

INSPECTION REPORT

Church Gresley Infant and Nursery School

Church Gresley

LEA area: Derbyshire

Unique reference number: 112634

Headteacher: L M Fryatt

Reporting inspector: Mr G Brown
21060

Dates of inspection: 24th – 28th January 2000

Inspection number: 192395

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

INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant |
| School category: | Community |
| Age range of pupils: | 3 – 7 years |
| Gender of pupils: | Mixed |
| School address: | York Road Church Gresley Swadlincote Derbyshire |
| Postcode: | DE11 9QQ |
| Telephone number: | 01283 217357 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr T Southerd |
| Date of previous inspection: | 13 January 1997 |

© Crown copyright 2000

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

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

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|-----------------|----------------------|--|---|
| Mr G Brown | Registered inspector | Science Information technology Music Physical education Special educational needs English as an additional language | The characteristics and effectiveness of the school School improvement Standards School results and pupils' achievements Leadership and management |
| Mr T Heavey | Lay inspector | | Pupils' attitudes, values and personal development Attendance Spiritual, moral, social and cultural development Welfare, health and safety Partnership with parents and carers Accommodation Learning resources |
| Mr M Greenhalgh | Team inspector | Under-fives Mathematics Design and technology Geography History | Quality of teaching and learning Equal opportunities |
| Ms E Wilson | Team inspector | English Art Religious education | Quality and range of opportunities for learning Assessment Staffing |

The inspection contractor was:

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

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

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

REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 5 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| PART B: COMMENTARY | |
| HOW HIGH ARE STANDARDS? | 10 |
| The school's results and achievements | |
| Pupils' attitudes, values and personal development | |
| HOW WELL ARE PUPILS TAUGHT | 12 |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 14 |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 16 |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS? | 18 |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 19 |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 20 |
| PART C: SCHOOL DATA AND INDICATORS | 22 |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 26 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an above average size Infant and Nursery School built on a split site and serving a mixed catchment area of council and private housing. The school lies in the heart of the former mining community of Church Gresley. There are currently 229 pupils on the main roll. The provision made for children under five is quite extensive with a further 104 part-time children housed in the nearby Nursery units. At the time of the inspection, there were 157 children under five, including some 53 in the three Reception classes. Children spend at least a term in Nursery before transferring to the Infant school in either the Autumn or Spring terms. A significant number of children show below average skills at the time of entry. The ethnic background of pupils is almost entirely white and of UK origin. There are currently 49 pupils on the school's register of special educational needs, but no pupil has a statement of special educational needs. The school has nine per cent of its full-time roll entitled to free school meals, a figure that is below the national average but does not accurately reflect the socio-economic status of the catchment area.

HOW GOOD THE SCHOOL IS

Church Gresley is a popular school that serves its close community well. Children are happy to come here and the great majority of pupils attain broadly average standards in much of their work. The school has undergone much change in recent times and the committed staff work hard to raise standards still further. Teaching is mainly good and sometimes very good and this, together with the efforts made by the pupils themselves, ensures that the majority makes sound and sometimes good progress. The school provides satisfactory value for money and is effective in achieving many of its aims and objectives.

What the school does well

- The provision made for the under-fives is good and most children make an effective start to their school lives.
- Much of the teaching is good and all staff work hard to try and improve their work still further.
- Pupils are very keen to learn and this, together with their good behaviour, makes for a harmonious and positive climate for good achievement to occur.
- Pupils with special educational needs are well provided for and make good progress set against their previous learning.
- The provision made for the social and moral development of the pupils is very good.
- The procedures for ensuring the safety, care and welfare of the pupils are very good.
- The school relates well to the surrounding community and makes effective use of parents and other adults both in the classrooms and in wider school life.

What could be improved

- Some aspects of mathematics and writing could be improved.
- The provision made for information technology is barely satisfactory and as a result teachers are not always confident in preparing work for pupils in this important area of the curriculum.
- The governors, senior management team and subject co-ordinators need to improve their long-term strategic view of the school and help the headteacher raise standards by more effective monitoring and evaluation of pupils' work.
- Planning for the precise knowledge and skills pupils are to be taught is incomplete and teachers are sometimes unsure of what standards to expect.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected in January 1997, Church Gresley School was judged to be providing a sound and improving education for its pupils. It has made satisfactory progress since that time and some aspects of school life have improved still further. The areas identified as weaknesses during the last inspection have been addressed and, although some problems remain in the organisation of the curriculum, improvements have occurred, such as standards in spelling. Although pupils' attainments fluctuate year-on-year, the use of the literacy and numeracy strategies are beginning to drive up standards. The incidence of good and very good teaching and its influence on pupils' standards has strengthened since the last inspection. The strengths identified during the last inspection have largely been sustained and some aspects, such as the attention paid to the personal development of the pupils, have improved still further. There are also improved systems in place to monitor standards in a more effective and consistent manner.

STANDARDS

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

| Performance in: | Compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|--|
| | all schools | | | similar schools | |
| | 1997 | 1998 | 1999 | 1999 | |
| Reading | D | C | C | D | well above average A above average B average C below average D well below average E |
| Writing | D | B | D | E | |
| Mathematics | C | D | C | D | |
| | | | | | |

Results have fluctuated year-on-year particularly in writing, a matter that the school is currently trying to resolve. The school has set about targeting different attaining groups, in order to ensure a larger percentage of seven-year-olds achieve the basic level expected for their age. Assessing pupils on entry and studies of individual class profiles indicates that most classes contain a wide range of attainment levels, but that there is consistently a high proportion of below average pupils in the school. This, in part, accounts for the school's relatively poor showing when its results are compared to those of similar schools. The current inspection found that, particularly in relation to the current Year 2, standards across all subjects are broadly average, with strengths in art. The school is setting challenging targets to help raise its standards in literacy and numeracy and these are beginning to have an effect, although more needs to be done, particularly in extending the writing skills of pupils. The school is also rightly monitoring the attainment of boys in view of their under achievement in the past. The improvements in teaching are also helping to drive up standards.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Right from Nursery, pupils throughout the school have very good attitudes towards their lessons and in wider school life. They enjoy their learning and respond positively to the work they are asked to do. |
| Behaviour, in and out of classrooms | Very good for much of the time. Pupils respond well to what is asked of them and their standards of behaviour help to ensure effective learning takes place. |
| Personal development and relationships | Satisfactory overall. Relationships between children are generally harmonious and they form good relationships with their teachers. The school lays appropriate emphasis on the development of the whole child. |
| Attendance | Satisfactory overall and broadly in line with the national average. The great majority of pupils are punctual, allowing the school day to begin promptly and efficiently. |

TEACHING AND LEARNING

| Teaching of pupils: | Aged up to 5 years | Aged 5-7 years |
|----------------------|--------------------|----------------|
| 64 lessons were seen | Good | Good |

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.

Some 75 per cent of teaching was judged to be good or very good. There were particular strengths in the teaching of children under five, although some good and very good teaching occurs in all age groups. Approximately three per cent of teaching was unsatisfactory. The quality of teaching in English and mathematics is consistently good, as is the attention given to promoting the skills of numeracy and particularly literacy across the curriculum. The school meets the needs of all its pupils including those with special educational needs. Teaching is at least satisfactory in all subjects, but is frequently good in science, art, physical education and religious education. There are also teaching strengths in relation to the management of pupils inside the classrooms and the range and effectiveness of teaching methods employed. There are some weaknesses in the teaching of information technology, particularly in relation to the inconsistent use of computers to help support the wider curriculum. Pupils learn well because of the good teaching and through their own levels of interest, efforts and concentration.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|--|---|
| The quality and range of the curriculum | The quality of the curriculum provided for children under five is good and effectively reflects the areas of learning expected for their age. At Key Stage 1, there is a sound base to pupils' learning and an appropriate statutory curriculum is in place. The planning of the curriculum lacks the overview that would make it clearer to teachers what knowledge and skills to introduce and develop. |
| Provision for pupils with special educational needs | The provision made for pupils is good. Learning problems are identified at an early stage and pupils are well supported within the classroom. The quality of support helps pupils to make good progress towards the targets identified in their individual education plans. |
| Provision for pupils' personal growth, including spiritual, moral, social and cultural development | The school lays considerable emphasis on the growth and promotion of the whole child, including the importance of their personal and social development. The provision made for the social and moral development of pupils is particularly strong, while that made for their spiritual and cultural development is satisfactory. |
| How well the school cares for its pupils | This has remained a strength since the previous inspection. Pupils are well known and their needs are met through satisfactory assessments, and high levels of personal support, care and educational guidance. |

The school continues to make effective links with parents and the wider community. The range and amount of adult help available in the classrooms is considerable and this provides welcome support to the teachers as well as helping pupils to progress in their everyday work. There are strengths in the creative aspects of the curriculum at Key Stage 1, but the range and opportunities for learning provided through information technology are not extensive enough. The range of extra-curricular activities provided for pupils is satisfactory overall and is mainly of a musical nature.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The leadership provided by the headteacher is good and in a short space of time has helped give the school renewed impetus and sound educational direction. The overall contribution to management made by other key staff is satisfactory. The co-ordinators have, as yet, too little influence and impact on standards in their subjects. |
| How well the governors fulfil their responsibilities | The structure and work undertaken by the governing body ensures that statutory requirements are met. Governors however are insufficiently involved in helping to shape overall policy including the direction that the school should take. |

| | |
|--|--|
| The school's evaluation of its performance | The school has begun to set in place important measures that will help judge the overall quality of its performance. There are, however, insufficient tried and tested criteria by which those in management can test the cost effectiveness and success of the decisions undertaken. |
| The strategic use of resources | The school makes good overall use of its financial and other resources made available to it on an annual basis. Specific grants, such as those for special educational needs and staff training, are well directed and used effectively in the light of priorities identified by the school. |

