

INSPECTION REPORT

PHOENIX INFANT AND NURSERY SCHOOL

Nottingham

LEA area: Nottinghamshire

Unique reference number: 122532

Headteacher: Mrs M Martin

Reporting inspector: Paul Bennett
2234

Dates of inspection: 12-15 June 2000

Inspection number: 192417

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3-7
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs E A Bunting
Date of previous inspection:	18 November 1996

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		Information technology	What should the school do to improve further?
		Music	The school's results and pupils' achievements
			How well are pupils taught?
		Under fives	
Shirley Elomari	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Jan Hamer	Team inspector	English	Special educational needs
		Geography	
		History	
Margaret Storrie	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Art	How well is the school led and managed?
		Design and technology	Equal opportunities
		Physical education	
		Religious education	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Phoenix Infant and Nursery School has 222 pupils on roll aged three to seven years and is of broadly average size for infant schools in England. Pupils are admitted to the 40 place nursery at the age of three years and to the school's Reception classes at the beginning of the term in which they become five. The number of pupils attending the school has increased since 1996 when the nursery was opened. It is a popular school and several parents have won places for their children on appeal. The school draws pupils from a wide range of socio-economic backgrounds including areas of significant deprivation. Eighteen pupils are eligible for free school meals and this is broadly in line with the national average. Twenty-eight pupils are included on the school's register of special educational needs (15%). This is slightly below average and there are no pupils with statements of special educational needs, which is also below average. A small number of pupils comes from ethnic minority backgrounds but no pupils come from homes where English is an additional language. This is low by comparison with schools nationally. Attainment on entry to the nursery school varies between some higher attaining pupils and those with special educational needs and is broadly average overall.

HOW GOOD THE SCHOOL IS

This is an effective school with more strengths than weaknesses. Pupils receive high quality education in the nursery where they make good progress. By the end of Key Stage 1 attainment in statutory tests is above average in reading and writing and broadly average in mathematics. Pupils' attitudes and behaviour are very good. The quality of teaching is good and helps pupils to learn effectively. The leadership and management of the school are satisfactory overall although strategies for monitoring school performance have not been implemented effectively. The school has made satisfactory improvement since the last inspection. Taking account of all these factors and the average unit costs, the school is judged to provide value for money.

What the school does well

- Pupils' attainment in statutory assessments at the end of Key Stage 1 is above the national average in reading and writing. Attainment in music and art is above average.
- The headteacher provides strong educational leadership that firmly establishes the values, ethos and culture of the school.
- There is a high proportion of good quality teaching and very good support from non-teaching staff. All staff are highly committed to the school.
- The provision for pupils under five in the nursery is very good and is a major strength of the school.
- The school is a safe, secure and attractive environment in which pupils are cared for very well.
- Relationships between adults and pupils are very good and pupils behave very well. Pupils care for each other and work and play together well.
- The moral development of pupils is very good and their social development is good.
- Parents have a very positive view of the school.

What could be improved

- The monitoring and evaluation of the school's performance by the headteacher, subject co-ordinators and governors has not improved sufficiently since the last inspection.
- Assessments are not used systematically and consistently across the school to plan the next stages of learning for all pupils.
- The current organisation of classes makes it difficult for Key Stage 1 teachers to offer pupils under five the high quality learning experiences developed in the nursery class.
- In some classes too much use is made of worksheets and the range of learning experiences and recording opportunities is too narrow.
- Some lessons are too long and class timetables indicate inconsistencies in the allocation of time to different subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection has been satisfactory overall. The school has addressed successfully the key issue relating to weaknesses in teaching. The incidence of unsatisfactory teaching has been almost entirely eliminated and the proportion of very good and excellent teaching has increased significantly. More detailed schemes of work have been produced but these do not all take full account of national guidance. The school has maintained the above average attainment in reading and writing in tests for seven year olds and has met the targets that it has set in English and mathematics. Standards of attainment in mathematics have been generally maintained. Relationships, attitudes and behaviour remain very good. The nursery has developed successfully and provides pupils with consistently high quality learning experiences. However, insufficient progress has been made in introducing whole-school strategies for monitoring and evaluating school performance or the cost-effectiveness of major budgetary decisions.

The hard work and commitment of staff and the energetic involvement of the recently appointed chair of governors indicate that the school has the capacity to improve further.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	A	B	B	B
Writing	A	B	A	A
Mathematics	B	B	C	C

Key

well above average A

above average B

average C

below average D

well below average E

In statutory tests for seven year olds, overall attainment in reading and writing has remained above and often well above the national average since 1996. In 1999, attainment in reading was above average when compared with schools nationally and with those schools with up to 20% of pupils entitled to free school meals. In writing, attainment was well above average when compared with schools nationally and with similar schools. Evidence from pupils' work

and observations during the inspection indicates that standards of reading and writing are above those seen nationally.

In mathematics, the percentage of pupils achieving level 2 and above is higher than the national average and has increased at a rate better than that seen nationally. The overall results of statutory tests at the end of Key Stage 1, expressed as average points scores, have remained relatively constant since 1996 and have not improved at the same rate as schools nationally. Thus, in comparison with all schools and with similar schools overall performance has declined slightly from above average in 1997 to average in 1999. Evidence from the inspection indicates that attainment in mathematics is in line with national expectations.

In science, the results of teacher assessments in 1999 were above the national average in most aspects of the subject. Evidence from the inspection indicates that standards and progress are above average in art and music and in line with national expectations in design and technology, geography, history, information technology, physical education and religious education.

Children under five years of age enter the nursery school with a range of attainment that is broadly average overall. They make good progress, and by the time they leave, their attainment is above expectations in language and literacy development, creative development, physical development and personal and social development. Attainment in mathematical development and knowledge and understanding of the world is in line with expectations. Children under five in the mixed Reception and Year 1 classes do not make quite the same level of progress but they do attain standards in line with national expectations by the time they become five years of age.

Pupils with special educational needs are well supported and make good progress in relation to targets identified within their individual education plans.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to their work and enjoy being in school.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school and in the nursery. This is a major strength of the school.
Personal development and relationships	Relationships between adults and pupils are very good. Children in the nursery have many opportunities to show initiative and take responsibility. These opportunities are not developed consistently for older pupils in Key Stage 1.
Attendance	Attendance is satisfactory and consistently slightly better than the national average.

The attitudes and behaviour of pupils and the quality of relationships between adults and pupils are strengths of the school. Pupils' personal development is satisfactory overall but opportunities to exercise initiative, develop independence and take responsibility are not provided consistently throughout the school.

TEACHING AND LEARNING

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

During the course of the inspection eleven lessons were observed with a particular focus on children under five years of age. Seven of these were in the nursery and four in mixed Reception and Year 1 classes. In the nursery all lessons were at least good; six out of seven were judged to be very good or excellent. These lessons were characterised by careful planning; imaginatively organised activities and resources; excellent team work involving the teacher, nursery nurses and learning support assistant; and lively and energetic interaction between adults and children. It is harder for teachers to offer pupils under five the same richness of learning experiences in the four mixed-age Reception and Year 1 classes. In these lessons teaching was always at least satisfactory and was good or very good in two of the four lessons observed.

In Key Stage 1 thirty-four lessons were observed and the quality of teaching ranged from excellent to unsatisfactory. Only one lesson was judged to be unsatisfactory; over half the lessons were good or better (53%); and nearly a quarter were very good or excellent (24%). The two excellent lessons reflected the teachers' particular expertise and enthusiasm in music and physical education. Numeracy and literacy lessons were taught effectively and included examples of very good teaching. The response from pupils was generally good and often very good. Pupils with special educational needs are well supported by teachers and non-teaching staff. Higher attaining pupils are sometimes not sufficiently challenged by the tasks set for them but they are enabled to attain the higher levels of performance (Level 3) in statutory tests at the end of Key Stage 1.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The nursery curriculum is of high quality and offers pupils a rich variety of learning experiences. The curriculum in Key Stage 1 is broad and meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. There is a particular focus on literacy which restricts the time given to subjects such as design and technology, history and geography.
Provision for pupils with special educational needs	Good provision is made for pupils with special educational needs. Individual education plans are in place and pupils receive good support from teachers and support assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Moral development is very good and social development is good. Pupils' spiritual and cultural development are satisfactory overall with some good features.
How well the school cares for its pupils	The school provides pupils with a safe, secure and caring environment. Teachers know their pupils well. Assessments are used well in the nursery to check and record children's academic and social development. In Key Stage 1 assessments are not recorded systematically or used consistently to inform the next steps of learning.

The school works effectively in partnership with parents, especially in the nursery. Parents are given sufficient opportunities to learn about the curriculum and to discuss their children's progress. Limited use is made of homework or reading diaries to enable parents to engage actively in supporting their children's learning.

All areas of the curriculum meet statutory requirements and provision for personal, social and health education is good. Effective use is made of educational visits but there are no out-of-school club activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong educational leadership that firmly establishes the values, ethos and culture of the school. The management roles of the senior management team and subject co-ordinators have not been developed sufficiently.
How well the governors fulfil their responsibilities	Overall, the governors fulfil their statutory responsibilities but are only just beginning to develop their role in relation to strategic planning.
The school's evaluation of its performance	The monitoring and evaluating of the school's performance by the headteacher, staff and governors is an area of weakness.
The strategic use of resources	Teaching and non-teaching staff are hardworking and committed to the school and its pupils. Effective use is made of the accommodation and resources for learning.

Teachers are suitably qualified and possess a good range of curriculum expertise. Support staff work well with class teachers to enhance pupils' learning. The accommodation is of good quality and provides pupils with a safe, secure and attractive learning environment. Resources are of sufficiently good range and quality to deliver the planned curriculum.

The leadership of the headteacher has been crucial in establishing the right conditions for teaching and learning. The management roles of the senior management team, subject co-ordinators and governors are under-developed particularly in relation to monitoring and evaluating whole-school performance. The school does not yet apply the principles of best value consistently to its decision-making processes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils are encouraged to work hard and achieve their best. • Behaviour is very good and standards of attainment are high. • Children make good progress and are becoming mature and responsible. • Parents have access to the school and find it easy to approach staff. • Teaching is good. • Parents feel well informed about their children's progress and work. • The leadership and management of the school are good. 	<ul style="list-style-type: none"> • Some parents would like to see extra-curricular activities provided for the pupils. • Some parents do not feel that pupils are given the right amount of homework.

Parents and carers have very positive views of the school. The inspectors support the many positive comments, particularly in relation to the ethos of the school; the attitudes and behaviour of pupils; the good quality of teaching; the approachability of staff; the above average attainment in reading, writing, art and music in particular; the information provided for parents; and the day-to-day leadership and management of the school. The inspectors feel that some aspects of the management of the school could be improved, particularly in relation to monitoring and evaluating school performance.

