make good use of a well-equipped outdoor play area where children can develop good body control, confidence and mobility. Children in the other Foundation Stage classes have some access to this area, but would benefit from more regular access to it. Children also have physical education lessons in the hall. In these lessons, teaching is sound, children enjoy their activities and they achieve well. All older children are able to move, run, jump, hop and skip with suitable control. They show good awareness of space – moving without bumping. Younger and less able children are still acquiring these skills. There is clear teaching of the skills associated with throwing and catching balls and good support is given as the children practise. Assessment is built in to the sessions as children are asked "why is it difficult?" This promotes thinking about the activity and improvement in technique is clear to see.

Creative development

60. In both nursery and reception classes teaching of this aspect is good. A good range of opportunities is provided for the children to sing and play instruments, to use paint and other materials in a variety of ways and to make models. Children's imaginations are further stimulated through the provision of role-play opportunities in both classrooms. Older children sing songs with enthusiasm, for example in the whole school hymn practice. Children choose from a range of paints and crayons and many older children successfully produce pictures, such as those of fish. A few children continue to find this exercise difficult, lacking the control to produce a reasonable representation without help. Most children happily take part in role-play, such as 'working' in the class post office. By the end of the Foundation Stage, children have achieved well and have met the goals set for their age.

ENGLISH

61. Standards in writing have risen since the time the school was last inspected. In 2000, end of key stage assessments showed that standards were above those attained nationally and above those attained in similar schools. Inspection evidence shows that standards continue to rise. Standards in reading have not shown the same increase since the last inspection. Standards in 2000 were in line with those attained nationally and in similar schools. Inspection evidence shows that some aspects of reading have improved during the last year, but that overall attainment remains average. Pupils' attainment in speaking and listening is average when they reach the end of the key stage. Pupils make steady progress in Year 1 and good progress in Year 2. As they enter Key Stage 1 (in Year 1) with below average attainments in all aspects of English, the results by the end of the key stage show that their achievements are good. Pupils who have special educational needs make good progress because the provision that is made for them is well organised and sensitively applied. More able pupils achieve appropriate standards.
62. The school has paid particular attention to the development of writing skills. This has paid dividends. Year 2 pupils write in a clear legible way, they can spell a range of common words correctly and most use phonic skills to write new words. The most able can spell more complex, longer words accurately. Pupils are able to punctuate their work with full stops and capital letters and more able pupils use speech punctuation correctly. An emphasis has been placed on the writing of stories and pupils are able to structure these showing an understanding of the way a plot should develop. They can, for example, introduce characters like pirates, describe the setting for the story on an island and explain how their pirate characters found or lost their treasure, bringing their story to a logical conclusion. Pupils are also able to write for other purposes, for example, write a letter or a poster to recommend a book, however, because they are less familiar with these types of writing they require more support. Because too little time is devoted to subjects such as science, history and geography, opportunities are missed for pupils to use their writing skills in a wider context. The limited number of computers means that they are not used sufficiently often in English for pupils to be able to confidently use them to write or change their work.
63. By the age of seven, most pupils can read with an appropriate degree of independence. They have a range of strategies that they can use when they come across a word they do not know. These include using the context of the word, pictures and letter sounds. The school has paid due attention to the teaching of these phonic skills with all pupils and has put particular effort into teaching the less able pupils these skills. This group of pupils use their skills well when reading and this has helped them make good progress. Although all pupils have these phonic skills, some of the middle ability group have to be reminded to use them when they are reading. Pupils generally understand the main points of what they are reading, but many find understanding more hidden meaning difficult. This is in part because their language is somewhat impoverished and in part because the present reading scheme is not of sufficient quality to encourage younger pupils to read beyond the literal. The school has identified this area of difficulty and efforts are being made to improve pupils' ability to use inference, both through reading and speaking and listening activities. This is, however, an area that requires further work. As with writing, the emphasis up to the present has been on reading fiction. Pupils are aware of the way non fiction texts are written and how they should be used, but experience difficulty in using their reading to find more than very obvious information from texts. The school has identified the need to increase the range of reading, and to look again at the reading books used and has already gone some way towards addressing this matter.
64. Pupils enter the school with below average speaking and listening skills. The school has implemented a sound scheme of work to try to assist pupils to improve. Pupils learn to listen and respond to instructions, to begin to listen to and put forward points of view and to extend their vocabulary. Although their attainment is nearing average as they complete Year 2 and this represents good achievement, there are still aspects of their language that are less well developed. In conversation, for example, they talk well about matters of immediate interest to them, but find it difficult to converse about a subject of an adult's choosing.
65. The quality of teaching and learning in English is good. The teachers have productively implemented the National Literacy Strategy and have made successful efforts to improve the teaching of the basic skills of spelling, handwriting and punctuation. Classes are well organised and teachers manage the pupils very well, so that pupils are both enthusiastic about their work and are able to concentrate and complete good amounts of work. Teachers have appropriately high expectations of the quality of work pupils will produce and ensure that pupils of different abilities have work of a suitable level. Pupils are given sensitive help and are told clearly how they could improve their work. These aspects of teaching encourage pupils to try hard and to expect to