There is a good match of teachers and support staff to help meet the needs of pupils and the demands of the curriculum. Under the guidance of the teachers, the contribution made by support staff and other adults is influential to pupils' achievements and in the progress they make.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • The values, attitudes and relationships created within school are helpful and positive. Children like school. • Teaching is good. Teachers are committed to their work. • The school communicates well with parents and they find it easy to approach staff. • Help and guidance given to pupils is of a high order. • The school is well led and managed. • Behaviour is good and helps pupils learn. • Standards have improved. | <ul style="list-style-type: none"> • Some parents would like to be better informed as to the progress their child is making. • The physical development of children under five is not always well provided for. • The condition of the infant building gives rise to some concern. • Some parents would like to see more opportunities for extra-curricular activities. |

The inspection team confirms many of the positive points raised here by parents. With regard to pupils' progress, the school holds regular consultations with parents, produces an annual report and is of an 'open' nature, allowing parents regular access to teaching staff should they have any concerns about their children. The physical development of children under five was judged to be sound by the inspection team but there is a clear need to improve the all-round facilities provided for physical development. This applies particularly to the use made of the outside area attached to the Nursery. While the main building is generally watertight and the inside is warm and welcoming, the age of the building is clearly going to cause a range of problems in the future and the management of the school has to be increasingly mindful of this.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The standards achieved by the majority of school leavers are broadly in line with the national average. This is particularly true in relation to reading and mathematics. Standards in writing have been very variable in the past three years and, although pupils achieve average standards overall, there are weaknesses, for example, in imaginative writing.
2. By the time they are five, a majority of children achieves the standards anticipated for their age in all areas of learning. A significant number of children enter school with below average attainment and understanding but make satisfactory progress in both the Nursery and Reception classes. Children reach the expected level for their age in terms of all aspects of their work, but reach above average standards in their personal and social development.
3. The results of the 1999 statutory tests for pupils at the end of Key Stage 1, indicate that pupils at the school achieved results that were broadly in line with the national average in reading and mathematics and below the national average in writing. When compared to schools serving similar social backgrounds, the 1999 results indicate that pupils' attainment is below the national average in reading and mathematics and well below the national average in writing. Part of the reason for this is the relatively high percentage of below average pupils found in many classes year-on-year. In order to combat this, the school is targeting and evaluating more rigorously the attainment levels of all pupils. This, coupled with better teaching and the introduction of the literacy and numeracy strategies, is helping to raise standards, sometimes quite significantly. Over the past four years, the performance of pupils in reading, writing and mathematics has been close to the national average but there have also been unacceptably significant variations in standards during that time, particularly in writing. The achievement of boys is also rightly under review, as their attainment levels tend to drop below the national average.
4. The actual percentage of pupils who achieve the higher Level 3 in English and mathematics is close to the national average. It is the overall number of pupils who find difficulty in reaching the expected Level 2 that the school is rightly targeting. Inspection findings confirm that standards are currently in line with the national average in relation to reading, writing and mathematics.
5. Pupils reach satisfactory standards in speaking and listening. Teachers place considerable emphasis on these areas and skills are well taught across the curriculum. A majority of pupils speak with confidence and listen appropriately to the views and conversations of others. In their reading, pupils develop a good range of vocabulary by the end of the key stage and many read with the fluency and expression anticipated for their age. Many less able readers lack sufficient strategies to decode new words and their fluency and understanding is affected. In writing, pupils' spelling and grammatical awareness have improved, but their imaginative writing is rather too limited in range, length and quality. Standards in literacy across the curriculum are generally sound.
6. In mathematics, the onset of the numeracy strategy has led to improvements in mental recall and the ability to handle numbers quickly and accurately. By the end of Key Stage 1, pupils show sound understanding of a good range of topics including

shape, measures, money and the four rules of number. They are less adept in applying these basic skills to solving problems in a range of mathematical contexts and in working independently of the teacher.

7. In the 1999 teachers' assessments in science, pupils' results were broadly in line with the national average. There were, however, weaknesses in pupils' knowledge and understanding of physical processes as well as materials and their properties. The inspection findings confirm that attainment in science is in line with that expected for the majority of pupils at the end of Key Stage 1. There are strengths within pupils' knowledge of several scientific topics such as forces and floating and sinking, but a minority of pupils is unsure about how to organise and conduct experimental and investigative science.
8. Standards in information technology are sound and at the level expected for the age of the pupils. Many pupils are familiar with the basic components of the computer and they know how to use the mouse, move the cursor and follow a basic on-screen menu. Standards do not greatly improve as pupils move through the school, mainly as the result of ageing equipment and a reluctance by some teachers to introduce more of the subject into everyday lessons. Standards in religious education are at the level anticipated for pupils at the end of Key Stage 1. Pupils have a secure knowledge of the main facts surrounding the life of Christ and show an appropriate understanding of other faiths as well as the lives of famous religious figures.
9. Pupils make satisfactory progress in all other areas of the National Curriculum. Standards in art are good and this subject remains a curriculum strength of the school. Pupils of all abilities are appropriately challenged and achieve sound standards in their knowledge and understanding. Pupils with special educational needs make good progress measured against their previous learning, particularly in English and mathematics

Pupils' attitudes, values and personal development

10. Standards in this area of school life are very good. The inspection supports the view of parents that the very good attitudes, values, relationships and personal development of the pupils are a strength of the school and make a significant contribution to the maintenance of educational standards. This aspect of the school has continued to do well since the previous inspection.
11. Beginning with the earliest experiences in the Nursery, pupils' attitudes to school and their response to learning are very good. The provision made for children under five is good and most achieve above average standards in terms of their personal and social development. Pupils of all ages show high levels of interest and enthusiasm during lessons and speak with confidence when answering questions. Even before school begins at the start of the day, pupils can be seen in the classrooms with their parents working on the writing and spelling tasks for the day. Parents responding to the questionnaire unanimously agree that their children love coming to school. Such very positive attitudes to school provide a firm foundation for learning.
12. The very good standards of behaviour also reflect the high expectations of all the adults in the school. They work very effectively as a team to help model the high standards of behaviour they expect from the pupils. As a result, pupils move in an orderly way around school, responding well to the merest prompt from a member of staff. In classrooms, noise levels are usually negligible, enabling pupils to

concentrate on their work without disturbance. Pupils take turns well and rarely shout out to questions during oral sessions, preferring to put up their hands to answer questions. The school's behaviour code is widely understood and practised. There is no evidence or recollection of bullying or harassment in the school, and no record of exclusions in recent years. Parents do well in supporting the home/school agreement relating to their children's conduct around the school. The very good levels of behaviour create a calm and industrious work ethos that greatly helps sound learning to occur.

13. The very good relationships throughout the school help generate an atmosphere of warmth and friendliness. This is very evident to visitors. The shared values of tolerance, mutual respect and care for others are reflected well in the warmth and sensitivity with which people at every level of the school community relate to each other. Pupils work happily together, sharing resources such as erasers, paints and multi-link blocks. They also work well in pairs or groups in subjects such as science and information technology. Staff tend to praise and reward, not only achievement, but also effort and good behaviour. This helps pupils to feel valued and raises their self-esteem, thus increasing the level of their efforts.
14. The mainly good levels of personal development, are directly linked to these factors. Pupils compete for team points and willingly accept and seek responsibility, as can be seen in the steady procession of pupils at the end of lessons, eager to tidy up and put things away. They act sociably, openly applauding peers for their efforts in lessons such as physical education. One young pupil had come to feel so secure within her group that, when she had made a particularly good effort, she suggested that the class might wish to applaud her - which they duly did. Pupils show satisfactory levels of initiative when faced with choices about their work.
15. The school has maintained the satisfactory levels of attendance and punctuality identified at the previous inspection. Attendance for the most recent reporting year was broadly in line with the national average; while unauthorised absence was below the national average.
16. Punctuality too is generally satisfactory, with very few pupils arriving after the register has been closed, and with minimum time being lost between activities. The registration procedures comply fully with legal requirement, and the school maintains regular contact with the educational welfare officer. This satisfactory pattern of attendance ensures the pupils have full access to the curriculum.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching throughout the school is good overall. Teaching is consistently good in the Nursery. At Key Stage 1, the quality of teaching varies slightly more, with some very good teaching in all age groups but also some small amounts of unsatisfactory teaching. During the inspection, 73.5 per cent of all teaching was good or better, with 14 per cent very good. Some three per cent of all teaching was judged unsatisfactory. In the Nursery, the teaching of children's personal development is particularly strong and this enables pupils to make very good progress in this aspect of their learning. The quality of teaching is good in English, mathematics, science, art, physical education and religious education and satisfactory in all other subjects.
18. The school has put much emphasis, recently, on the teaching of basic skills in literacy and numeracy. As a result, the planning and teaching of many basic skills is good and teachers have a good knowledge, for example, of the development of

literacy skills. However, one literacy lesson during the inspection was unsatisfactory because there was a mis-match between the pupils' capabilities and the teacher's expectations. For the teaching of numeracy skills, teachers are just beginning to come to terms with recent changes and are coping well. In the majority of numeracy lessons, teaching is good with no unsatisfactory teaching. Nevertheless, teachers are yet to give pupils sufficient opportunities to develop their own strategies for working in some aspects of mathematics, and hence to extend, test and challenge their own learning.