With reference to the areas which some parents would like to see improved, the inspectors agree that a wider range of homework could be provided in line with the school's homework policy and that more consistent use could be made of reading diaries or homework diaries for parents to feedback information about their children's learning at home. There are no regular after-school clubs or extra-curricular activities and the school may wish to consider what level of support there would be from the community for extending this form of provision. Some parents would like pupils to have these opportunities; others feel that children have enough to do at school already without additional activities at the end of the day.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 The inspection took place in June 2000 half way through the summer term. Eighty-one pupils under the age of five were attending the nursery on a part-time basis. In Key Stage 1 there were four parallel classes comprising mixed Reception and Year 1 pupils as well as two single-age-group classes for Year 2 pupils. The number of pupils in each year group varies from 57 in the Reception year to 66 in Year 2. The school admits pupils to the Reception classes at the beginning of the term in which they become five years of age. At the time of the inspection the youngest Reception children had been in these classes for only three or four weeks. Year 2 pupils had completed their statutory tests and provisional results were available.
- 2 During the course of the inspection inspectors examined the results of statutory tests for the last four years; the results of the Local Education Authority's baseline assessment procedures for nursery and Reception children; samples of pupils' work in each subject; pupils' records; and displays of work in classrooms and corridors. The inspectors heard pupils read; talked with pupils; and held discussions with the headteacher and subject co-ordinators.
- 3 Baseline assessments indicate that pupils enter school with a wide range of abilities including higher attaining pupils as well as those with special educational needs. Overall attainment on entry to the nursery is in line with the County average for literacy and numeracy and slightly above average for physical development. The baseline data for children under-five in the Reception classes indicates that attainment on entry is below the County average in literacy and numeracy. This data needs to be treated with some caution given that children are admitted to the Reception classes in Phoenix Infant School up to a term earlier than many schools in the County.
- 4 Children under five years of age make generally good progress in the nursery and their attainment is above expectations in language and literacy development, creative development, physical development and personal and social development. Attainment in mathematical development and knowledge and understanding of the world is in line with expectations. The youngest children in the Reception year have settled well into the routines of the school but it is harder for the teachers in these mixed-age Key Stage 1 classes to maintain the rich programme of learning experiences for the under-fives that is offered in the nursery. Progress is generally satisfactory and by the age of five children attain standards in line with the national expectations described in Early Learning Goals. Children with special educational needs are well supported in the nursery and Reception classes and they make good progress in relation to their prior attainment.
- 5 At the end of Key Stage 1 the results of statutory assessments for seven year olds over the last four years indicate that attainment in reading is consistently above average when compared with schools nationally and with schools with a similar proportion of pupils entitled to free school meals. Performance at the higher levels (Level 3) is also

above average. Boys perform well above the national average for boys though their results have not improved significantly since 1996. Girls' attainment in reading has fluctuated over the last four years, declining in 1998 but improving significantly in 1999. They perform above the national average for girls and slightly better than boys do.

- 6 Standards of attainment in writing in the statutory tests have been consistently well above average for the last four years when compared with both schools nationally and similar schools. Performance at the higher levels (Level 3) is also well above average. Girls generally perform better than boys do and there was a significant difference between the performance of boys and girls in 1999. This probably reflects the larger number of boys with special educational needs in the 1999 Year 2 cohort.
- 7 The attainment in reading and writing reflects the large proportion of time given to the activities. Early indications from statutory assessments in 2000 suggest that standards of attainment in reading and writing have been at least maintained and may have improved. The percentage of pupils achieving levels W and 1 in reading and writing is well below the national average and reflects the good support that pupils with special educational needs receive in these aspects.
- 8 In mathematics, the percentage of pupils achieving level 2 and above is higher than the national average and has increased at a rate better than that seen nationally. However, pupils' levels of attainment in statutory tests, expressed as average points scores, have remained relatively constant since 1996 and have not improved at the same rate as schools nationally. In this respect, standards of attainment have declined slightly, from above average to average, when compared with schools nationally and similar schools. The proportion of pupils attaining the higher levels (Level 3) is similar to that of schools nationally. Boys have performed better than girls in the last two years. The comparative decline in attainment may reflect the emphasis given to literacy by the school during this period. Provisional results from the statutory tests in summer 2000 suggest that attainment in mathematics has improved from the 1999 level.
- 9 In 1999 there was a good level of consistency between statutory tests and teachers' assessments although teachers recorded slightly higher numbers of pupils attaining Level 3 in reading, writing and mathematics.
- 10 In science, the results of teachers' assessments indicate that attainment is above the national average but in line with that of similar schools at Level 2. Results are above average in comparison with schools nationally and with similar schools in relation to the percentage of pupils attaining Level 3. Attainment is above average in most aspects of science especially experimental and investigative science and life and living processes. Attainment is broadly average in relation to physical processes.
- 11 The school has analysed the results of statutory tests and has identified aspects of science and mathematics and categories of spellings for greater emphasis. The school is not required to set year group targets but nevertheless is rightly looking to increase the proportions of pupils attaining the higher levels (Levels 2A and 3).
- 12 Evidence from the inspection shows that attainment in reading, writing, speaking and

listening are generally above national expectations by the end of Key Stage 1. In reading, pupils' decoding skills are good but their understanding and appreciation of reading are less well developed. Higher attaining pupils write with confidence using appropriately varied vocabulary. Most pupils speak confidently, listen carefully and give thoughtful and considered answers.

- 13 Attainment in mathematics is broadly in line with national expectations across the school and by the end of Key Stage 1 pupils add and subtract simple numbers with confidence and explore patterns involving multiples of two, four, five and ten. Most pupils can recognise common two and three-dimensional shapes; are beginning to use standard measures for time, weight and length; and can collect data using a tallying system, record it in block graphs and make some simple interpretations of the data.
- 14 Attainment in science is in line with national expectations and pupils know about the essential requirements that enable plants to grow. They have explored differences in materials and engage in investigations that include predictions and the essential elements of fair testing. Their knowledge of physical processes and forces is less well-developed and written evidence recorded within pupils' folders does not reflect the higher levels of attainment identified by teacher assessments. Not all work in science is recorded by pupils, and teachers keep few written notes relating to pupils' attainment over time. Teachers' knowledge of pupils' performance in science is more extensive than the written evidence available during the inspection.
- 15 In information and communication technology (ICT) overall attainment is in line with national expectations by the end of Key Stage 1. Pupils use the mouse and keyboard confidently when communicating ideas in text and in pictures. In Year 2 they use ICT to classify information and present data in block graphs and pie charts. Some pupils gain experience of controlling programmable devices to achieve intended outcomes.
- 16 Attainment in religious education is in line with the expectations detailed within the locally agreed syllabus by the end of Key Stage 1. Pupils know the details and significance of major Christian festivals such as Christmas and Easter and are aware of important festivals from other faiths such as Eid and Divali.
- 17 Standards and progress are above national expectations in art and in music where attainment in singing is often well above average. Attainment in design and technology, history, geography and physical education is broadly in line with national expectations. In physical education attainment in swimming is above average.
- 18 Pupils' skills in literacy are sometimes developed through stories and writing in other subjects such as history, geography, science and religious education. Opportunities for extended writing in these subjects are limited by the recording format demanded by worksheets. Skills in numeracy are developed through measurement in science and data handling activities relating to cross-curricular themes. Standards of literacy are generally above average while standards of numeracy are broadly average.
- 19 Pupils with special educational needs receive good support from teachers and learning support assistants throughout the school particularly in improving attainment in reading and writing and in developing social skills identified within individual education

plans. They make generally good progress in relation to their prior attainment and to targets recorded within individual education plans. Higher attaining pupils make satisfactory progress and attain standards above the national average in reading, writing, mathematics and science.

- 20 Pupils are attentive and responsive. They are able to work with sustained concentration, with significant intellectual or creative effort, on individual tasks. They work together well when engaged in collaborative activities. Occasionally tasks are insufficiently challenging when compared with their abilities but they usually complete such tasks conscientiously.

Pupils' attitudes, values and personal development

- 21 Pupils' attitudes to the school are positive; they are keen to come to school; and are enthusiastic about the work they do. They are attentive and responsive in lessons and appear to enjoy school. Relationships with teachers are good and classrooms are secure and attractive learning environments. Most pupils appreciate and enjoy the visits organised by the school but there are no opportunities for them to participate in extra-curricular activities out of school hours. Children under five attending the nursery have very positive attitudes and enjoy the opportunities it offers to interact with other children and with adults. Many pull their parents down the drive at the start of the session. Children take considerable pride in their achievements. Children under five in Reception classes have a positive attitude to their work.
- 22 Pupils' behaviour is very good overall and is a major strength of the school. Pupils respond positively to the high expectations that teachers and lunchtime supervisors have of standards of behaviour. No unsatisfactory behaviour was seen during the inspection, in lessons or around the school. In the majority of lessons behaviour was good or better, and in the nursery class behaviour in the majority of lessons was very good. This good behaviour enables pupils of all ages to concentrate on their work without interruption and this helps them to learn effectively. Behaviour at playtimes and lunchtimes was almost always very good, even when rain prevented pupils from going outside. Pupils are almost without exception polite and courteous; they are confident to ask questions and to offer their opinions, whether to teachers, other pupils or to visitors. They treat the school's resources and one another's property with due respect. For example, even those books that are frequently used remain in good condition. The large majority of those parents who responded to the questionnaire or attended the parents' meeting feels that the children achieve high standards of good behaviour at the school. There have been no exclusions in recent years.
- 23 Children in the nursery class respond very enthusiastically to the many opportunities they are offered to show initiative and take responsibility. For example, they mix paint, choose resources to use in activities and play a major part in tidying up and putting things away at the end of each session. However, such opportunities are less strongly developed in the main school. For example, too often resources are prepared and set out in advance of the lesson, paints are pre-mixed, teachers distribute and collect resources and pupils are not consistently expected to help to tidy the classrooms. When pupils are expected to take responsibility they do so well. For example, a group of Year 1 pupils explained during an English lesson that, as the oldest members of the

class, they tried to work problems out amongst themselves if the teacher was busy with the younger ones. Pupils do have a range of opportunities to take responsibility as classroom monitors and older pupils are expected to look after the younger ones. They take these responsibilities seriously and discharge them well.

- 24 The quality of relationships is very good throughout the school and is a significant strength of its work. Pupils relate very well to teachers and other adults as well as to one another. The school is a harmonious community in which pupils listen well to their teachers and their peers. Pupils offer their views in the confidence that they will be heard with respect. Almost always, pupils show a high degree of respect for the feelings and values of others aided by the caring, supportive ethos of the school. Pupils with special educational needs are integrated fully into the life of the school and are very well supported by their peers. Pupils show very good awareness of the impact of their actions on others and teachers frequently but sensitively reinforce this in lessons and in assemblies. The very good relationships and supportive ethos leads to a very low incidence of bullying and oppressive behaviour.
- 25 Attendance is satisfactory and is consistently slightly above the national average. Unauthorised absence is slightly below the national average. The school analyses the data effectively and is aware of any developing patterns of absence. There is a range of appropriate strategies in place to act on any concerns and the education welfare service is used appropriately when required.

HOW WELL ARE PUPILS TAUGHT?

- 26 The school is organised into seven classes comprising a nursery, four mixed-age Reception / Year 1 classes and two single year group Year 2 classes. The nursery has 40 full-time equivalent places for 80 three and four year old children who attend on a part-time basis (mornings or afternoons). The four mixed-age Reception and Year 1 classes are parallel classes admitting pupils to the Reception year group at the beginning of the term when they become five years of age. At the time of the inspection these classes contained pupils under-five who had only recently been admitted; five year old pupils; and pupils aged six in Year 1. The two Year 2 classes are mixed-ability, parallel classes.
- 27 Teachers take their own classes for most subjects though teachers with particular expertise lead some music and physical education lessons. The headteacher teaches reading groups on four days of the week and takes other classes, on a weekly timetabled basis, to release teachers for specialist teaching activities. At the time of the inspection one Year 2 class was taken by a supply teacher covering for the class teacher who was absent on maternity leave.
- 28 The quality of teaching is good overall and supports pupils' learning effectively. The school has addressed the key issue in the last inspection report relating to unsatisfactory teaching during integrated group work. The incidence of unsatisfactory teaching has been almost entirely eliminated and the proportions of good and very good teaching have increased significantly. However, where weaknesses remain these tend to be associated with the management of group and individual work and result from insufficiently developed strategies for independent work.