succeed. The quality of the marking of books is more variable, but there are examples of good marking in Year 2 and the mixed Year 1 class.

66. Pupils of lower ability and those with special educational needs have been well taught. The school has good early intervention strategies that enable these pupils to learn well. The provision is often through the work of teaching assistants. Their work is of good quality. A small number of pupils are of higher ability. These pupils make suitable progress through the work set for them in lessons.
67. Teachers have the subject knowledge that they require to ensure that whole class teaching is of good quality and this enables the pupils to gain knowledge and skills in English in a systematic and successful way. The school has, however, chosen to use a commercial scheme to assist with the planning of lessons. This scheme leads teachers into planning follow up activities that do not always link clearly with the first part of the lesson and have too many different focuses. Although they are making some adaptations to this planning, teachers, particularly in the Year 1 classes, are not always able to teach one group of pupils because others require attention. This affects the overall quality of the learning. A good level of extra support is available from teaching assistants. This is of good quality and assists the pupils to make progress. There are occasions, however, when pupils would benefit from the greater level of independence that more cohesive planning would allow. Extensive assessment procedures have been put into place that includes the recording of attainment of many aspects of English on an individual basis. These are time consuming and not all of them are in a form that can be easily used by teachers to plan future work.
68. English has been satisfactorily led through the introduction of the literacy strategy. Good use has been made of data from assessments to identify areas for development. Successful action has been taken to address these. Monitoring of teaching has been undertaken and improvements made. Much of this monitoring has, however, been undertaken by the headteacher and there is now a need to ensure that this role is shared more equally with the subject co-ordinator. There is also a need to ensure that planning is more regularly monitored to ensure that it allows teachers to manage classes more easily.

MATHEMATICS

69. In the time since the last inspection, pupils' attainment has generally been well above the national average and well above standards achieved in similar schools. In 2000, there was a dip in results and the pupils achieved standards in line with those attained nationally and in similar schools. Inspection evidence, including the results of the 2001 tests (for which there are as yet no comparisons) show that standards have risen once again and are now above average. Pupils' achieve very well. This is an improvement since the last inspection when standards were in line with expected levels.
70. The youngest pupils in Key Stage 1 have a sound understanding of the number system. The vast majority are able to count accurately to 10; many well beyond this. They are beginning to understand the concept of addition when using a small number of objects. Pupils are able to recognise regular shapes such as a circle, square and triangle. By the time they leave the school, all pupils have achieved well in their mathematical understanding. Almost all are able to add and subtract mentally up to 10. They have a sound understanding of the number system to 100. The most able can add and subtract two digit numbers correctly. They are beginning to develop strategies to solve simple number problems. The majority of the oldest pupils are able to recognise common 2 and 3-dimensional shapes and to describe their properties, such as the number of sides or corners. They are able to understand what makes a right angle. The pupils' understanding of reflective symmetry is not well developed and this inhibits the attainment of the most able pupils. Most pupils are competent at gathering data and recording their findings in appropriate mathematical forms. Nearly all are able to construct and interpret block graphs. Many are able to construct pictorial representations of their findings through pictograms and simple graphs, however, many pupils do not show sufficient confidence or flexibility when tackling problems in new or unfamiliar situations.
71. The quality of teaching of mathematics is good. Teachers are confident in their use of the National Numeracy Strategy and give appropriate emphasis to the development of pupils' facility with number. As a result, pupils learn the skills and knowledge they require to enable them to operate mentally and on paper. All aspect of the mathematics curriculum are covered in the required depth and teachers have the subject knowledge they require to do this. All teachers manage their pupils