19. The quality of teaching is at least satisfactory in all subjects and good as described in several areas of the curriculum. The weakest teaching is in information technology where several staff are unsure of how the subject can contribute to wider learning and they lack confidence to use it as a regular resource. The quality of teaching is also affected by the lack of sufficiently modern resources in the subject. The quality of teaching among pupils with special educational needs is good. Teachers work effectively with the pupils' individual education plans and work is appropriately targeted to pupils' needs.
20. The main strength of teaching throughout the school is the teachers' management and control of their pupils and the high expectations teachers have of the pupils' personal and social development, which starts so effectively in the Nursery. This has a significant impact on the pupils' attitudes to school and to the good and very good quality of learning observed in many lessons. Lessons are consistently well organised with teachers using a wide range of methods effectively to stimulate and motivate the pupils. Lesson delivery is consistent and builds upon the good practice identified in the teaching of the basic skills, such as making aims clear during the lesson introduction and providing useful feedback to all pupils at the end of lessons.
21. All teachers, in the Nursery and at Key Stage 1, have a good deal of adult support in the lessons, including parents and other adults from the local community. Teachers use this support effectively. Classroom assistants make good contributions to pupils' learning when working in small groups and other adults contribute effectively to such things as the development of pupils' reading. Adults are also used effectively to help develop more specialist skills, for instance sawing and cutting in design and technology. When whole-class lessons take place, adults are deployed effectively by teachers to help prepare learning resources and to help with displays.
22. The teachers' on-going assessment of what pupils achieve is generally good, particularly in the Nursery and in the development of basic skills at Key Stage 1. In the non-core subjects, this is less secure, but teachers do assess and record pupils' achievements, especially during question and answer sessions. This information is used well to develop learning still further during the end parts of lessons and in the teachers' planning for future lessons.
23. Good use is made of homework in the Nursery and at Key Stage 1. From entering the Nursery, children are encouraged to read at home every night. This is continued throughout the school and has a positive impact on the progress pupils make in their reading. Children in the Nursery are also asked to contribute to their own learning by finding information at home and by bringing things into school, such as for the 't' table. This method of involving pupils continues into Key Stage 1. In history, pupils are asked to bring toys in of different ages to be put onto a time-line, and in geography, pupils are asked to listen to sounds and observe their environment on their journeys to and from school. As pupils get older, the amount of work they are

asked to do at home increases at an effective rate, especially in relation to spellings and the learning of number bonds. Parents are generally satisfied with the amount and range of homework given to their children.

24. The main weakness in teaching is the teachers' overall knowledge and interpretation of the whole curriculum. Although not unsatisfactory, the teachers' planning reflects a lack of in-depth knowledge of the standards pupils need to reach in the non-core subjects. The guidance provided by the planning is insufficiently matched to the levels of attainment identified in the National Curriculum. This, and the lack of schemes of work, places too much reliance on the teachers' individual levels of knowledge and understanding for each subject. The fact that this is generally sound means that in the large majority of instances, the quality of learning and the progress pupils make is at least satisfactory. However, in the unsatisfactory history lesson seen during the inspection, the match of work provided did not challenge the pupils who consequently made no gains in their knowledge and understanding of history. The quality of teaching, particularly the profile of good and very good teaching, has improved since the previous inspection.
25. The quality of learning promoted by teaching and by the pupils' own efforts, is good overall. Pupils generally acquire new knowledge and skills at a good pace and show increasing ability to think for themselves, although this could be improved in mathematics. Where teaching is particularly effective, pupils have a sound grasp of what they are trying to achieve and how their work could improve.

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

In the space of three years the school has addressed earnestly the recommendations of the previous inspection report and improved schemes of work to guide more effective teaching and learning in English, mathematics and science. An enormous amount of time and effort has been devoted to structuring and implementing the National Literacy and Numeracy Strategies and the school's own science scheme of work. The outcomes are good and the basic skills and knowledge of these subjects are planned and taught in a structured and systematic manner. This improved curricular organisation is having a positive impact upon the quality of pupils' learning and the standards they attain.

26. Understandably, schemes of work for other subjects have been given less focus. There is still a significant amount of work to be done to refine these, so that they too provide good guidance to help ensure that learning builds systematically. At present, planning without the direction of well-structured schemes of work necessitates starting from scratch repeatedly and is very time consuming. Additionally, it is difficult for teachers to check that the planned curriculum matches accurately to the demands of the different levels of the National Curriculum or to the recommendations of the locally agreed syllabus for religious education. Until such times as schemes of work are complete and an overview of the curriculum is in place, the school continues to make useful reference to national guidelines issued by the Qualifications and Curriculum Authority, to guide their planning. Consequently, the school succeeds in providing a broad and balanced curriculum, to meet the needs of pupils, albeit at considerable cost to teachers' time. Curricular provision for pupils with special educational needs is good. Their needs are well met through a range of interesting activities that are accurately designed to build on their previous learning. The curriculum for the under-fives is good and is securely rooted in helping children achieve the standards expected for their age in all areas of learning. The school is

beginning to move towards an early years philosophy incorporating the best of Nursery and Reception education.

27. Requirements to teach all the subjects of the National Curriculum and religious education are fully met. Teachers also make sure that all pupils have equal access to the full range of the curriculum. They encourage boys and girls to work well together and there are no difficulties related to equal opportunities. The provision made for personal, social and health education, including sex education and basic drug awareness is good. A well-structured programme for improving pupils' personal development is well underway.
28. The school's good provision for promoting the personal development of its pupils is exemplified in its very effective promotion of their moral and social development and sound provision for their spiritual and cultural development. From their first weeks in Nursery, children learn to value other people and to translate their respect into care and concern. One child, for example, was re-enacting the story of Goldilocks and the three bears, and such was her concern that only three bowls of porridge were being prepared (for the bears) that she showed the Inspectors a fourth bowl of porridge that she herself had made for poor Goldilocks.
29. The school introduces children to spiritual concepts through relating the teachings of Christ in the Bible, and by describing how God loves them through Jesus. The message is effectively reinforced during worship where children are given time to reflect about their role as members of a family and school community. By the time they reach Year 2, pupils are able to lead others in spontaneous prayer relating to their daily lives, asking God to help them care for others and to work hard at school, a significantly mature concept for such young children.
30. The school's very good provision for moral development, is exemplified in the way staff present themselves, or act as positive role models. The school's behaviour policy is promoted around the school, through the bold notices in classrooms re-stating the behaviour code, and through the emphasis on rewarding good behaviour and praising fair play throughout the school. The use of the 'sad board' and hand puppets to show how inappropriate behaviour affects others is very effective in asserting the school's high standards on what is right and what is wrong.
31. The school's very effective promotion of social development is reflected in the atmosphere of harmony and friendliness that permeates the school community, and upon which all the Inspectors remarked. Pupils learn to work effectively in groups, sharing ideas and listening to other points of view. Pupils readily accept responsibilities such as tidying up after activities, taking the registers to the office, and ringing the bell to signify the end of the lesson. One pupil was seen to take the hand of another, more shy pupil, and lead her into the classroom; and all applaud the efforts of their peers in the certificates assembly. This effective promotion of social development has a positive impact on standards.
32. The school makes satisfactory provision for the promotion of cultural development. Pupils have a chance to play musical instruments, sing in the choir at assembly, and learn about other cultures and religions. Displays around the school, for example, celebrate the Chinese New Year; a Hindu parent came into school to tell the children about Diwali, and two Muslim children described Eid to their peers.
33. The curriculum is enhanced significantly by the good use of visits, visitors, celebrations and also through extra curricular provision. Examples of curricular

enrichment from within and outside the immediate community include visits from authors, puppeteers, theatre groups and a football coach from the county team. Pupils visit the local church to take part in special festivals such as Harvest and Christmas or simply to study the architecture and artefacts of Christian worship. An annual book week promotes reading profitably, particularly among boys when not only female, but also male adults from the community, including local businessmen, read to groups of pupils. They are good role models, demonstrating that reading is both enjoyable and useful. Other good links are forged, for instance, with the junior school so that pupils transfer smoothly to the next school. Recorder, choir and sewing clubs are held weekly at lunch-times and after school. But most significant are the school's good links with parents. Parents are involved well as helpers in the school, but also in support of their children's homework. Such a range of activities provides a meaningful setting for much of the pupils' learning and are an important factor in enabling the school to achieve successfully the all-round development of its pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school's very good provision for its pupils' welfare, health and safety has created an atmosphere of security and well-being that improves access to the curriculum and provides a solid platform for raising standards. Parents report that they and their children feel supported by the school, and nearly all those responding to the questionnaire declared that they would find it easy to approach the school with any questions or concerns about their children.
35. Relationships throughout the school are characterised by mutual respect. Pupils and their needs are well known and there is a strong emphasis on care and nurture. Those with particular needs, whether high achievers or low achievers, are identified and their needs addressed via special arrangements, care plans, or outside agency involvement. Parents confirm the very good arrangements for children with special needs and also the induction arrangements in the Nursery. The children also look out for one another, exemplified by the child who saw one of her peer's fall heavily in the playground and immediately attracted the attention of the midday supervisor to her plight.
36. The school has gone to great lengths to ensure that the children feel safe and secure, by introducing additional security arrangements.
37. The personal safety of pupils is safeguarded via the comprehensive health and safety policy, with an abridged version focusing on the particular responsibilities of midday supervisors and support staff, who discharge their duties with considerable dedication. Regular risk assessments of the premises are conducted in compliance with county requirements and the health and safety at work legislation. Twice termly fire drills are properly recorded. Some minor hazards were reported to the headteacher, who agreed to rectify them.
38. The designated child protection officer has received appropriate training, and she ensures that all staff are kept informed of the latest procedures as agreed with the area child protection committee, including identification of children at risk.
39. The nominated first-aid officer, known to other staff, holds a current first-aid certificate, and co-ordinates arrangements for treating and recording accidents. The Nursery has its own qualified first-aider.