- 29 During the course of the inspection eleven lessons were observed with a particular focus on children under five years of age. Seven of these were in the nursery and four in mixed Reception and Year 1 classes. In the nursery all lessons were at least good; six out of seven were judged to be very good or excellent. These lessons were characterised by careful planning; imaginatively organised activities and resources; excellent team work involving the teacher, nursery nurses and learning support assistant; and lively and energetic interaction between adults and children. This was particularly evident in a very good outdoor play session around the theme of 'b' where the teacher and support staff worked with pupils on a range of activities including basketball, bears' bedroom, the beach, boat and bus. It is harder for teachers to offer pupils under five the same richness of learning experiences in the four mixed-age classes. In these lessons teaching was always at least satisfactory and was good or very good in two of the four lessons observed.
- 30 In Key Stage 1 34 lessons were observed and the quality of teaching ranged from excellent to unsatisfactory. Only one lesson was judged to be unsatisfactory; over half the lessons were good or better; and nearly a quarter were very good or excellent. The two excellent lessons reflected the teachers' particular expertise and enthusiasm in music and physical education. In an excellent music lesson with Year 2 pupils the teacher led the class through rounds with two, three and four parts. The pupils responded with excellent control and awareness. Numeracy and literacy lessons were taught effectively and included examples of very good teaching. The response from pupils was generally good and often very good.
- 31 The teaching of literacy is almost always at least satisfactory and is good overall. Half the lessons were good or very good. The high standard of teaching enables pupils to make good progress. Pupils who have special educational needs make good progress in relation to their prior attainment through effective teaching, dedicated support staff and good use of resources. Teachers generally have good subject knowledge and set a brisk pace that gives a sense of purpose to the lesson. They have high expectations of work and behaviour and use questions effectively to ensure all pupils make progress. In some lessons, there is evidence of unproductive work during independent activities and an overuse of undemanding worksheets. Higher-attaining pupils sometimes are not sufficiently challenged. The plenary session is not always used effectively to reinforce the key teaching points.
- 32 Teaching was at least satisfactory in all of the numeracy lessons observed and was good or better in four out of ten lessons. Teachers have a sound understanding of the expectations of the National Numeracy Strategy and mental mathematics work, and the introductions to lessons are mainly conducted at a lively pace. Magnetic boards and 100 squares are generally used well to support pupils' understanding of such concepts as addition patterns. Teachers plan tasks to match the needs of pupils of different ages and abilities within their classes though these sometimes become difficult to manage, particularly when several pupils are working on different activities from the school's own mathematics workbooks. This sometimes results in pupils spending too long waiting for instructions, support or marking; the pace of the lesson slows; and progress in learning is not as great as it might have been. In one lesson, in a Reception and Year 1 class, a group of pupils spent a long time drawing a picture to represent a

day of the week. This did little to extend their knowledge and understanding of time. However, overall teaching in numeracy is effective and pupils make satisfactory progress.

- 33 Teaching in science in the two lessons observed was at least sound and had many positive features. Teachers have secure subject knowledge and maintain a brisk pace to the work. In one lesson with Reception and Year 1 pupils, the teacher's good knowledge of the properties of different fabrics enabled her to extend pupils' knowledge and understanding through perceptive questions relating to what they could see and feel. In another lesson, questioning lacked challenge and restricted the opportunities for pupils to extend their understanding of scientific concepts.
- 34 Little direct teaching of information and communication technology was observed but pupils were given opportunities to use computers in all classes. They did this with confidence and programs were used well to support learning in other subjects. When direct teaching was observed pupils were taught effectively the use of the return and enter keys and explored these through activities related to word processing and to controlling the movements of the Podd character.
- 35 Teaching in religious education, history and geography is satisfactory overall. In music, art and physical education the particular enthusiasm and expertise of the teachers led to some high quality teaching that inspired pupils to high levels of attainment.
- 36 Teachers' planning for the half-term or term is detailed and conscientious and is undertaken in collaboration with year group colleagues. This ensures a consistency of curriculum coverage between parallel classes. Daily and weekly planning is of more variable quality and while some is good, particularly in literacy and numeracy, and records clear learning objectives matched to pupils of different ages and abilities, other examples do not identify what pupils should learn from the activities. Little reference is made in daily or weekly plans to the ways in which pupils' learning is to be assessed. In general, the school's marking policy is not implemented consistently and pupils' work contains few written comments from teachers that indicate how well a pupil is performing and what could be done to improve the work further.
- 37 In the best lessons the objectives are made clear to the pupils and the lessons are conducted with a good, lively pace. Good use is made of questions and explanations pitched at different levels in order to engage pupils of different age and abilities. Activities are well organised and resourced and teachers in the Reception and Year 1 classes are particularly conscious of the need to provide children under five with practical learning activities including structured play. This is difficult to manage and sustain during literacy and numeracy sessions in mixed-age classes without the support of an additional adult.
- 38 While most lessons in the morning session are planned within hour long sessions or less, some afternoon lessons run on well over one hour. The pace of these lessons often slows noticeably and the youngest pupils find it difficult to sustain their concentration.

- 39 In the vast majority of lessons pupils learn effectively and work with sustained concentration. They apply significant intellectual effort during the brisk pace of many numeracy sessions and their creative and physical efforts were evident in two excellent music and physical education lessons. In the best lessons they understand the purpose of the activities and often work well in co-operation with other pupils. For example, pupils in a Reception and Year 1 class worked well together while undertaking a range of timed activities using a sand timer. In general, pupils find it difficult to articulate how well they have done or what they could do to improve further.

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

- 40 The school curriculum is broad and meets the statutory requirements to teach the subjects of the National Curriculum in Key Stage 1, and it conforms to the locally agreed syllabus for religious education. The curriculum gives particular focus to literacy and to a lesser extent to mathematics. But the time given to individual foundation subjects is limited and restricts the depth and quality of work in some areas, for example design and technology, history and geography. Some of the sessions are too long and the scrutiny of timetables indicates inconsistencies in the allocation of time offered to different subjects. The school has successfully implemented the literacy strategy and is in the process of implementing the numeracy strategy. All subjects have schemes which detail the expectations of coverage and objectives, and if used appropriately ensure continuity and progression for pupils' learning. This represents an improvement since the last inspection. The school is currently reviewing some of its schemes with reference to guidance from the Qualifications and Curriculum Authority (QCA) and this needs to be extended to all subjects. The provision for pupils with special educational needs is good and they make good progress in relation to their prior attainment.
- 41 Long-term planning provides for satisfactory coverage of the whole curriculum. Medium-term planning for the joint Reception and Year 1 classes uses a topic as the focus for the delivery of the curriculum. The teachers plan together and identify the aspects to be delivered in each subject area. However, this plan represents an ideal which is rarely realised fully. The scrutiny of work and annotated end-of-term planning shows that not all teachers are covering work to the same depth in all subject areas. Weekly plans amplify the objectives, for literacy and numeracy in particular, and the activities to be undertaken in most subjects. Planning for the under-fives in Reception classes is based on National Curriculum programmes of study.
- 42 The content and style of pupils' work is very similar throughout the school. The use of worksheets sometimes restricts the opportunities for pupils to produce high quality extended and imaginative writing in subjects other than English, particularly science, history and geography. In the best lessons teachers strive to match work to the age and ability of pupils through differentiated activities. However, differentiation in the foundation subjects is predominantly by outcome and not all pupils are sufficiently challenged in all subjects.
- 43 The curricular provision for pupils under five in the nursery class is very good and is a major strength of the school. The curriculum is well planned and based upon Desirable

Learning Outcomes / Early Learning Goals. It is closely matched to the needs of pupils. The staff are imaginative in the way in which they structure and organise the pupils' activities. The nursery pupils are exposed to a stimulating and vibrant learning environment. They respond positively to the opportunity to show initiative and develop independence and they make very good progress towards achieving the Early Learning Goals. However, the provision for pupils under five in the mixed Reception and Year 1 classes is not as effective as in the nursery class. The current organisation of classes makes it difficult for Key Stage 1 teachers to offer pupils under five the high quality learning experiences developed in the nursery class. Here opportunities for pupils to show initiative and develop independence are limited.

- 44 The school is successful in teaching the basic skills of literacy. A structured reading programme is used to support pupils. Decoding skills of reading are taught well and pupils make good progress. However, the skills of discrimination and appreciation of literature are less well developed. Some pupils are withdrawn from lessons into reading groups but these are carefully planned to ensure that no pupil is denied access to the full curriculum. Spelling is sound and this is an improvement since the last inspection. There is a sufficient range of writing but the style is limited. The teaching in the basic skills of mathematics is sound. Pupils are taught appropriately to count, order, add and subtract numbers and to use decimal notation to record money. There is secure evidence of data handling which is an improvement since the last inspection.
- 45 Educational visits are used effectively to enhance the curriculum provision for pupils. The visit to Newark Museum, the farm and visits within the local environment contribute positively to pupils' learning. There are inconsistencies in how the school uses homework. Some parents would welcome the opportunity for their children to participate in extra curricular activities as at present there is no such provision. However, other parents feel that the pupils are at school for a sufficient length of time and they are happy with what the school provides.
- 46 The statement on equality of opportunity clearly indicates the school's commitment to ensuring that all pupils enjoy full access the curriculum. The school has a detailed special educational needs policy though there is little documentation relating to the needs of higher attaining pupils. Pupils with special educational needs are supported effectively and benefit from the school's curriculum provision. All pupils on the register of special educational needs have individual education plans that are reviewed regularly by teaching and non-teaching staff. While targets are generally appropriate occasionally they are too broad and do not identify specific learning objectives. The school complies with the Code of Practice for special educational needs.
- 47 The school's provision for personal, social and health education is good. There is particular emphasis on the importance of health, particularly the benefit of exercise and the importance of a healthy diet. Pupils have a good understanding of the importance of eating healthy foods and know that exercise is beneficial to the body. It is evident by talking with pupils at lunchtime that they know that certain foods are good for the body and maintain its health. The provision for sex education and drugs education is appropriate to the age of the pupils. Pupils are beginning to understand the importance of the decisions they are making about their diet and exercise.

- 48 The school has established valuable and effective links with the community. The police, fire service, school nurse, local illustrator and the local vicar are regular visitors to the school. The pupils visit the local church and at harvest time deliver parcels to people in the locality.
- 49 The school has maintained effective links with the junior school to which the pupils transfer. There is a good degree of informal and formal liaison. Year 2 pupils visit the junior school in the second half of the summer term and, the headteacher and the staff of the junior school visit the infant school. The junior school is given copies of the infant school's schemes of work and there have been some joint professional development sessions.
- 50 The school's provision for pupils' spiritual, moral, social and cultural development is good overall. The school has maintained its strength in promoting positive attitudes, values and behaviour and the personal development of pupils.
- 51 The provision for pupils' spiritual development is sound. Religious education makes a very positive contribution to pupils' spiritual development. Pupils are encouraged to think and write about how they feel. In art lessons pupils are given the opportunity to think about their work and to express their feelings and ideas. They learn about the wonders of the world in science and are keen to express their ideas. However, opportunities for pupils' spiritual development are not planned systematically across the curriculum. Good use is made of school assemblies to enhance pupils' spiritual development. Pupils listen attentively and respond positively to opportunities to reflect on their feelings about a range of issues, including the need to protect the environment. The school's arrangements for collective worship fully meet statutory requirements. The Friday assembly celebrates religion in the community and is related directly to the religious education syllabus.
- 52 The moral development of pupils is very good. The school is successful in teaching the pupils the principles of right and wrong. Pupils respond positively to the school's high expectations and have a good sense of right and wrong. Moral values are emphasised in all aspects of school life and clearly reflect the values promoted by the school. Pupils demonstrate a sense of fairness and know what the school expects of them.
- 53 The social development of pupils is good. Pupils in the nursery class are developing initiative and showing independence. One pupil in the nursery was observed helping a new pupil, showing him where to go and what to do. Pupils are encouraged to think about others and to care for each other. They collaborate well, share ideas and resources and are polite and courteous to each other and adults. Adults set good role models for the pupils and they promote good relationships throughout the school. The pupils' social interaction during school lunchtime is good and they often serve each other politely, fairly and with consideration.
- 54 The school's provision for pupils' cultural development is sound. Local culture is reinforced through the opportunity for the pupils to go on educational visits. Western culture is promoted effectively through art, music and literature. Art and religious education make positive contributions to pupils' knowledge and understanding of other cultures. However, opportunities to support pupils' understanding and