very well. They all value their pupils and foster very good relationships. In most lessons the pupils are very well behaved. These factors enable pupils to learn in an environment where they feel comfortable and can concentrate on their work. Good attempts are made to interest the pupils in mathematics. Pupils respond well. They enjoy the challenge of completing their work. These positive attitudes towards the subject help to promote their learning. There are occasions, however, when lessons are over long and pupils are unable to sustain their interest and concentration and this affects their ability to learn. Pupils with special educational needs are given good support that enables them to learn effectively.

72. Planning of lessons is sound, but there is room to improve this further. Teachers use a planning format recommended nationally as part of the national numeracy strategy. This is generally effective, however, in some classes, there is a dependency on a detailed commercial scheme of work that provides lesson plans for each day. Although adequate, there is sometimes a failure to modify this planning to meet the needs of the pupils within the particular class. The effect of this sometimes has an adverse impact on the quality of teaching and learning. In particular, it limits the ability of teachers to provide challenge for the most able pupils in the class. Pupils are given too few opportunities to apply their knowledge in other subjects such as science and design and technology.
73. All teachers know their pupils well. Teachers make effective on-going assessments and are sometimes prepared to change what they have planned, to better meet the needs of their pupils. During the inspection, for example, the teacher in the Year 1 class noticed that many pupils needed further consolidation of number facts. She sensibly amended her pre-planned activities to take account of this. The quality of learning for the pupils was thus improved. Teachers regularly assess more formally what pupils know and can do. Weekly assessment tests are designed to show the extent to which pupils have learnt from the week's teaching. This provides useful information for target setting and report writing, but could be more effectively used if it was maintained in a form that could be more easily accessed by teachers when they plan subsequent work.
74. Leadership of mathematics has been sound. There has been a focus on the subject in recent years. This has followed the national focus given to the teaching of mathematics. All members of staff have shared in the development of the subject using national training and guidance and are committed to raising standards even further. The National Numeracy Strategy has been effectively implemented and this has been instrumental in raising standards. As yet, however, there has been insufficient attention paid to how best to consolidate and develop mathematical skills and understanding through other areas of the curriculum such as science and design and technology. The poor resources for ICT mean that there can be little use of it to support learning in mathematics. The headteacher, who is also the subject coordinator, has undertaken some useful monitoring of teaching and learning and this has helped to ensure the consistency of the teaching quality and approach.

SCIENCE

75. The attainment of pupils at the end of Key Stage 1 in 2000 was well below average. Inspection findings are in line with this. Standards have fallen since the last inspection when they were judged to be in line with national expectations.
76. The majority of the pupils, especially the more able, do not achieve sufficiently well in science. This is due to a number of factors. As a result of the attention being given to English and mathematics, the time given to the teaching of science is insufficient to allow pupils to develop the necessary skills and knowledge. The time allocated also varies from class to class. Additionally, there is a lack of focus on scientific processes, knowledge and skills in the planning of activities that appear on the school times tables under the heading 'topic'. Pupils are provided with opportunities to learn some scientific facts but are given insufficient opportunity to undertake experiments and investigations. As a result, the pupils do not achieve sufficiently well in this aspect.
77. By the age of seven, the majority of pupils have a sound knowledge of the scientific facts they have been taught. They know, for example, that a circuit is necessary for electricity to flow. They are able to identify the five senses and know that these are important to sustaining the quality of life. The majority of pupils have a basic understanding of magnets and know that a magnet will attract metal. When undertaking scientific enquiry, pupils are able to make simple observational drawings, such as plants and flowers that they have collected. When given the opportunity, they are able to undertake simple investigations under the direction of an adult. Only a minority, however, make

their own suggestions about how to collect data or raise their own simple hypotheses. They are unsure as to how to record their findings or results.