40. The effectiveness of the school's good measures to promote and monitor personal development is seen in the enthusiasm with which pupils individually and collaboratively apply themselves to their work, often without direct supervision. They happily accept responsibilities such as the child who reminded the teacher that she needed to feed the goldfish. They respond enthusiastically to the school's emphasis on highlighting and rewarding good behaviour with the assistance of Oscar the puppet, a character in the music scheme. Additional motivation for good behaviour has been provided through the introduction, on a pilot basis, of team performance. Pupils' personal development is further monitored through the way in which pupils respond so positively to opportunities to help the disadvantaged in society by raising considerable sums of money for charities such as Operation Christmas Child. Such strategies, by promoting discipline and good behaviour, also improve access to learning for all children. There is also positive emphasis on good attendance and parents and pupils know the school's expectations in this respect.
41. The school's procedures for assessing pupils' attainment and progress are satisfactory. Completed schemes of work, such as those in English and science, have clear curricular objectives and corresponding assessment opportunities incorporated within their structures. This is good. Pupils' attainment and progress in the various aspects of English and science are tracked well and targets are set and planned for. However, since good assessment practice is based upon clear curriculum objectives, and given the incompleteness of a number of the school's schemes of work, it is difficult at present to have meaningful whole-school assessment procedures across all subjects.
42. Satisfactory procedures are in place for monitoring and support pupils' academic progress. Senior staff have begun to analyse the results of national and school tests and use the information to meet pupils' needs. For example, as a result of analyses, increased non-teaching support has been put in place to aid groups of pupils in improving their skills of reading and writing, in both Years 1 and 2. Good use is made of the assessment information gained from tests as children enter school to inform curricular provision and to group children. Good assessment practice too is employed in tracking the attainment and progress of pupils with special educational needs. These comparatively new procedures demonstrate the school's serious commitment to raising standards by pinpointing need through assessment findings.
43. Lessons are evaluated on a weekly basis and findings used appropriately to inform curricular planning. An area of assessment which is beginning to develop, but not fully enough, is that of moderation, whereby teachers across the school reach an agreement about the levels being assigned to pupils' work, particularly in English, mathematics and science. This practice has focused on agreeing levels about pupils' writing and is raising teachers' awareness of the intricacies of national standards and of improving their effectiveness in accurately assigning levels to pupils' written work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents who attended the meeting or responded to the questionnaire, as well as those seen by the Inspectors around the school, all agree that the school is a very warm and welcoming place. They say that staff are helpful and approachable, and that their children, including those with special needs, are very well cared for. They comment favourably on the induction procedures in the Nursery, and on the way in which they are encouraged to come into classroom and involve themselves in their child's education.

45. The Inspectors confirm this positive parental view of the school and are pleased to report that the school's partnership with parents remains a major strength and contributes significantly to raising standards in the school.
46. Parents receive good levels of information from the school about their children's progress and activities. The improved governors' reports, the very readable prospectus (requiring only a clearer complaint procedure) comply fully with legal requirements. The very informative newsletter published every three weeks is supplemented by a curriculum newsletter for the benefit of all parents and by more informal notices posted on the parents' notice board or the classroom doors. The annual reports to parents are of overall good quality, a particularly useful feature being suggestions on how parents might help their children to improve over the next year. An unsatisfactory feature of the most recent reports however, is the practice of combining some subject reports, resulting in a lowering of subject status and identity. In addition to written information, parents are invited to curriculum meetings on topics such as literacy and numeracy.
47. Parents make a very good contribution to their children's education. The recently introduced home/school agreement has consolidated the partnership by involving parents more directly and formally in their children's work at school and at home. Not only do they help with their children's homework, making good use of the 'comments' facility in the reading diary, but they also come into the classroom in large numbers to attend the pre-school activity period for ten minutes before the official start of the school day. They help their children to work on the word or theme of the day, and they speak to the teacher or support staff to make a point or clarify an idea. Such regular and informal interaction ensures that parents are not only kept fully informed of their children's progress, but are also fully involved in school life, and make a direct contribution to their children's learning.
48. Parents registering their skills and their availability with the school, further enhance this very good level of parental involvement. This strategy has resulted in up to 40 parents becoming regularly and actively involved in the school. Those who cannot come to school, provide help from home by preparing materials, designing costumes, helping on trips or events, or raising money through a very active 'Friends of Gresley' organisation. This wealth of provision confirms the parents' views about the high quality of their relationship with the school, and the considerable benefit that the partnership brings to their children's education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The school is well led by the recently appointed headteacher. She has helped to bring a sense of stability to the school and introduced several new measures aimed at improving ways in which it can evaluate its own performance. The headteacher and other senior staff have a clear commitment to raising standards and establishing agreed targets for school improvement and development. The headteacher is also endeavouring to produce a greater sense of teamwork within the management of the school but this work is at an early stage, including the development of the senior management team.
50. Although others contribute to the process, the headteacher remains central to the educational direction of the school.
51. The role of the subject co-ordinators is relatively undeveloped in relation to monitoring and evaluating standards, including monitoring and evaluating the quality of teaching in their own areas. There are several exceptions, for example, in relation

to the work undertaken in literacy and numeracy. In these subjects, recent results in statutory assessments have been carefully analysed and realistic targets set to help drive up standards in these important areas. Such monitoring and evaluation has not been carried out on a similar scale in other subjects and there have been insufficient reviews in relation to how the school is progressing overall.

52. The governing body has made satisfactory progress towards becoming an influential group within the general management of the school. However, governors have limited involvement in strategic and development planning and lack the experience to fully understand and act upon the strengths and weaknesses of the school. Priorities and targets are still very much the task of senior staff, although governors are committed, and beginning to take more responsibilities than hitherto. The governing body meets its statutory requirements and is committed to school improvement. It meets regularly and has established four useful working committees that carry through much of their routine work. Governors are particularly involved in financial matters and help establish and monitor the annual budget.
53. The annual school development plan is a useful document indicating areas for growth and priorities for school improvement which are soundly based on audits carried out by senior staff. There are appropriate links made with available finance but the plan needs prioritising still further and measures of cost effectiveness need to be built in so that governors and others can judge the value and impact of their decisions and expenditure. The school has explicit aims and values that it wishes to promote and these are carefully built into its ethos and working practices.
54. The school has a satisfactory number of qualified and experienced teachers to help deliver the National Curriculum. The curriculum is well covered by teachers with wide-ranging expertise. Support staff make a valued contribution to the life of the school and there is a good ratio of support staff to pupils.
55. The school is an efficient unit and makes good use of the funding delegated to it on an annual basis. The quality of financial planning is good and shows effective links with the priorities expressed in the school development plan. Specific grants are spent appropriately and expenditure is well monitored by governors and senior staff. Educational priorities are appropriately supported through careful financial management. The day-to-day administration of the school is good. An experienced secretary is influential in the smooth running of the school office.
56. The Infant accommodation is old, rather draughty and in need of some refurbishment. The efforts of the school community in repairs, maintenance and colourful displays, have ensured that pupils work and play in a colourful, stimulating and safe environment. The fact that the Nursery and the dining-hall are separated from the main school by a road does not impede the delivery of the curriculum, but it does constitute an inconvenience and a safety risk that the school handles very well. The accommodation therefore is adequate for the delivery of the curriculum. More and better use could be made of the Nursery outside area as the overall provision made for the physical development of children under five is barely satisfactory and is also a concern of some parents.
57. Learning resources are satisfactory overall. The good learning resources in the Nursery and elsewhere have a positive impact on standards. Resources in English and music are judged to be good in terms of sufficiency, quality and ease of access. Resources in most subjects are well used, though the sometimes unsatisfactory use of information technology identified during the Inspection is partly due to a lack of updated resources. In other subject areas, resources were satisfactory in terms of

sufficiency, access and quality, making a satisfactory contribution to standards in the various subjects.

58. The school ensures that it makes effective use of its overall resources and secures sound value for money in relation to comparison, challenge, consultation and competition when applied to the management and use of its resources.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to further raise standards of attainment and improve the quality of education provided by the school, the governors, headteacher and staff should:

60. **Further improve some of the basic skills of pupils' writing and mathematics by:**

- 61. extending the opportunities for pupils to write in a greater variety of contexts;
- 62. ensuring that there are more opportunities for pupils to develop their self-learning in mathematics and that they can apply more strategies, unaided, for this to occur. (paragraphs 1,3,5,6,18,72,79)

- a. **Improve the overall provision made for information technology. In particular:**

- 63. increase the scope of available hardware and software to make information technology a more effective learning resource for the pupils;
- 64. extend the training and support given to teachers so that they will view the subject with greater confidence during its wider use in the classroom;
- 65. increase the range of experiences by which pupils will use their growing skills in information technology to support their learning in the wider curriculum. (paragraphs 8,57,87,107)

66. **Improve strategic planning and set priorities that focus more sharply on the future needs of the school by:**

- 67. developing the role of the co-ordinators so that they begin to monitor and evaluate standards more effectively;
- 68. use the information gained to inform decisions about targets and priorities in the school development plan;
- 69. increase governors' involvement in the detail of development planning, based on a more accurate picture of the current strengths and weaknesses of the school. (paragraphs 51,52,98,107)

70. **Complete an overview of the school's current curriculum showing clearly what skills, knowledge and understanding are expected of pupils in different years and where staff can clearly view the standards and levels expected in those age groups. (paragraph 24)**

In addition to the above, the following less important weaknesses should be considered for inclusion in the action plan:

- 71. continue to closely monitor the achievements of boys to ensure that expectations on them are high and no under-achievement occurs; (paragraphs 3,77)

72. improve the current provision made for the physical development of children under five. (paragraphs 3,67)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 63 |
| Number of discussions with staff, governors, other adults and pupils | 26 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 14.3 | 59 | 23.5 | 1.6 | 1.6 | 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 | Y R – Y 2 |
|--|---------|-----------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 52 FTE | 229 |
| Number of full-time pupils eligible for free school meals | 0 | 21 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 0 |
| Number of pupils on the school's special educational needs register | 0 | 49 |

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

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 12 |
| Pupils who left the school other than at the usual time of leaving | 8 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.7 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.1 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 1999 | 46 | 36 | 82 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 34 | 31 | 38 |
| | Girls | 33 | 31 | 33 |
| | Total | 67 | 62 | 71 |
| Percentage of pupils at NC level 2 or above | School | 82 (83) | 76 (84) | 87 (80) |
| | National | 82 (80) | 83 (81) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 35 | 32 | 41 |
| | Girls | 31 | 32 | 32 |
| | Total | 66 | 64 | 73 |
| Percentage of pupils at NC level 2 or above | School | 80 (85) | 78 (79) | 89 (79) |
| | National | 82 (81) | 86 (85) | 87(86) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 2 |
| Indian | 1 |
| Pakistani | 2 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 171 |
| Any other minority ethnic group | No |

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) | 9 |
| Number of pupils per qualified teacher | 25.4 |
| Average class size | 26 |

Education support staff: YR- Y2

| | |
|---|----|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 90 |

Qualified teachers and support staff: Nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 2 |
| Number of pupils per qualified teacher | 26 |

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

| | |
|--------------------------------|----|
| Number of pupils per FTE adult | 13 |
|--------------------------------|----|

FTE means full-time equivalent.