appreciation of wider, non-Western cultures through music and dance, for example, are not exploited fully.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 55 The school is very effective in ensuring the health, safety, care and protection of all pupils. Teachers have very good levels of knowledge of their pupils and use this sensitively in their pastoral care. Pupils are confident that there is always an adult to turn to in time of need.
- 56 The school environment is safe and welcoming. Arrangements for health and safety are very good. Security has been improved since the previous inspection and is now good. Teachers are particularly aware of the importance of safe practice in lessons. Pupils also show good awareness of health issues which a group demonstrated during a discussion at the lunch table about the key components of a healthy diet. Lunchtime supervisors ensure that pupils play safely under caring supervision.
- 57 Arrangements for child protection are very good. The headteacher is the child protection officer and all staff are aware of the procedures, which comply with those adopted by the local Area Child Protection Committee. The school has thorough policies and procedures in place to cover medicines in school, first aid and asthma, and works closely with parents when required. Arrangements for school visits are good.
- 58 Pupils with special educational needs are well supported by teaching and non-teaching staff. They receive particularly effective help with reading and this enables them to make good progress across the curriculum. Pupils with special educational needs are fully integrated into the life of the school and other pupils support them and work purposefully with them.
- 59 The school has good procedures in place to promote attendance and punctuality, and these result in attendance levels that are slightly above the national average. The procedures to promote good behaviour are very effective. Pupils understand what is expected of them and all staff have consistently high expectations of the standards of behaviour. These high expectations are reinforced through effective use of praise and through clear explanations of why certain behaviour is unacceptable. Bullying is dealt with promptly and firmly on the infrequent occasions when it arises.
- 60 The monitoring of pupils' personal development is effective but informal; no written records are kept. Teachers make good use of the very good knowledge they have of individual pupils to guide their personal development.
- 61 The monitoring of academic performance is a weakness. The school carries out the appropriate statutory tests and teacher assessments at the end of Key Stage 1 and some use is made of this data to identify issues for whole-school development. Skills' checklists have been produced in English and mathematics but these are used inconsistently. However, the use of assessment is generally unsatisfactory. There is an over-reliance on unrecorded, informal assessment procedures which means that supply or temporary teachers, in particular, do not have adequate records from which to plan lessons. Although some teachers do use the results of assessment to plan for future

learning, this is insufficiently and inconsistently well developed throughout the school. The quality of marking is inconsistent and does not reflect fully the school's marking policy. Teachers rarely make written comments relating to specific subjects that tell pupils how they are doing and what is needed to improve further.

- 62 In the nursery class detailed observations and records are kept of pupils' attainment and progress. These are used successfully to plan for future learning. Pupils with special educational needs are assessed effectively and their individual education plans are regularly reviewed. The school's procedures comply with the Code of Practice for pupils with special educational needs.
- 63 The school is successful in creating the right conditions for learning and ensuring that pupils are secure and happy. This has a positive impact upon pupils' attitudes and attainment. Pupils make the best progress where their academic performance is most thoroughly monitored and used to inform future learning targets, most notably in the nursery and, across the whole school, for pupils with special educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 64 Parents and carers have very positive views of the school and are very supportive of it. They believe that the school is well led and managed and that their children are encouraged to work hard and achieve their best. They are happy that standards of work and behaviour are high. They feel well informed about the work their children are doing and about the progress they make. Almost all parents say they would find it easy to approach staff if they had any concerns or problems, which is borne out in practice. A number of parents would like to see some provision for extra-curricular activities and others feel that their children do not get the right amount of homework. However, the views expressed at the parents' meeting and in the questionnaires were very strongly positive overall. Inspection evidence supports parents' positive views. In response to parents' views, the school should consider consulting parents about the introduction of some extra-curricular activities.
- 65 The school fosters very good relationships with parents. Parents and carers are provided with a good range of clearly presented information in both the nursery and the school prospectus. Meetings are held to ensure that all parents understand the expectations and procedures before their children enter the nursery and again when they enter the main school. Parents have the opportunity to find out about the school's literacy and numeracy strategies at that time. The school provides a good number of formal and informal opportunities for parents to consult teachers about progress, and also for them to see the work their children are doing. In addition, teachers are very willing to discuss progress or any matters of concern at the end of the school day. However, parents are not invited in to the weekly celebration assemblies and so do not have the chance to see their children's work being commended.
- 66 Annual reports to parents about their children's attainment and progress comply with statutory requirements. The quality of reports is variable but there are examples of good practice. In the best reports, all comments are subject specific and the teacher clearly identifies the strengths and weaknesses of the pupil, indicates the progress made and targets for further improvement.

- 67 An appropriate home-school agreement is in place. The school policy is to use reading diaries only with higher attaining pupils. Thus reading diaries are used in some classes but not in all, so all parents do not have an easy written means of communicating with the teacher. Homework is generally confined to reading and spellings, which does not enable parents to become involved in all areas of their children's learning. Reading books go home very regularly but other homework is inconsistent. For example, there is little homework set in mathematics, and research tasks associated with topic work are used inconsistently across the school.
- 68 The school has a good system of induction to the nursery. Children in the nursery have a good range of opportunities to become familiar with the school before they enter their Reception class. For example, nursery children attend the weekly celebration assemblies and have singing and physical activities in the hall. A number of parents help in the nursery and in the school. Others support swimming and provide extra adult support on visits. Parent helpers make a positive contribution to learning, particularly in the nursery where they are very well supported.
- 69 The school runs a crèche facility during some of the consultation opportunities. However, at the request of some parents, very young children are not invited to performances such as Harvest Festival because their presence distracts other pupils. The school maintains a number of books, for example on bereavement and adoption, for parents to borrow.
- 70 The school ensures that all parents are invited to consultation meetings and offered a choice of day and time. Attendance is usually over 95 per cent. Teachers follow up those who do not attend to try to ensure that all parents have the opportunity to discuss their children's progress. The school takes appropriate steps to inform and involve parents when cases of bullying, unacceptable behaviour or poor attendance arise.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 71 The headteacher provides strong educational leadership that firmly establishes the values, ethos and culture of the school. The caring and supportive ethos clearly reflects the school's aims and values and is valued highly by parents. The school achieves a good match between its stated aims and values, and its everyday work. This is due to the generally high level of commitment from staff to promote a positive learning environment. The school is committed to fostering good relationships and ensures pupils full access to the planned curriculum. The nursery class is a strength of the school. It is well led and efficiently managed to ensure pupils' access to a broad, balanced and stimulating curriculum. The staff work well as a team and there is a sense of purpose in the school community.
- 72 The roles of the senior management team and subject co-ordinators have not been developed sufficiently. The senior management team does not have a programme of regular meetings and their role in school improvement is undefined. The recently formulated job description for subject co-ordinators clearly identifies their role in the monitoring and evaluation of the quality of teaching and learning. However, this particular role has not been implemented effectively. There has been little progress in

improving strategies for monitoring and evaluating the school's performance since the last inspection.

- 73 The school has identified the observation of classroom teaching as a priority for development. The headteacher informally monitors teaching throughout the school. There is no systematic programme for the monitoring of teaching by the headteacher or members of the senior management team, although the literacy co-ordinator has observed lessons in all classes. The quality of teaching has improved since the last inspection and this reflects some effective organisational features associated with the implementation of the national literacy and numeracy strategies.
- 74 The school has identified appropriate priorities for development. The school development plan makes generally appropriate references to timescales, personnel and costings but success criteria are not always identified clearly or in terms of defined improvements in pupil attainment. Similarly, the plan does not clearly define how the school will monitor and evaluate its progress towards achieving the key targets for improvement. The school has given priority to literacy and this is reflected in the school's continued good performance in reading and writing.
- 75 The subject co-ordinators' role has not yet been developed to reflect the intentions described within the generic job description. The focus for the work of subject co-ordinators has been mainly concerned with resource management and policy development. Much effective work has been undertaken in relation to producing curriculum policies and schemes of work, although some of these do not take sufficient account of national guidance. There are some effective examples of subject co-ordination in action, for example the resource audit in physical education, the information and communication technology development plan and the curriculum planning for design and technology. However, the role of co-ordinators has not been developed systematically across the school. At present subject co-ordinators are insufficiently involved in the management of their subject areas. They do not receive a budget allocation and there are few consistent strategies to support them in gaining a clear understanding of the quality of education and standards of attainment across the school in their subjects.
- 76 The school has set appropriately realistic but challenging targets relating to the percentage of pupils attaining level 2 and above in English, mathematics and science. It is seeking to continue to improve attainment from Level 2c to 2a. However, the school is not rigorous in analysing its assessment data in all core subjects, particularly by gender and ethnicity. Pupils' attainment in the end of Key Stage 1 statutory assessments is compared with schools nationally and similar schools, but this data is not yet used systematically in all subjects to highlight areas for improvement.
- 77 The governing body fulfils its statutory responsibilities but governors are largely reliant on the headteacher for information about the school and its performance. The governors support the work of the school but few make regular visits to the school during the working day. The chair of governors has been in post since December 1999 and spends a day in the school each week. She is very supportive of the school and is committed to its continuing improvement. She is fully aware of the improvements that are needed in relation to aspects of management. However, governors are only just

beginning to develop their role. They are involved appropriately in the budget planning process and have discussed the results of statutory assessments. They are insufficiently involved in monitoring and evaluating the school's performance and do not evaluate systematically the impact of their decision-making on the quality of education provided and the overall standards of attainment.

- 78 The governing body's arrangements for the appraisal and performance management of staff are sound and governors are due to receive further training for performance management in the near future.
- 79 Financial planning is satisfactory overall and the funds received by the school are used effectively to promote learning and a satisfactory quality of education. The headteacher and the governors closely monitor the school's expenditure against the planned budget. The school targets funding in relation to the priorities identified in the school development plan. Appropriate use is made of specific grants to enhance the curriculum provision for pupils. However, subjects are not allocated annual budgets. Subject co-ordinators assess needs by talking to staff and approach the head for funding. Subjects are reviewed every three years when they receive priority budget allocations. Financial controls are effective and the budget and school accounts are well administered. Appropriate use is made of information technology to support the efficient day-to-day administration of the school. The school makes good use of the administrative staff who contribute positively to the work of the school.
- 80 The school enriches its curriculum provision by effective use of educational visits, payment for which conforms to the Local Education Authority's guidance. The school is careful to ensure that it purchases goods and services at competitive rates in accordance with the principles of best value.
- 81 The staffing provision is satisfactory and teaching and non-teaching staff are suitably qualified. The range of curriculum expertise is used appropriately to support colleagues and very good use is made of specialist teaching in music to enhance pupils' attainment. The support staff are used effectively and make a very good contribution to pupils' learning. The school's arrangements for the induction of new staff are appropriate and places are provided regularly for initial teacher training students from a local institute of higher education. Teaching and non-teaching staff have access to professional development opportunities and in-service training courses.
- 82 The accommodation is of good quality and provides the pupils with a safe, secure and attractive learning environment. Classrooms are large and bright and allow pupils to move freely and access resources. The indoor staircases make this an inaccessible site for pupils with physical disabilities. The outdoor play area for the nursery class is very good. Staff use the space imaginatively to enhance the learning opportunities for the pupils. The site is secure and the pupils move confidently around the building. The school has a grassed area which, even though on a slope, pupils use well and safely at break times. The school shares the junior school field during the summer.
- 83 Resources are of sufficiently good quality to deliver the planned curriculum. Significant investment has been made in resources for literacy and numeracy and these are used well in lessons. Information technology is a major area for development and

the range of hardware, including CD-ROMs, has been increased greatly since the last inspection. The large apparatus for physical education is too large and heavy for pupils to move safely. The resources for art are good and the school is developing further its range of multi-cultural resources. These are supplemented by items on loan from the Local Education Authority's support services.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

84 The following key issues have been identified as the main areas the school should address to further improve the quality of education it provides and to raise standards of attainment. These areas will form the priorities in the governors' action plan. The headteacher, staff and governors should:

- Implement a systematic approach to monitoring and evaluating school performance involving the headteacher, subject co-ordinators and governors. (63, 72-75, 77, 113, 128, 136, 147, 161, 169, 184, 189)
- Implement the school's assessment policy consistently and ensure that:
 - a) on-going assessments are undertaken systematically, recorded and used to plan the next stages of learning; (14, 36, 61, 76, 87, 111, 127, 130, 136, 141, 147, 153, 161, 167, 173, 189)
 - b) marking provides pupils with clear indications of how well they are doing and what is needed to improve their work further. (36, 39, 61, 111, 127, 153, 161)
- Review the current organisation of classes in order to provide consistent high quality teaching and learning for pupils under five in the Foundation Stage (from September 2000). (4, 23, 26, 29, 37, 41, 43, 86, 88)
- Review the organisation of the curriculum in light of the new statutory curriculum for 2000 particularly:
 - a) the amount of time allocated to each subject; (40, 146, 154, 160, 167)
 - b) the length of teaching sessions within the school day; (38)
 - c) the contribution that homework can make to the range of learning experiences; (45, 67, 112)
 - d) the variety of ways in which pupils can record their work; (18, 31, 42, 126, 131, 132)
 - e) the range of learning experiences that encourage pupils to show initiative and work independently. (23, 32, 42, 125)

Other issues which should be considered by the school:

- staff, governors and parents should discuss the opportunities for extra-curricular activities. (45, 64)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	24	27	38	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	40	182
Number of full-time pupils eligible for free school meals	n/a	18

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	7	21

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence	%
School data	4.7
National comparative data	5.4

Unauthorised absence	%
School data	0.4
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	33	32	65

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	31	30
	Girls	29	30	29
	Total	61	61	59
Percentage of pupils at NC level 2 or above	School	94 (91)	94 (90)	91 (86)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	31	31
	Girls	30	30	30
	Total	61	61	61
Percentage of pupils at NC level 2 or above	School	94 (92)	94 (89)	94 (94)
	National	82 (79)	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	1
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	117
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	26
Average class size	30

Education support staff: YR – Y2

Total number of education support staff	3
Total aggregate hours worked per week	75

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	40

Total number of education support staff	4
Total aggregate hours worked per week	63

Number of pupils per FTE adult	11.4
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FTE means full-time equivalent.