78. The quality of teaching and learning in individual science lessons is satisfactory. Because these lessons occur too seldom, however, the pupils' learning is unsatisfactory overall. In lessons, all teachers and other adults respect the pupils. They value them as people and set very high standards of behaviour. Pupils respond well to this and behaviour is good. This creates an environment that helps to facilitate effective learning. Teachers try hard to provide pupils with activities that will interest and motivate them. As a result, all pupils enjoy science. They are keen to learn and to do their best. When given suitable tasks, they persevere well. During the inspection, for instance, Year 2 pupils were drawing plants and flowers they had picked from the school grounds. They were enthusiastic about the task and worked hard to produce good results.
79. Teachers take care to be correctly informed about the aspect of the subject they are teaching. Their knowledge of the demands of the National Curriculum and the required balance between knowledge and scientific skills, however, is less secure. Current planning for science is unhelpful. Although the staff have adopted the national scheme of work published by the Qualifications and Curriculum Authority, this is not being used consistently. In practice, the present scheme is an amalgam of a scheme produced by the school following the last inspection and the national one. This does not provide suitable subject balance and is in need of review. Termly planning does not clearly indicate the steps the pupils will take to achieve the objectives set for the end of a unit of work. Nor does it identify the time to be spent on the unit of work. The impact of this is evident in the pupil's unsatisfactory achievement. The school has not yet considered how science is able to contribute to the development and consolidation of pupils' skills in English and mathematics. Much of the recording of science, for example, is on photocopied worksheets that make few literacy demands. There is little use of ICT to assist learning in science. Teachers use day-to-day assessment well. They know what each pupil knows and understands and they use this well in lessons to provide good feedback that enables them to improve their work. This knowledge is not yet, however, being effectively drawn together and used when work is planned.
80. The leadership and management of science are unsatisfactory. The staff have largely worked together as a team in developing science. Improvements have been made since the time of the last inspection in the production of the scheme of work. This work has, however, not been followed through because the school has concentrated on English and mathematics. The school is aware of the need to improve standards in science and the development of planning is identified in the current school development plan. There has been little monitoring of the quality of teaching and learning and thus the school is unaware of specific deficiencies in the subject. The quality and range of resources for teaching and learning in science are unsatisfactory and contribute further to low standards. There is insufficient equipment to allow pupils to carry out their own investigations in the various strands of science within the National Curriculum.

ART AND DESIGN

81. Standards in art and design were judged from the small number of lessons seen as well as the artwork displayed around the school. Standards in Year 1 are at the expected level and standards in Year 2 are above the national expectation and have been improved since the time of the last inspection. Pupils achieve well. These standards reflect the quality of teaching and learning which is sound in Year 1 and good in Year 2.
82. By the end of Year 2, pupils are able to work in a number of media, observing and working carefully. They have made good quality detailed observational drawings, for example of feathers. Pupils have also looked carefully at the work of Van Gogh and have tried to observe and use some of his techniques in their own work. Some of this work reaches a very good standard. In the lesson seen, pupils showed themselves able to work thoughtfully, to make simple evaluations of their work and say how they would further improve it.