Financial information

| | |
|----------------|---------|
| Financial year | 1998/99 |
|----------------|---------|

| | £ |
|--|--------|
| Total income | 362547 |
| Total expenditure | 348798 |
| Expenditure per pupil | 1236 |
| Balance brought forward from previous year | -4799 |
| Balance carried forward to next year | 8949 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 304 |
| Number of questionnaires returned | 50 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 74 | 26 | | | |
| My child is making good progress in school. | 56 | 40 | 2 | | |
| Behaviour in the school is good. | 46 | 52 | | | |
| My child gets the right amount of work to do at home. | 44 | 42 | 6 | | |
| The teaching is good. | 64 | 36 | | | |
| I am kept well informed about how my child is getting on. | 48 | 36 | 14 | 2 | |
| I would feel comfortable about approaching the school with questions or a problem. | 68 | 30 | 2 | | |
| The school expects my child to work hard and achieve his or her best. | 58 | 38 | 2 | | |
| The school works closely with parents. | 50 | 44 | 6 | | |
| The school is well led and managed. | 52 | 46 | | | |
| The school is helping my child become mature and responsible. | 58 | 38 | 2 | | |
| The school provides an interesting range of activities outside lessons. | 28 | 36 | 16 | | |

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

26. The school has a two-term entry into the Nursery and into the Reception classes. The oldest three-year-olds enter the Nursery in September and then enter Reception in the following September. The youngest three-year-olds enter the Nursery in January and enter the Reception the year after. The school conducts the statutory entry assessment (Baseline) shortly after the children enter the Reception classes. The results of this assessment indicate that, whilst the attainment of many children is broadly average on entry, a significant number are below average, particularly in relation to their social and personal development, an area in which they subsequently make good progress.
27. Overall, the quality of teaching in the Nursery and Reception classes across all areas of learning is good. Teachers have a very good understanding of the pupils' needs, manage the pupils and classroom well and have high expectations of what the children can achieve, particularly in their personal and social development. They know the children well and use good techniques of questioning to challenge children of different abilities. Teachers also use assessment information effectively to plan the next steps of learning for the children. This is shared with parents who are encouraged to contribute to their child's development. Classroom assistants work effectively with the teachers and provide good support, particularly when working with small groups of children.
28. The children's **personal and social development** by the time they reach the age of five is above the national expectation. Children throughout the Nursery and Reception classes make very good progress and the quality of learning, overall, is also very good. Teachers place a big emphasis on ensuring that children feel secure in their new environments and this enables children to settle and gain confidence quickly. Children establish good relationships with each other and are respectful. This is particularly evident during group activities when children work alongside others effectively, and during whole-class sessions, when they respect the teachers' wishes to listen attentively and to not disturb other children. Many opportunities and learning resources are provided by teachers enabling children to concentrate and persevere with their learning during a wide variety of indoor and outdoor activities. In these situations, children show good levels of independence when choosing an activity and need very little guidance and support from the teachers. In the 'home' corner and around the water and sand trays, children share and take turns with minimal disruption and handle equipment with care.
29. By the time children are five years of age, standards in **language and literacy** are in line with the national expectation. The quality of learning and the progress children make is good. Children in the Nursery and Reception classes are given a good balance of opportunities to develop their skills of speaking, listening, reading and writing. In the Nursery, children are expected to listen attentively to stories, such as Goldilocks, and to participate in reading the words within the books that teachers share with the whole class. All children are expected to take reading books home on a daily basis and parents' and teachers' evaluations of how well the children are doing are shared effectively to help promote further learning. The teaching of reading is particularly effective when the teacher uses finger puppets to help bring the story alive. Nursery children are encouraged to learn sounds and to write the shapes of letters in controlled and free situations. By the time they enter the Reception classes, the higher attaining children read independently and are keen to

share their successes with other adults. In the Reception, children learn most effectively when they are encouraged to use simple dictionaries to find words beginning with sounds such as 't'. Teaching is least effective in the Reception, when teachers do not insist on the children's full attentiveness, for example during a physical education lesson in the hall. By the time they are five, many children talk sensibly about their books and write simple stories and accounts of varying length.

30. Standards in **mathematics**, by the time children reach the age of five, are in line with the national expectation. Children are beginning to add and subtract numbers to ten with confidence, with the more able calculating mentally with good speed. They know the names of two-dimensional shapes with some able to explain the difference between a square and a rectangle. Children are beginning to sort and classify by using colour and define length comparisons in terms of longer and longest. Teachers provide a good balance of opportunities to cover all aspects of mathematics. They use a good variety of learning resources to stimulate learning, such as the book 'Ten in a Bed', and accompanying puppets, to enable children to act out the story. In the Nursery, teachers use opportunities in different situations to develop the children's concept of number, shape and colour. During registration and when handing out musical instruments, for example, teachers encourage children to count objects and to recite the sequence of numbers to 31, the number of days in the month.
31. Standards in the children's **knowledge and understanding of the world** is in line with that expected nationally. Children make satisfactory progress overall and their quality of learning is good. In the Nursery, good opportunities are given for pupils to explore and role-play in the 'home corner' and relate stories to the way children live their own lives. They are given ample opportunity to explore and select different equipment and materials and use skills, such as cutting and building, effectively to produce pictures and models. In Reception, teachers build upon these skills successfully and provide opportunities for children to put their own creations together independently, such as cutting and gluing together pictures of the Little Red Hen. Teachers also explore areas of learning in more depth, such as when comparing the differences between the town and country. In these instances, teachers use 'big' books effectively, incorporating aspects of the literacy hour into the children's learning. Many children show an appropriate awareness of important features in their own environment and know something of the greater world outside.
32. Standards in the children's **physical development** are in line with national expectation. The quality of teaching is good overall, but the physical nature of the split-site accommodation restricts the children's access to the full range of opportunities available to them. Consequently, children in the Nursery develop good levels of confidence, control and co-ordination during the times when they are outside, using a range of 'sit on and ride' toys and small equipment such as balls. However, they do not have regular access, for example, to the school hall, and therefore are unable to develop their skills of climbing and balancing using large equipment as effectively as they might. These skills are developed more effectively during the children's time in Reception, and children make satisfactory progress in their physical skills when using the hall, for example passing and collecting skills when throwing and catching quoits and balls. However, the Reception children do not use the good facility on the Nursery site to build upon those skills in outdoor play that are developed effectively in the Nursery. Teaching is least effective in the Reception when some time is lost whilst children change and when children who show good skills, are not used effectively to demonstrate to the rest of the class.
33. Standards in the children's **creative development** are in line with the national expectation. The quality of learning is good and children make satisfactory progress.

Children in the Nursery are given good opportunities to explore colour, texture, sound and imagination. In art, they use cotton reels dipped into paint effectively to create colourful pictures of teddy bears. In the 'home' corner, teachers provide a range of resources for children to role-play, such as weddings. However, the use of these areas is not utilised as fully as they could through the development of a more creative environment linked to the topic. In music, children respond very well to opportunities to explore the sound of different banging and shaking musical instruments. Children follow the teacher's instructions very well and explore a variety of sounds effectively. The children also show much enjoyment when learning actions and words to new songs. In Reception, children build upon these skills effectively. Teachers provide good opportunities and learning resources for children to explore the styles of famous artists, such as Van Gogh, and present good images using vivid colours to good effect. When the children work in groups, teachers and nursery nurses extend the children's learning effectively through good questioning techniques that challenge children of all abilities.

ENGLISH

34. The 1999 National Curriculum test results at the end of Key Stage 1 show that the percentage of pupils attaining the expected Level 2 or above in reading was in line with the national average but in writing it was overall below. This was partly due to the presence of a relatively high percentage of lower attaining pupils within the group. The proportion of pupils reaching Level 3 in both reading and writing was in line with the national average. When compared with similar schools, pupils' performance was below average in reading and well below in writing. In tracking pupils' attainment over time, from 1996 to 1999 the data shows attainment to fluctuate above and below the national average year on year. Staff turbulence, in recent years, has had some bearing on pupils' performance. Reassuringly however, stability of staffing has been established and inspection findings reveal a climate of positive development and greater attainment.
35. At the end of Key Stage 1, the present pupils' attainment in speaking and listening is in line with the level expected nationally. In the absence of tracking data, it is not possible to explain why standards have fallen slightly since the previous inspection. Language is promoted well in literacy lessons and pupils are given good opportunities to practise and use their skills. Their contributions are valued and their self-assurance developed well. Thus pupils of all ability groups make mainly good progress and speak confidently, clearly and with appropriate vocabulary, whether as a participant of a small group or when addressing the whole-class audience. They eagerly take part in discussions about the story of Noah, Chinese New Year celebrations or comparisons between Church Gresley and the Island of Struay, in Scotland. They listen well and are beginning to build on each other's points of view.
36. At the end of Key Stage 1, the present pupils' attainment in reading is in line with the national average. Immediately following the previous inspection, test results showed a fall in reading attainment. However, since then, test results have risen and remained around the national average. The successful implementation of the literacy hour is having a positive impact on standards. Pupils know their letter sounds well and almost all Year 2 pupils, apart from a few who are less able, apply them successfully to make sense of unfamiliar words. Year 1 pupils also know initial letter sounds and blends, and are starting to apply them. Dictionary skills and book vocabulary are beginning to develop satisfactorily. Pupils read their respective texts with a good level of accuracy, fluency and expression. Teachers employ good

strategies to foster such skills, for example when they lead pupils in reading aloud to class texts that stimulate expression such as 'The Leopard's Drum' and 'The Train Ride'. Pupils are reminded to be aware of punctuation if they are to convey meaning expressively. They demonstrate satisfactory understanding of the books they read as they talk about the main parts of the story. Some pupils are beginning to establish preferences for particular texts and authors. A good example of this was the Year 2 pupil's reason for liking Eric Carle's story of 'The Very Hungry Caterpillar', the author using interesting adjectives.