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.

Financial information

Financial year	1998-99
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	£
Total income	380736
Total expenditure	371576
Expenditure per pupil	1839
Balance brought forward from previous year	12277
Balance carried forward to next year	21437

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	222
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79.0	19.0	2.0	0	0
My child is making good progress in school.	70.0	26.0	2.0	0	2.0
Behaviour in the school is good.	69.0	20.0	4.0	0	7.0
My child gets the right amount of work to do at home.	61.0	18.0	7.0	7.0	7.0
The teaching is good.	83.0	15.0	0	0	2.0
I am kept well informed about how my child is getting on.	60.0	36.0	2.0	0	2.0
I would feel comfortable about approaching the school with questions or a problem.	93.0	6.0	2.0	0	0
The school expects my child to work hard and achieve his or her best.	70.0	30.0	0	0	0
The school works closely with parents.	65.0	31.0	2.0	2.0	0
The school is well led and managed.	93.0	7.0	0	0	0
The school is helping my child become mature and responsible.	70.0	26.0	0	0	4.0
The school provides an interesting range of activities outside lessons.	20.0	27.0	12.0	12.0	29.0

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

- 85 Pupils under five years of age are taught in both the nursery and Reception classes. At the time of the inspection 81 three and four year old children were attending the nursery on a part-time basis (morning or afternoon sessions); and 19 four year old children, who become five years old during the summer term, were located in four parallel, mixed-age Reception and Year 1 classes. This latter group had been admitted to the Reception year at the beginning of the summer term and were experiencing their first few weeks in the main school.
- 86 The nursery offers a high quality experience for all its children. Staff work together very well as a team under the enthusiastic leadership of the nursery co-ordinator. The curriculum is planned conscientiously and in detail. The scheme of work addresses the key areas of learning described within the Desirable Learning Outcomes and has been updated to reflect the Early Learning Goals. Themes are planned around children's interests and the nursery environment, and each term all six areas of learning are covered. Learning objectives are identified through the nursery scheme and through on-going assessments of pupils' attainment and needs. These objectives are refined within suitably flexible fortnightly plans which allow for 'incidental happenings'. The total indoor and outdoor environment is used and a daily organisational plan indicates which staff are associated with which activities. Resources are of good quality and sufficient quantity.
- 87 Teaching in the nursery is generally very good and sometimes excellent. All members of staff contribute to this all round high standard. Staff understand how young children learn. Activities are organised imaginatively and the full learning potential of resources is realised. Routines are clear and children know what to expect. Relationships between adults and children are very good and pupils are encouraged to exercise choice and independence. Staff know the pupils well and also make regular and informed assessments of pupils' attainment. Children with special educational needs are well supported, often on a one-to-one basis, and make good progress in relation to their prior attainment. Relationships with parents are good and they are enabled to be involved in their children's learning.
- 88 Teachers face a difficult challenge in making appropriate provision for pupils under five years of age in the mixed Reception and Year 1 classes. The demands of a more structured approach to teaching literacy and numeracy and the constraints of space and resources in these classes make it difficult to replicate the rich learning experiences of the nursery class. Teaching for the under-fives in these classes is usually at least satisfactory and occasionally very good. However, lessons are planned with reference to the National Curriculum rather than the Desirable Learning Outcomes and structured play activities often do not have the support of additional adults. In these classes children have fewer opportunities to exercise choice and independence.
- 89 At the time of the last inspection the nursery had only just opened but was identified as a strength of the school. It was working at just over half its capacity. Since then the nursery has developed further and is now fully subscribed. It continues to provide high

quality education for children under five years of age.

Personal and social development

- 90 Children make good progress in their personal and social development and standards are above national expectations by the time pupils reach the age of five years. They listen to and follow instructions. They understand the rules and routines of classrooms and behave well. Behaviour is well managed and, in the nursery, rule cards provide a good basis for conversation and correction when instances of inappropriate behaviour occur. Children are eager to learn and to help. They have opportunities in the nursery to give out milk, for example, and develop their social skills. They are encouraged to make choices, access resources and develop independent learning skills. These experiences are not so evident in the Reception classes. Generally, teaching for social and personal development is good and sometimes very good.

Language and literacy

- 91 Teaching of language and literacy is very good overall in the nursery and sometimes excellent. Children make good progress and, by the age of five, attainment is above the expectations described within Desirable Learning Outcomes. In an excellent storytime session children began to appreciate the importance of looking for evidence in order to enjoy and understand stories better. They are encouraged to listen carefully and to talk about key elements of the story. An appropriate emphasis is given in both nursery and Reception classes to teaching phonics and matching sounds and pictures. Children are taught early reading and writing skills well.

Mathematics

- 92 Children make satisfactory progress in their mathematical development and are on course to attain the standards expected nationally by the time they reach the age of five. In the nursery many of the structured play activities contain planned mathematical experiences involving number recognition, counting, sorting, classifying objects and recognising shapes. In Reception classes children participate in numeracy lessons and questions are often pitched appropriately to engage them in mental mathematics activities. Children are able to identify and add on one to numbers up to 10 and count them in order. They can recognise simple two-dimensional shapes such as triangles, circles and squares.

Knowledge and understanding of the world

- 93 Children make satisfactory progress in developing their knowledge and understanding of the world and their attainment is in line with the expected outcomes by the time that they reach the age of five. The excellent range of outdoor activities in the nursery enables pupils to experience imaginative play relating to forms of transport and occupations. They begin to understand features of daily life and contrasting locations like the seaside. They are given the opportunity to select materials for making models and explore different techniques for folding, joining and fastening them. In the Reception classes they begin to appreciate the differences between past and present when looking at modern clothes and those of past eras. They also investigate materials

and make simple judgements about which would keep you warm or cool. When working with information technology they use the mouse with confidence and accuracy. Teaching in this area of learning is always at least satisfactory and often very good.

Creative development

- 94 Children under five make good progress in their creative development and their attainment is often above that expected nationally by the time they reach the age of five. In the nursery they learn to hold large brushes during imaginative play activities and explore using colour and making different sorts of marks. Colour theme days such as the blue day enhance their appreciation of colour. They make simple patterns with two variables when threading beads. In both the nursery and Reception classes children engage enthusiastically in action songs and develop a sense of rhythm when moving to music. Their creative development is enhanced through good and very good teaching.

Physical development

- 95 Children under five make good progress in their physical development and their attainment often exceeds national expectations by the time they are five years of age. In the nursery some children develop good catching and throwing skills when playing balls and the basketball apparatus. They are encouraged to move with control in the relatively confined space of the outdoor play area when a full range of equipment is laid out. They also develop good fine motor skills when using small tools such as scissors. A particular emphasis is given to keeping healthy and developing good practices in personal hygiene. In the Reception classes they march, skip and jump to the rhythm of songs. In a physical education lesson in the hall young children demonstrated well-developed skills in throwing and catching beanbags. They co-operate well when working with partners or in small groups. The teaching associated with physical development activities and lessons is often very good.

ENGLISH

- 96 During the course of the inspection inspectors spent ten hours observing English lessons and held discussions with the subject co-ordinator, members of staff, the headteacher, the literacy governor and pupils. They listened to pupils read and carried out a scrutiny of pupils' work and of teachers' planning.
- 97 The results of the National Curriculum tests in reading and writing at the end of Key Stage 1 in 1999 indicate that attainment was above average in reading and well above average in writing when compared both with schools nationally and with schools with a similar proportion of pupils entitled to free school meals. Teacher assessments indicate that attainment in speaking and listening was above the national average. Despite some minor fluctuations the results of statutory tests have remained consistently above the national average for the last four years. The results show a slight difference in attainment between boys and girls but this was not evident during the inspection. Test results for pupils currently in Year 2 show similar levels of attainment. In the lessons seen, standards in English were in line with national

averages and pupils' work showed a range of writing that was above national averages. Pupils who have special educational needs make good progress in relation to their prior attainment and achieve standards close to the national averages by the time they leave Year 2.

- 98 Pupils make sound progress in all aspects of English and those who have special educational needs make good progress in relation to the targets identified within their individual education plans. Since the last inspection the school has implemented the National Literacy Strategy, improved the quality of teaching, maintained its emphasis on reading and writing and improved its approaches to teaching spelling. Standards of attainment in English have been maintained at a high level.

Speaking and listening

- 99 Evidence from the inspection indicates that on entry to Key Stage 1, from nursery, standards in speaking and listening are above national expectations. This is not fully maintained in the early part of the key stage but pupils make sound progress overall and, by the end of Year 2, attainment is above the national average. Pupils speak confidently, listen carefully and give thoughtful and considered answers. They are aware of the needs of their audience. For example, when pupils realised that an inspector had not understood their explanation, they explained in greater detail. Pupils who have special educational needs make good progress in relation to their prior attainment and achieve standards close to national averages in speaking and listening.

Reading

- 100 Evidence from the inspection indicates that on entry to Key Stage 1, standards in reading are often above the national average. Progress is slower in the early part of the key stage but, overall, pupils make sound progress. By the end of Year 2 pupils' attainment is above national expectations in the decoding aspects of reading but their understanding and appreciation of reading are less well developed. Higher attaining pupils read with expression, pay attention to punctuation, monitor what they read and correct obvious mistakes. They can identify author and title and use a contents page and an index. Most pupils find it difficult to discuss characterisation, predict what might happen, offer opinions or make comparisons with other books.
- 101 Lower attaining pupils and those who have special educational needs read accurately with few errors. Their decoding skills are well developed. They use pictures, initial sounds or context to predict unknown words, discuss the illustrations and identify the author's name. They do not show particular enjoyment of reading and most pupils are not able to talk about stories they have read or discuss the content of non-fiction books in significant detail.
- 102 Most pupils show a limited ability to express ideas about books or to state likes and dislikes. In conversations with inspectors, a sample of 24 pupils rarely talked with enthusiasm about books they had read.