83. Lessons are well organised to provide the opportunities that pupils need. A good range of methods that includes demonstration by the teacher, modelling of the way to evaluate work and individual support are used to assist pupils to build their skills. Pupils are interested and involved and this enables them to concentrate well. They are generally proud of their work and are keen to show adults the work they have completed previously. The artwork they have done makes a good contribution to their understanding of their own culture, however, more could be done to use art and design to explore and extend their knowledge of multicultural Britain.
84. Art and design has been largely uncoordinated in the school, but the staff have worked together to produce an outline scheme of work that helps to ensure that pupils receive a balanced programme of work and that skills are developed progressively.

DESIGN AND TECHNOLOGY

85. During the inspection it was not possible to observe any teaching of design and technology. There was very little available evidence in the form of finished products. This is similar to the previous inspection where judgements had to be made on a scrutiny of teachers' planning and discussion with pupils. As a consequence of the focus on English and mathematics, the design and technology curriculum has not had a high profile in the school and, although statutory requirements are just met, insufficient time has been allocated to the teaching of the subject to allow pupils to achieve at the level of which they are capable.
86. All pupils are given some opportunities to design and make structures. Pupils have experienced the designing and making process and had practice in some of the practical skills of cutting, joining and finishing products. Pupils in Year 2 were able to talk about the way they would design a structure and describe some of the methods they have used to construct artefacts. Pupils in Year 1 have made model houses. In the mixed Reception/Year 1 class, pupils have investigated the contents of their lunch boxes and constructed model lunch boxes. Whilst these experiences are individually appropriate, there is not sufficient attention given to the systematic development of key skills to enable pupils to design and make with increasing maturity. Overall, the attainment of pupils at the end of the key stage is below the levels expected.
87. With the limited evidence available, it is not possible to make judgements about the quality of teaching in design and technology. It is clear, however, that whatever the quality of the teaching when pupils are taught, pupils do not learn enough because they study the subject with insufficient regularity. Because attention has been rightly focused elsewhere, the subject has had very little leadership and no member of staff has been identified as the coordinator. This is unsatisfactory and has had a detrimental impact on the quality of the curriculum, teaching and learning. The resources for design and technology are unsatisfactory. There is not a sufficient range or quantity of materials for pupils to have a choice when designing or making.

GEOGRAPHY AND HISTORY

88. During the inspection, there was no opportunity to observe any history being taught. The only geography lesson was taught by a supply teacher. It was not possible therefore to make any firm judgements about the quality of routine teaching in these subjects. Evidence was gathered from discussions with pupils, their completed work and teachers' planning.
89. By the end of the key stage, attainment is below the levels expected for pupils of this age in both subjects. Pupils do not achieve well enough. In history, the majority of pupils are able to recognise the distinction between the past and present. Through studies of the lives of their grandparents, they have discovered that there are differences in the lives of ordinary people now when compared with previous times. Although pupils have a developing sense of chronology, this is not as well developed as expected for pupils of their age. Even the most able have not begun to divide history into different time periods and their understanding of time is often confused. In discussion, for example, they had very confused impressions about what life was like when their grandparents were young. Some thought that they would have used slates in school, that there was no television and that all toilets were outside.

90. In geography, the oldest pupils have begun to develop an understanding of place beyond their own locality, but this is confused and not well formed. They have some experience of looking at maps but do not yet have secure understanding of how to read very simple maps. Their understanding of the local environment and the extent to which people affect it, is not well developed.
91. In both subjects, the quality of teaching and learning is sound when new concepts are taught. Pupils obviously enjoy learning about the past and about places. They remember what they have done. For example, a visit to Shugborough Hall by the Year 2 pupils gave them a very good experience of life in Victorian times. The pupils learnt much from the role-play activities offered during this visit. Unfortunately the amount of time devoted to history and geography is not sufficient for the necessary skills to be developed systematically and this adversely affects the quality of pupils' learning, which is unsatisfactory. Since the last inspection new schemes of work have been developed, however, these have not had sufficient impact on the quality of learning because there is too little time for pupils to experience the full range of activities planned. In addition, the schemes of work do not clearly show the sequence of skills and knowledge pupils are expected to acquire.
92. Since the last inspection, neither subject has been the focus of curricular development and the impact of this is reflected in the attainment of pupils. The leadership and management of history and geography have been done on a corporate basis. The staff have drawn up the outline schemes of work as a team and have discussed on an informal basis the way the subjects are taught. The shared planning has also helped staff to take a co-ordinated approach to the subjects. There has, however been no focus on either subject for some time and the lack of a subject leader has meant that the subjects have taken an overly reduced status. The subject leadership has, therefore been unsatisfactory. There is now a newly appointed co-ordinator for these subjects who has only just taken up her role. She has already identified some deficiencies in the subjects and is keen to improve them. There is not a sufficient range or quantity of good quality resources in either subject and this further restricts the curriculum that can be provided.