37. The present pupils' attainment in writing, at the end of Key Stage 1, is in line with the national average. In like manner to reading, attainment in writing has fluctuated too much in the past, but is now consistent with the findings of the previous inspection. Standards have improved in handwriting and spelling and this has gone some way to bringing increased clarity and meaning to pupils' writing. Punctuation too is improving. Those aspects that prevent greater attainment, include some lack of descriptive vocabulary that would normally add interest to creative work and joining words to add additional meaning. The wider vocabulary being built up well in literacy lessons, and used in speech by pupils, is quite naturally taking longer to be applied in writing. As well as that, the central part of creative stories is not structured well and as a result stories are inclined to be a long string of events. Pupils are given appropriate opportunities to write factually and about their own experiences and pursuits. However, in writing creatively there is an over-emphasis on retelling well-known stories rather than writing imaginatively from story prompts and different starting points. This depresses creativity and individual styles. Additionally, there is an element of confusion as to the purpose of extended writing sessions which should be an opportunity for pupils to put their developing skills into wider practice, perhaps across the curriculum.
38. The quality of teaching is good and contributes strongly to the good progress pupils of all ability groups make and to the good attitudes they have to their work. Planning is a particular strength of teaching. Literacy lessons are planned well and are based on clear learning objectives, around which teachers structure highly focused teaching inputs and pupil activities. The skilful use of resources to extend meaning is another significant strength of teaching. Explanations are supported by a good range of aids such as demonstration 'big books', word and letter cards, white boards and flip charts, which promote the learning focus clearly. Pupils' attention is held. They are motivated and build skills, knowledge and understanding well. Although the use of teaching aids is good, the provision of resources for pupils to use when working on tasks is not always good. For example, dictionaries or word banks were not made available to aid spelling, when the learning focus was on punctuation, slowing the progress pupils made.
39. Time is used profitably by most teachers so that lessons have a lively but sustainable pace. Pupils benefit greatly from another rich resource, namely the use of non-teaching adult help. Learning support assistants, students and a significant number of parent helpers, support group tasks very well. These group tasks are matched well to pupils' different abilities and needs. There was an instance of unsatisfactory teaching when the pace of the lesson was too slow and the task too onerous for pupils to gain from. Across the school, very good relationships between teachers

and their pupils feature strongly in providing a secure and purposeful learning environment.

40. The literacy strategy has been implemented successfully and teachers are building techniques well to meet the recommended structure and content. To support them in this, the co-ordinator has begun to monitor and evaluate planning and teaching usefully. Other subjects, such as art, history and religious education, make a satisfactory contribution towards developing pupils' language and literacy skills. Here, technical and descriptive language is promoted appropriately. A good example of this was seen in a Year 1 class. In exploring texture, pupils successfully increased their vocabulary of adjectives as they described how several artefacts looked and felt to the touch.
41. Resources are satisfactory and generally well used in lessons. An exception is the limited use made of information technology to support the wider English curriculum.

MATHEMATICS

42. Standards in mathematics are in line with the national average and are at broadly the level reported during the last inspection. National Curriculum assessments in 1999 show that the proportions of pupils achieving the average Level 2 and above average Level 3 were in line with the national average. This is a similar outcome to the last inspection. When compared with those schools with a similar proportion of pupils on free school meals, the standards achieved by the school are below average. The school does, however, have a larger proportion than normal of low attaining pupils, a significant proportion of whom are on the special needs register. Over the past few years, girls in the school have a tendency to outperform boys in this subject. The school is rightly looking into the expectation laid on boys and the results they achieve in the future.
43. The school has just begun the National Numeracy Strategy and is adapting well to the different style now created for the delivery of mathematics. Members of the teaching staff are midway through their training for the adoption of the strategy. The delivery of the curriculum is broad and well balanced and this helps to ensure that the pupils' performance in mathematics is consistent across all aspects of the subject, an improvement since the last inspection when the pupils' ability to use and apply mathematics was below that expected. As a result, all pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress overall throughout the school. As a result of the implementation of the National Numeracy Strategy, in a good proportion of lessons, the quality of learning is good. In these lessons, pupils make good progress in their ability to calculate mentally.
44. The quality of teaching is good overall, but varies from satisfactory to very good. Teaching is at its best when teachers have a firm grasp of the expectation of the numeracy strategy and provide pupils with the opportunity to extend, challenge and develop their own strategies of calculation and problem solving. This is, however, not always the case. In all lessons, the teachers demonstrate a good understanding of the needs of the pupils, particularly their personal and social development. They also use adult support well, particularly in the Reception classes. This enables pupils to at least feel confident about their abilities to solve mathematical problems and improves their self-esteem. In return, pupils show good attitudes to learning, they are

interested in the lessons and are keen and eager to attempt new tasks. They respond well to challenging questions during whole-class sessions and work productively and independently on individual and group tasks. There are very few occasions during lessons when the pupils' behaviour is distracting and off task. Teaching is least effective when teachers take a narrow view of the strategies pupils should use to solve problems, and give few opportunities for pupils to try out their own strategies in more challenging situations. This can result in some unsatisfactory progress in relation to the use and application of basic mathematics.

45. The co-ordinator has a good understanding of the expectations of the new strategy as does a governor who has attended the training. The co-ordinator is keen to involve parents in the pupils' mathematical developments and this was well rewarded when there was a good turn-out of parents at a recent mathematics evening. The co-ordinator is monitoring the implementation of the numeracy strategy effectively but this is in the early stages of development. The co-ordinator provides clear aims and direction for other members of the teaching staff to help ensure the strategy is implemented well. The use of numeracy in the wider curriculum could be improved as could the use of information technology to extend pupils' experiences in mathematical knowledge and understanding.

SCIENCE

46. The results of the 1999 teacher assessments in science at the end of Key Stage 1 indicate that the percentage of pupils reaching the expected Level 2, or above, was broadly in line with the national average. Pupils did best in experimental and investigative science but less well in terms of their knowledge and understanding of physical processes and in specific topics such as materials and their properties. The percentage of pupils reaching the higher Level 3 was in line with the national average. The inspection findings confirm that, although standards have fluctuated in recent years, the school is currently achieving average results by the end of Key Stage 1. Pupils make mainly good progress in all the main elements of science. Standards are very much at the level reported in the previous inspection.
47. Throughout Key Stage 1, pupils continue to improve their ability to carry out experiments and record their work in a variety of ways. By the end of Year 2, the majority of pupils are aware of the importance of thinking scientifically and of testing any hypotheses they are involved with. In a particularly detailed experiment, the oldest pupils study forces and, with a teacher's help, make observations of how different model cars perform on a sloping ramp. They note the impact of friction and carefully introduce one variable at a time to ensure they create a fair test, recording their results accurately as they proceed. Pupils are encouraged to discuss and review their results with those of others. In the past year, there have been many improvements in basic investigative work, including more use of prediction and working accurately in pairs. Knowledge and understanding continues to be a strength within several topics, but there remain some weaknesses in pupils finding out for themselves, particularly among the higher attainers.
48. The range of work undertaken by the pupils towards the end of Key Stage 1, is broadly that expected for their age. The expectation is that pupils will now cover a wider range than hitherto was the case and this has given many of them greater insight and understanding into important areas such as floating and sinking, living processes, magnetism and good health. The skills base to their learning is not excessive, but by the end of the key stage most pupils use enquiry and recording skills they have learned in previous topics, to new subjects and investigations. Although on the increase, many pupils do not use scientific words on a regular basis,

particularly in their everyday discussions. The great majority of pupils indicate they have appropriate knowledge and understanding of how their bodies work, electricity in the home, simple circuits and how certain materials react under pressure and heat.

49. The quality of teaching and learning is generally good across the school. In Reception, pupils learn sound investigative methods from an early age. They hold up cards giving a prediction as to the likely outcome when the teacher attempts to float various materials in a fish tank. By the end of the lesson they make good progress in understanding the basic principles of flotation and record their work accurately on a quality worksheet. In Year 1, pupils continue to build on their previous knowledge and conduct experiments to a satisfactory level for their age. However, the higher attaining pupils are not given sufficient scope to at least attempt to devise their own experiments. In a lesson studying the wind, pupils have a basic idea of moving air but cannot explain this principle in some of their experiments. Many therefore cannot explain what exactly causes a model windmill to move or to predict the likely motion of a paper fish when it is flapped at from a distance. Pupils go on to make average attempts at writing up experiments using their own words. Pupils make above the expected rate of progress where teachers are careful to provide the right quality of resources and lead the pupils by the use of good, open-ended questions that bring out their former experiences and knowledge.
50. Standards of concentration and perseverance are high and pupils behave well, usually sharing and handling resources safely and with consideration. They find greatest satisfaction when challenged by well prepared work, but a sizeable minority lack initiative, looking to the teacher for support during almost every stage of their experimental work in particular. The recorded work in exercise books shows some good recent developments with most pupils now taking pride in the accuracy and neatness of their completed work. Pupils with special educational needs are well provided for and make good progress set against their previous learning. Alongside the quality of teaching, the overall response of pupils is an important factor in the nature of learning undertaken.
51. In recent months there has been rightly renewed emphasis on teaching investigative skills and this, coupled with the general quality of teaching methods employed, has helped raise standards and ensure pupils make good progress overall. For example, in a Reception class, the science co-ordinator gave ample scope for practical work but ensured that pupils spent time thinking and evaluating what the results of their experiments could show and mean. Other strengths of effective teaching are the general management of the pupils and the use made of support staff and science resources. For example, in a Year 2 lesson, the teacher demonstrated the basis of an experiment on forces to the full class, but then used teacher and other adult led group work to offer intense support where it was most needed. The teaching would be further strengthened by a more consistent, whole-school approach to investigative work, encouraging more decision making by the pupils themselves.
52. The subject is well led by an experienced and committed co-ordinator who has helped produce a meaningful and supportive scheme of work that encourages progressive learning as well as seeing the potential of using science across the curriculum. The assessments made in science are generally good and reflect accurately what pupils know, understand and can do. Learning resources are satisfactory and generally well used to motivate and involve the pupils. The use of information technology is not a strong feature of the work pupils undertake in science.