Writing

- 103 Evidence from the inspection indicates that on entry to Key Stage 1, from the nursery, standards in writing are above those seen nationally. Children's skills in writing independently are well developed and they are able to make marks and letter shapes which have meaning to them. These skills are not always built upon in the early part of the key stage where pupils revert to copying and tracing writing. Pupils make sound progress overall, however, and attain above national averages by the end of Year 2. Pupils who have special educational needs make good progress in relation to their prior attainment, and attain standards close to the national average. Higher attaining pupils write with confidence, using a varied vocabulary. Their writing conveys meaning, with some use of punctuation and simple adjectives and adverbs to extend sentences. Pupils produce a range of writing for different purposes and they understand that non-narrative writing should convey information in a logical way. Most pupils are able to answer literal questions but are unable to expand on or explain meaning beyond the literal, for example explaining a character's motives. Most writing follows a simple structure with repetitive phrases and a lack of awareness of audience.
- 104 Lower attaining pupils and those who have special educational needs spell correctly simple words, with regular sound patterns, identify word families and write simple sentences. They have little awareness of different text types or how to link sentences to make a coherent story.
- 105 Handwriting is taught well and work is often neat and well presented. Some pupils write in a clear, cursive style by the end of Year 2. Spelling has improved since the last inspection and pupils are able to make sensible attempts at unknown words. Standards of literacy are above national expectations by the end of Key Stage 1.
- 106 The teaching of English is almost always at least satisfactory and is good overall. Half the lessons were good or better. The high standard of teaching enables pupils to make successful progress. Those who have special educational needs make good progress through effective teaching, dedicated support staff and good use of resources.
- 107 In the best lessons teachers have good subject knowledge and set a brisk pace that gives a sense of purpose to the lesson. They have high expectations of work and behaviour and use questions effectively to ensure all pupils make progress. They set clear learning objectives, provide interesting and stimulating activities, challenge pupils and develop their independence. For example, pupils in Year 1 explained the strategies they used to solve problems for themselves before asking the teacher. Teachers manage pupils well and have good relationships with them. They know their pupils well and provide a caring and supportive environment.
- 108 Where teaching is less effective, objectives do not focus on what is to be learned and pupils' independence is not developed. The last inspection noted that time was not always used well during group activities. The school has largely addressed this but, in some lessons, there is still evidence of unproductive work during independent activities, and an overuse of undemanding worksheets. High attaining pupils are sometimes challenged insufficiently by the tasks set for them. The plenary session is not always used effectively to reinforce the key teaching points.
- 109 The curriculum for English is broad and balanced and meets the requirements of the

National Curriculum. The school has implemented successfully the National Literacy Strategy and this is having a beneficial effect on the quality of teaching. A considerable amount of time is given to English, both through the literacy hour and in other subjects. Teachers have sound subject knowledge and the quality and range of resources are good. The accommodation is good and all classrooms provide a literate environment with stimulating displays, although some reading areas are underdeveloped and lack interest. Teachers' medium term planning ensures that pupils in parallel classes cover the same programme of work but planning for weekly lessons is not consistent in all classes. The hard working support staff make a good contribution to the teaching of English. Teachers make good use of information and communication technology to support the subject and pupils were seen practising word building or drafting directly on screen. The resources for reading are good but there are too few opportunities for pupils to make choices about their reading and there is a lack of non-fiction material in the lower levels of the reading scheme. Speaking and listening skills are developed through all areas of the curriculum but there is no evidence of the systematic development of technical language relating to subjects.

- 110 The curriculum for English makes a sound contribution to pupils' spiritual and cultural development. The reading scheme includes a number of books about different religions and cultures. The subject makes a good contribution to pupils' moral and social development especially through opportunities for speaking, listening and respecting the opinions and contributions of others during discussions. This is a caring environment where all are valued. Pupils who have special educational needs are included in all aspects of the curriculum and work well in whole-class and group activities.
- 111 Teachers know their pupils well and usually provide a good match of work to their needs. Although a checklist of skills development has been produced, it is not used systematically for recording pupils' achievements. This leads to some lack of challenge in planned activities and inconsistent expectations. There is a portfolio of work in English but this is not annotated with National Curriculum levels and does not provide a secure basis for moderating work. Marking is not used effectively as a tool for assessment or to identify clearly pupils' future learning needs.
- 112 Some parents commented on the lack of reading diaries in all classes, infrequent changes of reading books and inconsistencies with homework. Reading diaries are only used with higher attaining pupils. They are not used in all classes and those in use do not contain evaluative or diagnostic comments to help pupils improve their reading. Little evidence of the consistent use of homework was seen during the inspection but pupils report that they practise reading with parents and then re-read the book to the teacher. Whilst this ensures that pupils make good progress during the early stages of reading, more proficient readers lack opportunities to practise choosing books or to develop their appreciation of reading.
- 113 The subject co-ordinator is knowledgeable and enthusiastic and gives a strong lead to colleagues. She has developed the English policy document which includes helpful advice for teachers. The co-ordinator has observed teaching, set targets for improvement, given exemplar lessons and led training. She has not yet had opportunity to monitor teachers' weekly planning or pupils' work. The overall

leadership and management of the subject has been effective and has ensured the successful implementation of the National Literacy Strategy. The literacy governor helps with reading groups each week and supports teachers in the classroom. Governors have received reports on the implementation of the literacy strategy and an analysis of results from national tests. However, they have yet to monitor the impact of their decisions about funding on raising standards of attainment.

MATHEMATICS

- 114 During the course of the inspection inspectors observed ten mathematics lessons; examined samples of work from each class; talked with pupils about their work; interviewed the subject co-ordinator and the numeracy governor; analysed performance data including the results of statutory assessment; studied teachers' planning and pupils' records; and examined the range and quality of resources.
- 115 In mathematics, pupils' attainment in statutory tests over the last three years has remained relatively constant and the percentage of pupils achieving Level 2 and better is above average. However, overall attainment, expressed as average points scores, has declined slightly over the last three years from above average to broadly average when compared with schools nationally and similar schools. While standards of attainment remain slightly above the national average, the school's rate of improvement has not quite matched that of schools nationally. The proportion of pupils attaining the higher levels (Level 3) is similar to that of all schools. Boys have performed better than girls in the last two years. The comparative decline in attainment may reflect the emphasis given to literacy by the school during this period. Provisional results from the statutory tests in summer 2000 suggest that attainment in mathematics has improved from the 1999 level.
- 116 Pupils generally make sound progress through the Reception year. Most can count and recognise numbers up to ten and some are confident with numbers up to 20 and above. They can add numbers within ten with confidence when counting on, and higher attaining pupils are beginning to explore counting in twos up to 100. Pupils are able to express comparisons in terms of taller and shorter, heaviest and lightest and more than and less than. Most are able to recognise common, regular two-dimensional shapes. They are beginning to gain experience and understanding of standard units of measure in time and length. They can also record simple data using block graphs.
- 117 In Year 1 pupils can count in twos and recognise odd and even numbers. They consolidate their skills and experience of addition and subtraction within 20 and can handle additions using three separate digits. Some are aware of the place value of units, tens and hundreds. Pupils have been introduced to common three-dimensional shapes and many can name these with accuracy. Higher attaining pupils are beginning to use a ruler to measure centimetres. Pupils also record information using block graphs and pictograms. Sometimes information technology is used to support this work. For example, in one lesson, pupils from the Reception year group were using an animated number program to re-inforce counting and ordering skills.
- 118 In Year 2 there is good evidence of higher attaining pupils working at the higher levels of the National Curriculum for Key Stage 1 (Level 3). Some of these pupils can use

decimal notation to record amounts of money larger than 100 pence. They are able to read temperature scales in single degrees with accuracy and can identify time using halves and quarters of hours. Some pupils experience doubling and halving using the two times table and they can count confidently in fives and tens. Pupils explore number patterns using dice and they are able to record multiples of four and five on 100 square. Pupils have been introduced to the concept of symmetry and can identify some simple lines of symmetry. These pupils are also able to use a tallying strategy to record data. They are also able to make simple interpretations of data, for example which group has the largest / smallest amounts? Which are equal? What is the total?

- 119 Overall standards of numeracy are in line with national expectations across the school with evidence of above average attainment at the end of Key Stage 1.
- 120 Pupils with special educational needs receive suitably differentiated tasks and are included successfully in mental mathematics activities and whole-class introductions through the effective use of questions and well pitched explanations. In some lessons they receive good support from additional adults. Overall they make satisfactory and sometimes good progress in relation to their prior attainment.
- 121 Teachers plan to cover all appropriate elements of the National Curriculum programmes of study with an emphasis on number work. Since the last inspection the school has improved the quality and quantity of work involving data handling both within mathematics lessons and in support of work in science, for example. Half-termly and termly themes include planning for areas of mathematical development associated with cross-curricular activities. Evidence of this is seen particularly in data handling.
- 122 The school has made a satisfactory start to implementing the National Numeracy Strategy. The quality of teaching seen was at least satisfactory in every lesson and was good or better in four out of the ten lessons. This represents an improvement since the last inspection when significant weaknesses were reported when teaching during integrated group activities did not focus upon the mathematics element. Lessons are often planned conscientiously and in detail and activities are drawn from the school's scheme and associated workbooks. Work that is planned is compatible with the National Numeracy Framework but planning rarely makes explicit reference to this.
- 123 In most lessons mental activities and whole-class introductions are led at a brisk and lively pace. In general, questions and explanations are well pitched to include all pupils. Tasks are often differentiated to match the range of age and abilities in each class. In the best lessons the learning objectives are made clear to the pupils and good use is made of appropriate mathematical language. In these lessons the pace is maintained well throughout the lesson and teachers focus their teaching successfully upon groups of pupils. Time is used effectively and pupils make good progress. This was evident in a very good lesson where high attaining Year 1 pupils expended much intellectual effort when doubling and halving numbers within 30.
- 124 In a small number of lessons, group and individual work is not managed so effectively. The use of individual workbooks from the school's scheme sometimes means that the teacher has to deal with too many pupils requiring direct intervention. Sometimes

pupils spend too much time waiting for instructions, support or for work to be marked. At one point in one lesson eight pupils were queuing up by the teacher waiting for help or instructions. This distracted her from the planned focus on another group. The organisation of mixed-age classes with pupils under five years of age exacerbates this situation. Occasionally pupils spend too long on low-level or repetitious activities while the teacher supports other pupils.

- 125 Pupils are generally attentive and responsive. They behave well in lessons and work co-operatively when required to do so. They are keen to offer answers and suggest solutions though in some classes they have too few strategies for coping independently and do not always access available resources without the support or suggestion of the teacher.
- 126 Pupils are given a range of opportunities to work individually and co-operatively in mathematics though the over-reliance on worksheets and workbooks limits the opportunities for pupils to record work independently. Activities in mathematics support pupils' social development but make few planned contributions to spiritual and cultural development.
- 127 Teachers complete annual records of pupils' attainment that relate to skills, knowledge and understanding described within National Curriculum level descriptions. Although they know their pupils well and remark upon improvements in attainment during lessons, there is little systematic recording of on-going assessments in mathematics and little evidence within daily and weekly plans that assessment is used consistently to inform the next stages of learning for pupils. Teachers' marking is up-to-date and accurate and pupils usually correct their mistakes. However, teachers rarely write comments on pupils' work relating to mathematical knowledge and understanding that indicate how well a pupil has attained and what needs to be done to improve further.
- 128 The subject is led enthusiastically by the subject co-ordinator who provides a good model of teaching within her classroom. She has analysed performance data and identified areas for greater emphasis at whole-school level. She has done much to develop the mathematics' policy and update the scheme of work with support from the headteacher. She has organised resources and attended and led school-based training for the National Numeracy Strategy. While the co-ordinator has supported teachers' planning and led staff discussions on issues relating to coverage and progression in mathematics, her role has been insufficiently developed in relation to whole-school monitoring of the quality of education and standards of attainment. She has not yet observed numeracy lessons across the school and there is no whole-school system for monitoring weekly planning and pupils' work. The numeracy governor has attended training and has visited the school but is not yet involved in a structured approach to monitoring and evaluating performance in the subject.
- 129 Resources for mathematics have been improved since the last inspection and teachers make good use of large 100 squares and magnetic boards, where available, to support mental mathematics and whole-class teaching.