INFORMATION AND COMMUNICATION TECHNOLOGY

93. Attainment in information and communication technology (ICT) is below the national expectation and at present pupils do not achieve enough. This is in large part because the school has insufficient computers to allow teachers to teach ICT skills often enough or in an efficient way. There is not sufficient opportunity for pupils to practise what they learn or to use ICT to support and extend learning in other subjects.
94. By the end of Year 2, pupils have some experience of all aspects of the ICT curriculum. They know how to use a computer, to load programs and to find their way about the screen and the keyboard. They can play simple games, including those that require them to make simple decisions, for example, about which way they will travel through a simple adventure game. They know how to use painting and drawing programs and have limited experience of how to use the computer to write and change text. They know how to program a programmable toy to make it move at their direction. They have used the computer to display information about their class and to obtain information from prepared databases and the internet. In the latter two areas, they reach the national average but in most areas they lack sufficient experience to work confidently or independently.
95. In the main, pupils are taught either in pairs by teaching assistants or as a whole group by the teacher and then given opportunity to practise with teaching assistants. Very little of this teaching was observed during the inspection, but this, together with discussions with pupils, shows that when they receive it, the teaching is of sound quality and has enabled pupils to acquire the skills they have. Subject planning, however, is very sketchy and does not show how pupils will move towards the objectives set for the end of a unit of work, nor how much time will need to be allocated to ensure that they reach these goals. The unsatisfactory quality of this planning does not assist teachers to maximise the use of the limited resources. Because of the shortcomings identified above, pupils' learning in ICT is unsatisfactory.

96. Because the subject has received very little focused management, leadership in ICT is currently unsatisfactory. The school has, however, already made plans to increase resources and teacher expertise when funds become available in the term following the inspection. This will place the school in a position to develop the subject in the way that is required.

MUSIC

97. Standards in music are above average and have been maintained since the last school inspection. Pupils achieve well. Through the very good teaching they receive from a visiting specialist, and the good quality of teaching in other lessons, all pupils are able to achieve well, especially in singing. Pupils sing with enthusiasm. They know a wide range of songs that they sing in tune and with some attention to phrasing. They are able to control how loudly or softly they sing and, by Year 2 begin to alter their tone for different songs, for example, reflecting the solemnity of 'Streets of London' and energy in 'Down in the Jungle' Pupils are able to play untuned percussion instruments correctly and assemble sounds to accompany a poem. In this work, they can follow the teacher's direction to increase or decrease volume. A small number of pupils also learn to play the recorder in after school clubs.
98. The good quality of pupils' learning reflects the good quality of the teaching they receive. Lessons are conducted at a very good pace and the teachers teach with great enthusiasm. As a result, pupils greatly enjoy the lessons and many say that music is their favourite activity. The specialist teacher uses her expertise well in structuring activities so that pupils learn progressively demanding skills, such as control of tone and being able to sing in a variety of keys and with good range. Working with the visiting specialist has enabled teachers to improve their own subject knowledge and to gain confidence in their ability to teach music effectively. Pupils are very well managed and the good discipline enables teachers to plan activities that involve all pupils in playing an instrument. Lessons are effectively planned using the school scheme of work, which is of good quality.
99. The subject has received very little formal leadership. The leadership by example shown by the visiting teacher has, however, enabled the subject to develop and good standards to be maintained.