INFORMATION TECHNOLOGY

53. By the end of Key Stage 1, standards are in line with those expected for the great majority of Year 2 pupils. The quality of learning is satisfactory, although progress for some pupils is rather uneven, partially caused by a lack of consistent use and application of skills on the computers. Standards in pupils' attainment have remained broadly at the level reported during the last inspection.
54. By the end of Key Stage 1, the majority of pupils have the knowledge and experience to make satisfactory and careful use of the computer as an end in itself. The lack of appropriate software means that many subjects are not well supported using the computer as a learning tool. Most pupils are nevertheless familiar with the keyboard and can communicate their ideas in a variety of different ways. Their use of peripherals such as the mouse is good and most can locate the cursor where they wish in order to access a particular menu or piece of on-screen information. By the end of the key stage, pupils still require help to set up a program, but use the mouse and keyboard appropriately to respond to instructions and to work through the complete program. Year 2 pupils understand how to change a font and which particular style and size of print are best suited to a particular purpose. Overall, pupils do not have sufficient opportunity to compose their own word-processing pieces or labels and to print these out for general classroom use. A few know how to save their work and gain pleasure from printing out their efforts.
55. Some of the best attainment is in the use of art packages whereby pupils experiment with different shapes, colours and designs, using the mouse to move the cursor swiftly around the screen and make their own choices from a given menu. Pupils in Year 1 produced a lovely display of work in the style of Piet Mondrian by creating computer-generated images involving brush and fill techniques. By the end of the key stage, pupils are familiar with the layout of the keyboard and typing skills are at the level expected for most pupils of their age.
56. The oldest pupils show sound awareness of the place of computers and even the micro-chip in everyday life. Tape decks and other electronic devices are used satisfactorily from the Nursery upwards. In Year 2, pupils show they are familiar with 'roamer', an electronic toy that they freely and accurately program to follow a set course. Some very good paired and independent work was observed using this robot.
57. The overall quality of learning is just satisfactory and, for a few pupils who lack sustained practice and access to computers, progress becomes unsatisfactory. Where teaching does not encourage computers to be fully integrated into the classrooms, progress is inconsistent within a few areas of experience, particularly in relation to the use of pictures, text, tables and sound. But for the majority of pupils learning is progressive and well structured, if sometimes unchallenging in relation to learning in other subjects. For most, the repertoire of software applications, information technology knowledge and keyboard skills, all progress at a steady and satisfactory rate. Although pupils with special educational needs are given equal access to computer-generated learning, there are some lost opportunities for this to occur and their skills in numeracy and literacy in particular, are sometimes consolidated but not extended.
58. The quality of learning is also heightened by the general response of the pupils. Most work positively in pairs and share their time on the computers well, taking care of valued equipment. Occasionally pupils appear less than excited by what they are asked to do and this is sometimes caused by the repetitive nature of some of the

software used and a lack of time to explore the potential of the hardware and software for themselves.

59. The quality of teaching is satisfactory for the majority of staff. Where teaching is effective, for example in parts of Year 1, computers are well promoted and machines are seldom switched off. Good use is made of displays of pupils' printouts and the teacher will set aside class time for learning a particular skill in information technology or for introducing a new piece of software. In most classes, sufficiently accurate records are kept of pupils' time on the computer and what they have achieved individually. In a handful of classes, teaching is affected by a lack of subject knowledge and confidence, and information technology is not fully integrated into classroom use. Where this occurs, it affects the rate and quality of pupils' learning and progress in important areas is inconsistent. The majority of the teaching is sound in that, despite ageing equipment, some of which breaks down, teachers remain optimistic and committed to ensuring pupils receive their National Curriculum entitlement.
60. The overall provision made for information technology is satisfactory and meets statutory requirements. The co-ordinator is in the act of updating the basic scheme of work and this is overdue, given the need to ensure good coverage and progressive learning for all pupils. The co-ordinator has little opportunity for monitoring the impact of computer learning across the school, but is aware of the priorities for the future, some of which she has contributed to the school development plan. The quality of resources is now unsatisfactory, following a lack of funding in recent years. Printers in particular regularly break down and this is frustrating to staff and pupils alike, who cannot see the full impact of their efforts. There is no use of the Internet yet available to the school. The development and use of information technology as a learning tool is seen as a major priority and investment for the future and this is essential if the school is to maintain even its current standards.

RELIGIOUS EDUCATION

61. Standards of attainment at the end of Key Stage 1 are consistent with the levels recommended in the locally agreed syllabus. Despite the recent demands of major national initiatives upon teachers' time and attention, such as the implementation of the literacy and numeracy strategies, the school has been successful in maintaining standards in religious education since the previous inspection. Pupils have a satisfactory knowledge of stories from both the Old and New Testaments of the Bible and of festivals, customs and ceremonies from Christian and other major world faiths. However, the school's religious education scheme of work has insufficient structure and detail to guide teachers in raising standards further. The document is not specific enough, particularly on how to build systematically, explicit knowledge and understanding, or on how to use assessment opportunities to promote learning.
62. The quality of teaching is good and contributes strongly to the good and often very good attitudes pupils have towards their work and to the good progress that they make. Teachers are particularly successful in organising lessons into effective discussion groups and at employing suitable questioning techniques that encourage pupils of all abilities, to interact usefully and extend their understanding. To stimulate such occasions, they add an imaginative range of resources, sometimes brought by pupils, such as the interesting range of baptismal artefacts. Teachers make good use too of storybooks and for the youngest pupils, action songs such as 'Noah Built an Ark'. They value pupils' answers and by so doing, raise their self-esteem and develop good working attitudes. As a result, pupils take part eagerly, listen

attentively and build confidently on each other's points of view. Reception pupils demonstrate sound understanding of the story of Noah's Ark. Year 1 pupils build knowledge satisfactorily of the customs and reasons for Christian baptism, while Year 2 pupils appreciate how Chinese people celebrate the New Year. Through such experiences, together with stories told at assemblies, pupils gain a respectful attitude towards views and beliefs, which differ from their own.

63. Procedures to involve the co-ordinator in monitoring and evaluating the subject have not yet been established and this has not helped the drive to raise standards still further. The school uses available resources well and draws upon pupils' own artefacts profitably. However, there is a shortage of large pictures and artefacts representative of different faiths.

ART

64. Pupils make good progress and attain standards at the end of Key Stage 1 that are above those expected for this age group. These inspection findings indicate that the school has maintained good standards since the previous inspection. A significant reason for this is the teachers' enthusiastic approach to the subject, by which pupils are stimulated to learn effectively. As a result, they are particularly proficient in painting and collage techniques and in using good observational skills. Drawing skills are not as advanced, since less emphasis is given to this aspect of the curriculum. This occurs as a direct outcome of the school's scheme of work being insufficiently well structured to ensure that all aspects of the curriculum are given the appropriate amount of time and that the required skills are taught and built upon systematically, year-on-year.
65. The quality of teaching is good and contributes strongly to pupils' good attitudes to their work and the good progress that they make. Teachers have very good relationships with pupils, gained through a number of noteworthy skills. Most importantly, teachers are very good role models for pupils to emulate. They show by example how to treat each other and behave properly. Added to this are their good, unobtrusive discipline skills, including reinforcement of good behaviour. This has the positive outcomes of pupils knowing right from wrong and behaving well.
66. Another strength of teaching is in planning well-structured lessons, with clear learning objectives, so that pupils engage in purposeful and enjoyable activities and make largely good progress. From such experiences, pupils of all abilities develop good techniques in mixing paint of different consistencies and shades for a variety of purposes. Good examples include a mixture of thick flour and paint, strikingly applied to create owls with textured coverings, and a thin poster paint mixture dripped effectively over a sticky icing sugar surface to decorate Chinese masks vibrantly. Pupils also build collage skills well and use them creatively with other techniques such as colour washing and painting to produce some very effective results, not least when working after the style of Vincent Van Gogh and Georges Braque. In such work pupils use a variety of tools skilfully. Staying with collage skills, an aspect of teaching which is not as effective as it might be, is the use of resources. Teachers over-structure the use of collage materials by providing too narrow a choice. It is undoubtedly very important to render structure to lessons but over-structure of art resources is restricting individual creativity.

67. Procedures to involve the co-ordinator in raising standards through monitoring and evaluating have not yet been established. Resources for art are sound overall and good in a few important areas.