SCIENCE

- 130 During the course of the inspection inspectors undertook a scrutiny of work; held a discussion with the subject co-ordinator; talked with pupils and observed two science lessons. These observations indicate that attainment is in line with national expectations at the end of Key Stage 1. Teacher assessment at the end of Key Stage 1 in 1999 recorded pupils' attainment above the national average at Level 2 and above, and at Level 3. This reflects similar standards to those attained at the time of the last inspection. In comparison with similar schools attainment was broadly average at Level 2 and above, and above average at Level 3. However, the school has no systematic whole-school procedures for assessing and recording pupils' attainment and progress in science. Teachers assess informally, work is marked but not annotated. The evidence base for teacher assessments for all Year 2 pupils in 2000 was not available for scrutiny.
- 131 The pace of learning is satisfactory throughout the key stage. Pupils in the Reception year group can name the parts of a flower; sequence the life cycle of a frog and the germination of a bean; and identify the main differences between a baby and a child. Most pupils record their work by drawing and copy writing and they use appropriate key vocabulary associated with the topic. The higher attaining pupils are beginning to engage in simple investigations about the properties of materials and the differences between light and dark. In Year 1, pupils observe the changes that occur when the seeds they have planted start to grow. They know that living things grow, breathe, feed and have young and that some move in different ways. Pupils predict and record results by using labelled drawings. There are some examples of pupils writing simple sentences to record their work. Pupils in Year 2 are developing further skills in investigative science. They engage in a range of science tasks which involve prediction and fair testing. Pupils know that light comes from different sources including the sun and electricity. However, there is little evidence of high attaining pupils writing extensively about their work in science. Pupils make sound progress in relation to their attainment on entry to the school.
- 132 Pupils in the Reception year group follow the same curriculum as Year 1 pupils. They undertake the same tasks and differentiation is predominantly by outcome. Pupils' work throughout the school is very similar in style and content. The use of worksheets restricts the opportunities for pupils to write independently. Numeracy is supported by the use of measurement and different forms of recording data within science lessons.
- 133 Pupils are motivated and keen to participate in lessons. They are clear as to what is expected of them and respond positively to adults. Pupils are interested in their work and want to talk about it.
- 134 The scrutiny of work shows that teachers have secure subject knowledge. In the two lessons observed the teaching was at least satisfactory and sometimes good. In the best lesson there was clear planning with appropriate learning objectives. The teacher's good subject knowledge reinforced pupils' knowledge and understanding of scientific principles. The pace was brisk, giving a sense of urgency to the pupils' work. The clear focusing of questions ensured all pupils participated in the discussion, exploring and expressing ideas. However, not all teachers make good use of challenging questions. In some instances questioning is closed and restricts the opportunity for pupils to extend their understanding of scientific principles.

- 135 The teaching of science makes a positive contribution to pupils' spiritual, moral and social development. Pupils are learning about the wonders of the world and to express and explore ideas. There is limited evidence to suggest that pupils are taught about the contributions that other cultures have made to scientific achievements.
- 136 The subject co-ordinator demonstrates sound subject knowledge and offers advice and support to colleagues. The assessment tracking sheets for science have not been used for two years. Teachers assess informally. Pupils' work is marked but not annotated. A Year 2 teacher has devised an assessment booklet to aid assessment at the end of the key stage. However, there is no whole-school procedure for assessing and recording pupil attainment and progress. The science policy and scheme have not been reviewed or updated since 1996. Priority needs to be given to reviewing the school documentation in light of the new statutory orders for the curriculum and national guidance for science. The co-ordinator has not had the opportunity to monitor the subject through examining planning, analysing test results, observing lessons or scrutinising samples of work.
- 137 Effective use is made of the local community and of the visit to Newark Museum and the farm to extend the curricular opportunities for science. Resources are sufficient and of good quality to deliver the planned curriculum. Science is taught as part of a termly project and there is evidence that pupils use their scientific knowledge in other curriculum areas, for example the properties of materials in design and technology where knowledge of the properties of materials supports designing and making.

ART

- 138 A scrutiny of work, discussion with the subject co-ordinator and the observation of one lesson indicate that standards of attainment by the end of the key stage are above average for pupils of this age. Pupils make good progress in relation to their attainment on entry to the school. The high standards reported at the time of the last inspection have been maintained.
- 139 By the end of Key Stage 1 pupils are confident in expressing their ideas. They use paint, charcoal and pastels to create pictures and work in the style of a number of famous painters, for example Van Gogh and Seurat. Pupils' work in the style of Piet Mondrian is bold and of good quality. They work with a range of materials including clay and salt dough to develop skills and techniques. Pupils are taught to appreciate and value art. For example, in one class, a group of pupils painted in the style of a fellow pupil. The class teacher used this experience to reinforce successfully the pupils' understanding of what is meant by style. Pupils are taught observational skills. They are able to look at a picture, describe what they see and express their ideas and feelings. They can name and talk about some of the artists studied recently. Pupils with special educational needs are involved in the same activities as their peers and produce results that are in line with and sometimes above national expectations. All pupils make good progress in relation to their attainment entry to school. They are enthusiastic about their work. They are confident in expressing their ideas and using materials. They collaborate well when working together.
- 140 Teachers have secure subject knowledge and use a range of materials and techniques to develop pupils' knowledge and understanding of art. The scrutiny of work shows that teachers are focusing on teaching skills. They use the festivals celebrated in school to enhance the learning opportunities for pupils. The Chinese New Year and Divali have been used develop pupils' understanding of the importance of art in other cultures. Effective use is made of the local community to enhance the curricular provision for art. A local illustrator has spent a day in school, working with all pupils. Visits to Newark Museum and the farm provide additional stimuli. In several classes pupils have generated pictures and patterns using computer programs. These activities have developed awareness of colour and pattern as well as enhancing mouse control skills. Pupils are given the opportunity to think about what they are doing and talk about their work as well as that of other pupils. They are beginning to reflect on what they see and do which makes a very positive contribution to their spiritual development. Cultural development is enhanced through the cross-curricular links which are identified in the termly topic planning.
- 141 The subject co-ordinator has good subject knowledge and provides effective support and advice for colleagues. The school possesses a good range of materials and resources. The co-ordinator has a file of resource ideas for teachers and is increasing the quantity of stimulus materials from a range of other cultures. Assessment is undertaken informally and work is examined but not annotated. There is no whole-school procedure for assessing and recording pupils' attainment. The co-ordinator has not had the opportunity to monitor the subject across the school in a systematic way.

DESIGN AND TECHNOLOGY

- 142 A scrutiny of work, discussion with the subject co-ordinator and observation of two lessons indicate that there has been some improvement since the last inspection. Standards of attainment by the end of Key Stage 1 are in line with national expectations. There is evidence that pupils have opportunities to design and make. However, there is limited evidence of pupils evaluating their work.
- 143 The pace of learning is at least satisfactory. Reception age pupils are able to identify the fastenings on their clothes and draw the basic features. They make simple two-dimensional models, use textiles to weave and food to make cakes and biscuits. Year 2 pupils use a range of materials including papier mache and clay to make three-dimensional models. They make working models using electricity. Pupils have designed a playground game and designed and made models as part of their topic on transport. All pupils, including those with special educational needs, make satisfactory progress in relation to their attainment on entry to the school.
- 144 Pupils are well behaved and eager to participate in lessons. They are keen to talk about their work. Pupils are confident in using tools and materials. They work collaboratively sharing equipment and resources.
- 145 Teachers have secure subject knowledge and use resources effectively. Pupils' work displayed around the school shows that teachers focus on developing pupils' making and designing skills. There is little evidence of pupils evaluating and improving their work. The two lessons observed were carefully planned and identified appropriate links with other curriculum areas, especially science. In the best lesson the teacher used her good subject knowledge to consolidate and extend pupils' knowledge and understanding of why fabrics have different uses.
- 146 Design and technology is taught as part of the term's topic and is used to service the chosen theme. Reception age pupils follow the same curriculum as Year 1 pupils. The three per cent curriculum time does not allow the subject to be developed fully and needs to be reviewed in light of the requirements of the new statutory orders for the National Curriculum. There is little evidence of design and technology making a planned contribution to the development of skills in literacy and numeracy. Limited use is made of information and communication technology to support teaching and learning in design and technology.
- 147 The subject co-ordinator is a member of the Design and Technology Association and provides effective advice and support for colleagues. Resources are managed efficiently and maintained in good order. Assessment is undertaken informally. The co-ordinator and teachers look at pupils' work together but examples are not annotated. There is no systematic procedure for assessing and recording pupils' attainment. The co-ordinator has not had the opportunity to monitor the subject systematically across the school.

GEOGRAPHY

- 148 No lessons were seen during the inspection but pupils' work was scrutinised, teachers' planning was examined and discussions were held with the geography co-ordinator and pupils.
- 149 By the end of the key stage pupils' attainment is in line with national expectations. Pupils are able to describe features in the locality, such as the range of shops, and give simple but accurate directions to nearby places. They understand the effects of weather and can talk about contrasting features of different localities, referring to their holidays and a forthcoming visit. They can plot a simple route on a map but are not able to describe the use of co-ordinates or to use maps to identify features. They use a limited range of geographical terms when talking about their work.
- 150 All pupils make at least satisfactory progress and lower attaining pupils and those with special educational needs make good progress. Whilst high attaining pupils make satisfactory progress, they are not always given the opportunity to extend their learning to a more challenging level.
- 151 Pupils' attitudes to geography are good. They are keen to discuss their work and talk enthusiastically about forthcoming field trips such as the visit to Newark. Work is presented neatly and pupils take care of books and artefacts. Pupils who have special educational needs show interest and a willingness to discuss their work.
- 152 The scheme for geography has been revised since the last inspection. It meets national requirements and is broad and balanced. Work samples showed a broad range of experiences, including fieldwork in the locality and map work. There is a good range of resources and the curriculum is enhanced by visits to places of interest within the local environment and further afield. Some use is made of activities in geography to provide opportunities for extended writing and narrative accounts. Spiritual, moral, social and cultural development are soundly supported through the geographical components of topics such as Ourselves, Environment and Harvest Walk, Clothes and Visits. Books and displays of artefacts relating to other places and countries enhance cultural aspects of the curriculum.
- 153 Teachers know their pupils well and the work is matched to the needs of all pupils. There is, however, a lack of systematic monitoring of pupils' progress and attainment. Samples of work are collected but they are not annotated with curriculum levels and do not provide a secure basis for moderating work. Marking is not used as a tool for assessment or to suggest ways to develop pupils' learning.
- 154 The leadership and management of the subject are satisfactory and there has been sound progress since the last inspection. The enthusiastic co-ordinator has produced a scheme of work that provides continuity and progression through the topics and ensures coverage of the relevant aspects of the National Curriculum Programmes of Study. There is evidence of the effective use of information and communication technology to support the subject. For example, pupils used a paint program to enhance work on national dress. There are some opportunities to study non-European cultures in other subjects, such as art and music but the potential for such activity is

not realised fully. The time allocated to geography is limited and should be reviewed when considering the shape and organisation of the new National Curriculum from September 2000. Termly planning is examined by the co-ordinator but there is no systematic monitoring of the quality of teaching or of pupils' progress and attainment.