PHYSICAL EDUCATION

100. The attainment of pupils by the end of Key Stage 1 is above the levels expected nationally for physical education. In games, the majority of pupils are able to follow simple rules. They have a good awareness of strategies and play well as part of a team. Most pupils have developed good ball skills. They can bounce and catch balls well. They are able to kick a football with a good degree of accuracy. Other games skills such as skipping are also well developed. The youngest pupils are able to use large apparatus in gymnastics appropriately. They have a sense of balance in line with that expected for pupils of their age. In lessons, all pupils are aware of the need for safety. They learn the importance of warming up before activities and cooling down at the end of a session. They also know the importance of good behaviour in lessons involving movement. All are sensitive to the space needed for other pupils and behave responsibly during lessons. Throughout the key stage, pupils' learning is good and they make good progress in the development of key skills. They achieve well.
101. The teaching and learning in physical education are good. Teachers plan activities that are designed to interest and stimulate the pupils. Pupils greatly enjoy the activities and, as a result, work hard and produce good standards. They are anxious to learn the skills associated with games like football and they are provided with good opportunities to do so. The teaching they sometimes receive from a football coach adds to their enthusiasm and ability. Teachers know their pupils well. They have very high expectations of behaviour during lessons. This enables pupils to learn effectively in a safe environment. In a lesson for the pupils in the mixed Reception/Year 1 class, for example, pupils were encouraged to consider how to keep themselves safe. The teacher also gave good support to those who were reluctant to use the equipment provided. This encouraged them to be more confident and to learn more effectively. Teachers also provide good additional help for pupils with special educational needs. Teachers' planning for lessons is detailed and based on the school scheme of work. This scheme ensures an appropriately wide range of opportunities for pupils to develop skills.

102. The subject has received sufficient leadership to ensure the good quality of teaching, learning and standards. Although there has been little direct leadership, the subject co-ordinator has ensured that the scheme of work has been successfully adopted and implemented. She has also arranged for the teaching to be augmented by the visiting coach. The introduction of the very good range of equipment that is regularly available at playtimes has also added to the strength of the education provided in the subject.

RELIGIOUS EDUCATION

103. Only one lesson was timetabled for the period of the inspection. Other evidence was obtained through looking at a small sample of pupils' work, looking at teachers' planning and by talking to pupils.
104. By the end of Year 2, pupils attain average standards in relation to the local authority agreed syllabus. Achievement throughout the school is satisfactory. They have a background of knowledge about Christianity, gained through religious education lessons and through assemblies. They know a number of stories from the Bible and are able to begin to relate these to their own lives. They know, for example, that the parable of the Good Samaritan is about being kind to others and that this is the way they should behave towards their friends. They are aware that the Bible is a special book, but are less clear as to why. They have some knowledge of other faiths, for example, they could talk about Moslem traditions associated with the Mosque. They also know that the Koran is a special book for Moslems and begin to relate this to the idea that the Bible is special to Christians. They are, however, unsure about where Moslems live and do not yet have an understanding that they represent a part of British culture. Pupils have had limited opportunity to consolidate what they have learned through written or picture record and this inhibits their ability to remember what they have been taught.
105. Inspection evidence shows that religious education is taught in a satisfactory way. The school has developed a good scheme of work to underpin the teaching. Good attention is given to providing pupils with a secure moral and social background as well as providing them with knowledge and understanding about Christianity and other faiths. Teachers' planning is, however, not of sufficient quality to show how and when pupils will be taught the aspects of religious education identified for each unit of work. This has led to some aspects of the curriculum, for example, the similarities and differences between faiths, not being fully developed. Links between literacy and ICT and religious education are, at present, not sufficiently strong and pupils are not given sufficient opportunity to make a record of what they learn.
106. Leadership in religious education has been satisfactory. The development of the scheme of work and the linking of assemblies to religious education has ensured that pupils receive a sound education. There has not, however, been sufficient monitoring of teachers' planning or pupils' work and this aspect is in need of further development.