DESIGN AND TECHNOLOGY

68. The school concentrates its efforts on the teaching of skills in relation to making products selected by the teachers. In this aspect of the subject, pupils of all abilities, including those with special educational needs, make satisfactory progress, and by the end of Key Stage 1, attain standards in line with those expected nationally for the age group. The curriculum provision is, however, narrow and there are insufficient emphases on the development, generation and evaluation of ideas through a design process that becomes increasingly more challenging as pupils get older and more competent.
69. Standards are lower than those identified in the last inspection, but this relates to a period of time when the school has concentrated its efforts in the core subjects of English and mathematics. The school still does not have a scheme of work to help support the teachers' work but has begun to use national guidelines to help ensure that the skills taught are successfully built upon in subsequent lessons. Pupils use a range of constructional equipment, the youngest working well with junk modelling materials.
70. The quality of teaching is satisfactory overall with some good teaching evident in Year 2. This is particularly so when the teacher provides good guidance on the development of skills during lessons with the whole class. Pupils, throughout the school, have satisfactory time allocated to them for making the designs provided by teachers. This enables pupils to understand, for example, how levers enable parts to move independently. However, the choice of materials and scope for creativity are restricted and this affects both the experiences and progress of pupils. The use of other adults in the teaching of specific skills has enhanced the school's provision and, as a result, pupils in Year 2 have made good quality puppets and pull-along toys using a range of materials.
71. The relationships teachers have with pupils are a strong feature of the teaching. This enables pupils to grow in confidence and have attitudes to learning, that are often very good. Likewise, they have a positive impact on the quality of the pupils' learning and the rate at which pupils acquire new and more difficult skills. Pupils work independently in groups and apply good levels of effort to complete the tasks in the given time.
72. Procedures for monitoring and evaluating the curriculum by the co-ordinator are not yet in place. Resources are satisfactory overall although little use is made of computers in the subject.

GEOGRAPHY

73. Overall, standards are in line with the national expectations. This is a similar outcome to that found in the previous inspection. Pupils, including those with special educational needs, make good gains in their knowledge and understanding of the comparative differences between places. In Reception, pupils make good gains in their understanding of the differences between features of towns and the countryside, whilst Year 2 pupils show good analytical skills to identify physical and

human differences between islands in Scotland and the area surrounding Church Gresley.

74. The quality of teaching and learning is good overall. Teachers plan their lessons well and use good resources to help illustrate teaching points. In Year 2, teaching is strongest where the teacher has high levels of knowledge in the subject and when teachers use big books effectively to identify life in the islands of Scotland. This has a positive impact on, not only the pupils' geographical skills, but also integrates the teaching of geography with that of literacy skills, enabling good use of the teachers' time. Pupils have good attitudes to learning. They are well motivated, interested and enthusiastic during lessons, showing a keenness to answer the teachers' questions and to contribute their own ideas to whole-class discussions directed by the teacher. Teachers in Reception also try hard to integrate the teaching of literacy skills in geography lessons but this is not always sufficiently well planned to the pupils' abilities leading to short tasks that are over challenging.
75. The co-ordinator has a very good understanding of the subject and has a clear understanding of what is needed to develop the subject further. However, the procedures for monitoring and evaluating the delivery of the subject are not yet in place. The school does not have a scheme of work but is using national guidelines to help develop consistent teaching and the building on of skills from year to year. Classroom resources are satisfactory and some good use is also made of the immediate environment and other outdoor visits, to help extend pupils' learning.

HISTORY

76. By the end of Key Stage 1, standards in history are in line with national expectations. However, the rate of progress pupils make and the quality of their learning varies through the school. In Year 1, plans produced by teachers do not identify sufficiently the expected learning outcomes. This leads to a mis-match between what pupils need to know and what they are taught, resulting in some underachievement. In Year 2, teachers make good use of learning resources, such as time-lines, enabling pupils to sequence the ages of different toys over a 100-year period through the successful identification of clues to indicate age. By the end of the key stage, pupils have an appropriate grasp and understanding of chronology and know of some of the great figures and events that have helped shape the history of England.
77. The school has yet to produce a scheme of work to ensure the systematic development of skills as pupils move through the school. The school has begun to use national guidelines for the teaching of history. However, the school's concentration on literacy and numeracy has contributed to the fact that standards in history have fallen from above the national expectation at the time of the last inspection to now be in line with the national expectation.
78. The quality of teaching is satisfactory overall but varies between good and poor. Teaching is strongest in Year 2 where the teachers' knowledge and understanding of the subject is good. This leads to all pupils, including those with special educational needs and those with English as an additional language, making satisfactory progress in their understanding of chronology and historical enquiry. Teachers have good relationships with the pupils and have high expectations of how pupils should relate to each other. The pupils have good attitudes to learning and work effectively in groups. They bring old and new toys into school and are keen and interested to learn about the differences between the past and present.

79. The co-ordinator has yet to implement systematic procedures for monitoring and evaluating the quality of teaching and learning in history.

MUSIC

80. Pupils make satisfactory progress in all elements of music and standards are at the level expected for pupils at the end of Key Stage 1. Music makes a strong and effective contribution to the wider curriculum and general ethos of the school. Standards in most aspects of the subject have remained at broadly the level reported during the previous inspection.
81. Improvements however have been made in singing and this now represents a strength of the musical curriculum. Pupils sing well within groups and particularly well in unison during acts of worship. Singing is both tuneful and well expressed. Even the very youngest pupils commit long songs and hymns to memory and sing them with gusto and feeling. Listening to and appraising music is not practised regularly and pupils do not discuss their likes and music on a sufficiently regular basis. The exception is during acts of worship when pupils are encouraged to listen and reflect on the work of a particular composer, chosen each week by a different teacher. Where this occurs in the right setting, music plays an important part in the spiritual development of the pupils.
82. The quality of teaching and learning is satisfactory. Pupils follow a progressive music scheme that encourages performance and composition at regular times. This generally works well with pupils using puppets' names to denote note duration, leading to simple compositions. By the end of Key Stage 1, pupils recognise actual musical notation and can follow different rhythms and simple scores. Because of the satisfactory teaching, pupils progress satisfactorily in their work involving musical accompaniments and use tambourines, shakers and triangles to keep particular tempos. They are aware of pitch, dynamics and tempo. However, even by the end of the key stage, pupils lack experience in freely composing their own tunes. Interesting links are made between music and dance and movement, with pupils accurately responding to the moods suggested by different rhythms and music from other lands.
83. Pupils' attitudes to music lessons are good and this is a useful feature of the quality of their learning. Even when they are tired at the end of the school day, their efforts and concentration levels are maintained. In the great majority of lessons pupils behave well, fully participate and clearly enjoy their work. They try hard to please their teacher and to improve through practice. When asked to talk about music, most are willing to do so but contributions are brief and often superficial.
84. The quality of teaching is satisfactory overall, although some good teaching occurs where teachers are particularly confident, can play an instrument, or use their own voice to good teaching effect. Non-specialist teachers show confidence in the school's chosen scheme and are able to offer a secure pace of learning to their pupils. Music lessons are planned carefully according to the published scheme and are normally conducted briskly, with good resources and sufficient variety and challenge to the pupils.
85. The subject is enthusiastically led. The co-ordinator places strong emphasis on all teachers working to a progressive scheme of work that they will understand, work confidently with and one which creates experiences that pupils will enjoy. The subject is well represented in the overall curriculum, particularly in the younger age classes, where music is often combined with dance and action songs. There is little

assessment planned for or carried through and this requires some additional thought and agreed whole-school approach. The resources are satisfactory overall and some are new and therefore of good quality. Most are well used during lessons. The work in music is well supported by extra-curricular activities such as the recorder group and school choir.

PHYSICAL EDUCATION

86. Pupils make good progress in their learning and general activities. Standards are at the level expected for the majority of pupils at the end of Key Stage 1. This is broadly the situation to that found during the last inspection when overall standards were judged to be satisfactory.
87. Pupils in the Reception classes set good standards in their work involving dance and movement. They are particularly adept at co-ordinating rhythmic patterns of movement and improve and extend these during the year, frequently to pre-recorded music or to rhythms tapped out by their teacher. This work is extended in Year 1 where pupils are asked to reflect various moods in their movements or dance sequences. Even very young pupils know the effect of exercise on the heart. The quality of learning in gymnastics is particularly good in Year 2 where pupils rehearse balances, shapes and exercises on different parts of their body, first on the floor and then on carefully selected pieces of apparatus. The emphasis of such work is particularly on quality rather than range and many pupils are pleased to see their efforts improve week on week as their knowledge and practise increases.
88. Games feature strongly on the curriculum and good emphasis is placed on developing pupils' skills with small and large balls, quoits and hoops. In a Year 1 lesson, pupils showed good spatial awareness for their age when passing and receiving a ball and caught and threw large balls with appropriate strength and accuracy. The progress made by pupils is often heightened by good consolidation from the previous lessons and then exploring extensions to the work, sometimes with different apparatus. It was not possible to observe any outdoor work during the inspection week.
89. The quality of teaching and learning is most frequently good and the response of pupils is also a valuable aid to progress. Attitudes, behaviour and levels of concentration are usually positive and all make a strong impact on learning and progress. There are some variations in listening skills and working noise and much of this is due to teacher expectation. In a Year 2 gymnastics lesson, the teacher reminded the pupils to work in almost total silence and this helped to improve both their concentration and their level of performance. Many older pupils develop a good sense of evaluation about their own performance and that of others. The subject is also a good aid towards the social development of pupils with many developing a keen sense of teamwork and an understanding of the value of their own contributions.
90. Teachers prepare their lessons well, although on occasions there is too much content for a single lesson. Where teachers concentrate on a few skills well developed and practised, the quality of pupils' learning rises accordingly. For example, in a Year 2 lesson, the teacher focused on the quality of a few different movements and spun these together so that pupils felt they had really achieved something by the end of the session. Appropriate attention is given in all lessons to the importance of warm-up and cooling down. The control of pupils during lessons is frequently very good, although in a few lessons seen there was insufficient emphasis on the listening skills of the pupils and their performance and progress suffered as a

result. An overall strength of teaching is the use made by teachers of good pupil examples. This sharpens the focus on what all pupils should be striving to achieve as well as raising the self-esteem of those chosen to demonstrate their growing skills. There is no agreed approach to assessment and how it should be recorded and progress may be heightened further if this occurred.

91. The subject is well led by an experienced co-ordinator who offers support and ideas to colleagues. The current scheme is in need of some revision but presents a basic model for skills development. Resources are generally sound, but the school is short of apparatus suited to infant gymnastics. The school has no field and this is something of a limiting factor for summer activities. Staff and pupils use the existing hall space well.