HISTORY

- 155 Only two lessons were seen during the inspection but inspectors scrutinised pupils' work and teachers' planning, held discussions with the history co-ordinator and talked to pupils.
- 156 All pupils, including those with special educational needs, make at least satisfactory progress in relation to their prior attainment and, by the end of Key Stage 1, their attainment is broadly in line with national expectations.
- 157 By the end of the key stage, pupils are beginning to understand differences between past and present and to use observational evidence to identify these. They use subject specific language and are able to share factual information about the past, comparing and contrasting daily life then and now. Pupils refer to first and second hand evidence, such as artefacts and books to explain how they gained their knowledge. Pupils are beginning to understand that events have a chronological order and can describe developments over time. For example, in discussion, Year 2 pupils described the development of irons from a flat iron to an electric iron. Pupils are beginning to understand that the style of writing changes according to the purpose and that note taking is a useful method of recording information about the past. Work is always neatly presented.
- 158 In the lessons observed, teaching was at least satisfactory with many good features. Teachers set clear but broad learning objectives and carefully targeted questions helped pupils to describe differences and express preferences about artefacts. Teachers manage pupils well and have good relationships with them. They make effective use of artefacts and there are some opportunities to develop writing for different purposes, such as note taking and producing lists. Teachers set high expectations of work and presentation but, in the lessons observed, there was a lack of extension activities and higher-attaining pupils were not sufficiently challenged. Additional adults are used effectively to support learning and enhance pupils' understanding through discussion. In one lesson a parent provided very effective support to a group of pupils who were making observational drawings of the clothing of a Victorian child.
- 159 All pupils are well behaved, show perseverance and take an interest. They are keen to discuss their work and share their knowledge. Pupils' spiritual, moral, social and cultural development are soundly supported through the historical components of topics such as Ourselves and Now and Then and through stories about the lives of famous people.
- 160 The school has addressed successfully the issues relating to curriculum planning and the range of resources raised by the last inspection. The curriculum is broad and balanced and meets the requirements of the National Curriculum. There is a detailed policy and scheme of work which identifies a clear development of skills, knowledge

and understanding within the subject. History is included in one topic each term. Links with other subjects are identified within medium-term plans and work in history provides some opportunities for extended writing. The suggested teaching activities do not include the use of information and communication technology. A limited amount of time is allocated for the teaching of history and this should be discussed when the curriculum is reviewed. A range of visits to places of local interest enhances the curriculum. There is a good range of resources, including books, photographs and artefacts, and the school makes good use of resources from the Local Education Authority resource centre.

- 161 Teachers assess pupils informally and hold termly meetings to discuss pupils' work. Samples of pupils' work are collected but not annotated or used to determine levels of attainment relating to National Curriculum expectations. There is no whole-school approach to assessing and recording attainment in history. Marking is not used as a tool for assessment or to indicate ways for pupils to improve their work.
- 162 The co-ordinator for history gives a sound lead to the subject, offering support and advice to colleagues. No budget is set for history but teachers inform the co-ordinator of any needs, which are then taken to the headteacher. Teachers jointly plan an overview of the topic but each teacher then plans for their own class, so there is no detailed overview of subject delivery. There is no monitoring of the quality of teaching and pupils' work is not scrutinised for evidence of progress and attainment.

INFORMATION TECHNOLOGY

- 163 During the course of the inspection only one lesson focusing on information technology was seen but the use of information technology was observed in all classrooms. Inspectors also interviewed the subject co-ordinator and examined samples of pupils' work in folders and on display.
- 164 Attainment in information technology is broadly in line with national expectations by the end of Key Stage 1 and standards have been maintained since the last inspection. Pupils in all classes use the keyboard and mouse confidently and can handle simple programs effectively. They are aware of the functions and names of various elements of information technology such as the printer and monitor. By the end of Key Stage 1 they are able to use information technology to communicate ideas through text, graphs and pictures. They have used information technology to sort, classify and present information when conducting surveys of favourite pets or colours. They have more limited experience of control technology though some pupils have experience of working with programmable devices and giving a series of instructions to achieve specific outcomes.
- 165 All pupils, including those with special educational needs, generally make satisfactory progress. They have access to resources and programs are often differentiated appropriately to support learning in literacy and numeracy. Pupils with special educational needs are often well supported by this material in developing their experience of information technology. However, there is less evidence of tasks being matched to pupils' attainment in information technology.

- 166 In the one lesson observed teaching was satisfactory. The teacher had a clear focus for the lesson relating to the use of the return and enter keys. Their functions were explained and demonstrated clearly and pupils were given the opportunity to use these functions when handling text and controlling a character on screen. In other lessons teachers often plan the use of computer programs to support learning in other subjects, particularly literacy and numeracy, but rarely is there evidence of planning for the development of information technology skills or direct teaching of these skills. Pupils enjoy using these programs and resources, and are generally well behaved and well motivated. They co-operate well when working in pairs at a keyboard.
- 167 The subject co-ordinator has recently produced a policy and scheme of work for information and communication technology. These draw upon national guidance and provide an effective framework for ensuring a broad range of experiences within a developing curriculum. Teachers have yet to base their termly and weekly planning securely upon this guidance and some inconsistency exists in the time allocated to information technology between classes. There is no systematic, whole-school approach to assessing and recording pupils' attainment.
- 168 The subject is undergoing a period of development and is currently a priority area within the school's management plan. Funding from the National Grid for Learning and the school's own resources has been used to enhance the range of available equipment and most classes now have access to CD-ROM. This is a major improvement since the last inspection. Two classes now have internet access but the potential of this facility has not yet been realised. Similarly, the school has purchased a digital camera but has so far made little use of it pending appropriate whole-school training.
- 169 The information technology co-ordinator leads the subject effectively and has produced an appropriate development plan relating to resources, curriculum, professional development and school administration. She is aware of the strengths and weaknesses in provision but has few opportunities to monitor systematically the quality of education and standards of attainment across the school. Equally, there has yet to be a thorough audit of teachers' skills in preparation for training through the New Opportunities Fund.

MUSIC

- 170 During the inspection three music lessons and a singing praise assembly were observed; the subject co-ordinator was interviewed about her responsibilities; resources were examined; and school documentation was scrutinised.
- 171 Attainment in music is above national expectations and the high standards reported at the time of the last inspection have been maintained. Throughout the school pupils join in with action songs and singing games, memorise words and show good awareness of dynamics, tempo and duration. They sing tunefully with enthusiasm. In Year 2, in particular, pupils sing with great concentration and control. They are aware that different moods require changes in pitch and dynamics. They are able to perform two, three and four-part rounds, keeping time and rhythm and maintaining discipline. They sing with clarity and expression and show good awareness of others when

performing. Pupils use tuned and untuned percussion confidently to create pictures in sound to enhance songs. They recognise how different sounds can be made and explore layering with different beats. Younger children become aware of the links between the rhythm and beat of songs and different movements such as marching, strolling and skipping.

- 172 Pupils of all abilities make good progress in singing and are well-led and supported by class teachers and the specialist teacher.
- 173 The school has a comprehensive scheme of work that aims to cover the key elements of the National Curriculum programmes of study though in lessons greater emphasis is given to singing and performing than to listening and appraising. The school deliberately allocates more than average teaching time to the subject in order to take advantage of the specialist skills of a member of staff. The weekly lessons taught by the co-ordinator across the school ensure consistency of experience. The music programme provides for activity-based assessment opportunities but there is no consistent system for assessing and recording pupils' attainment in music.
- 174 The quality of teaching observed was always at least good and sometimes excellent. While the specialist teacher leads many lessons with support from class teachers, they also take turns to lead singing games in the hall for 80 or more pupils. The pace of lessons is brisk and lively; teachers demonstrate and lead very effectively; and improvements in performance are recognised and celebrated. Lessons are very active and involve pupils directly. Pupils respond well and concentrate hard while having fun. They perform with control and maturity.
- 175 Singing praise and times to reflect on the quality of sound and the images created by music support pupils' spiritual development well. Most of the songs and music played in assemblies relate to Western culture and, as such, support pupils' understanding of their own culture. Although music associated with Jewish, Hindu and Muslim festivals is used at appropriate times during the year, the opportunities to extend pupils' awareness of other cultures is not fully developed through the range of music that they experience.
- 176 The subject is managed by an enthusiastic and skilled co-ordinator who leads well by example. She has developed policy and the scheme of work and gives excellent support to her colleagues. Through her involvement with every class she has a good awareness of the strengths and weaknesses of the subject though this monitoring is informal and largely unrecorded. She has a clear understanding of the range of resources that are available and their condition. Music will be a priority in the school's management plan in the next academic year when funds will be available to replace instruments and extend the range of resources. At present the school has an appropriate stock of well-used, and well-cared-for, tuned and untuned percussion instruments but pupils have little access to other sorts of instruments. The range of listening music reflects Western cultural traditions and has limited examples drawn from wider cultures.

PHYSICAL EDUCATION

- 177 Discussion with the subject co-ordinator, a scrutiny of resources, photographic evidence and the swimming records show that the school has maintained its commitment to physical education since the last inspection. Insufficient observations were made across the range of physical education activities to confirm the high standards of attainment observed during the 1996 inspection.
- 178 In the one lesson observed the Reception and Year 1 pupils made very good progress and attained high standards. Reception pupils demonstrate their ability to develop skills in sending and receiving a range of objects, for example bean bags and large balls, with increasing accuracy. The Year 1 pupils can send and receive a small ball with a good degree of accuracy. Pupils are beginning to discuss their own performance and talk about what has been easy or difficult.
- 179 Standards in swimming remain high at the end of Key Stage 1. Records for 1999/2000 show that 38 pupils were able to swim 20 metres (two lengths of the 10 metre pool); 11 pupils could swim 10 metres; and 12 pupils could swim 5 metres. Five pupils were still using armbands. Pupils make good progress in swimming in relation to their attainment on entry to the school.
- 180 Pupils have a very positive attitude to their work. Boys and girls co-operate well and work effectively in pairs, small groups or as a whole class. Pupils are motivated and want to do well. Physical education makes a positive contribution to pupils' social and moral development.
- 181 The teaching in the one lesson observed was excellent. The teacher's good subject knowledge made an effective contribution to developing pupils' knowledge, skills and understanding. During the lesson her assessment of pupils' performance was used to increase the difficulty and challenge of the activities. The teacher also set high expectations of performance and continually offered support and advice to pupils on how to improve. The teacher paid good attention to health and safety issues and the warm up and cool down activities were given appropriate status and time. Good use of appropriate praise motivated pupils and stimulated them to work even harder.
- 182 The subject co-ordinator manages the subject well. The teacher has good subject knowledge which she uses effectively to support her colleagues. The policy and scheme are comprehensive and provide a good foundation to ensure continuity and progression. This represents an important improvement since the last inspection. The documentation is to be reviewed in light of the recently published national scheme of work.
- 183 A recent audit of resources has resulted in the purchase of more suitable apparatus for nursery children. However, the large apparatus in the main school hall is too large and heavy for pupils to move safely. This results in teachers setting up the apparatus for all classes to use on a Friday.
- 184 There is no whole-school procedure for assessing and recording pupils' attainment with the exception of swimming. The co-ordinator teaches Year 2 pupils on a rota basis so she is aware of standards of attainment for these pupils. There has been no opportunity for the co-ordinator to monitor the subject through lesson observations or

examining planning.

RELIGIOUS EDUCATION

- 185 A scrutiny of work, discussion with the subject co-ordinator and the observation of one lesson indicate that the standards of attainment at the end of Key Stage 1 are in line with the standards expected in the locally agreed syllabus. Pupils' achievements demonstrate sound progress in relation to their attainment on entry to the school.
- 186 By the end of Key Stage 1 pupils have a secure knowledge of Christianity. They know details of the Christmas and Easter story and recognise that a vicar of the Anglican Church wears different types of vestments throughout the religious year. Pupils have the opportunity to experience features of the major world faiths and to participate in a number of significant festivals, for example Divali and Eid.
- 187 Pupils have a positive attitude to religious education. They listen attentively and relate well to each other and adults.
- 188 Teaching is satisfactory. Teachers have secure subject knowledge and use a variety of resources and artefacts to ensure pupil involvement and interest. The local Anglican vicar regularly visits the school and the pupils visit the church. The recent wedding of a teacher has been used to provide pupils the opportunity to learn about the marriage rites of different faiths. This has enhanced their cultural development. Pupils' spiritual development is promoted by the opportunity pupils have to think and write about how they feel. Emphasis is given to developing moral values, caring for others and respecting their beliefs and feelings. Religious education makes a positive contribution to pupils' spiritual, moral, social and cultural development and provides some opportunities to develop skills in literacy.
- 189 The subject co-ordinator is enthusiastic and has good subject knowledge. There is a good range of resources and artefacts and the co-ordinator has identified this aspect for further development. The school's resources are supplemented by materials from the local authority's support service which ensures that pupils have access to bi-lingual books. Assessment is undertaken informally. Teachers look at pupils' work but there is no whole-school procedure for assessing and recording pupil attainment. The co-ordinator has not had the opportunity to monitor the subject systematically across the school.