

INSPECTION REPORT

BOLSOVER INFANT AND NURSERY SCHOOL

Bolsover, Chesterfield

LEA area: Derbyshire

Unique reference number: 112511

Headteacher : Mrs C M Holmes-Elener

Reporting inspector: Mr Colin Smith
25211

Dates of inspection: July 2nd – July 5th 2001

Inspection number: 192698
Inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend P Cross (Acting)
Date of previous inspection:	March 1997

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9952	Lillian Brock	Lay inspector		Pupils' attitudes, values and personal development. Pupils' welfare, health and safety Partnership with parents and carers
18143	Bernice Magson	Team inspector	The Foundation Stage Information and communication technology Religious education Art and design	Leadership and management
23887	Peter Nettleship	Team inspector	English Geography History Physical education Special educational needs Equal opportunities English as an additional language	Quality and range of opportunities for learning

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bolsover Infant and Nursery School is above average in size with 187 pupils on roll; 97 boys and 90 girls. The school serves a mixed community in the town of Bolsover in Derbyshire. There are increasing signs of social disadvantage and quite a number of families moving into and out of the area. The school has a 40 part-time place nursery, which is full. Fifty-six pupils (25 per cent) have special educational needs, which is broadly average, but rising. Forty-four children are entitled to free school meals (24 per cent), which is above the national average. Currently, almost all of the children are white and English speaking. Apart from weaknesses in aspects of reading and writing, children's attainment on entry into the school is broadly average.

HOW GOOD THE SCHOOL IS

This school is effective with some good features. During the inspection, standards in reading and writing were found to be average and have been so since 1998, apart from in 2000 when the high number of pupils with special educational needs caused the results to fall. Standards in mathematics were also found to be average during the inspection because they have significantly improved this year. Standards in science are average, although pupils' skills of investigation are not as well developed as their knowledge and understanding. Standards in all other subjects are average. On balance, teaching is satisfactory and pupils achieve steadily in almost all subjects, although they achieve well in English and in the nursery. However, children could achieve more in the reception classes. Pupils are very well cared for and those with special educational needs make good progress towards their targets. Pupils have positive attitudes to learning and their behaviour is very good. The headteacher, along with governors and subject leaders provides sound leadership and clear direction for the work of the school. Overall, the school gives satisfactory value for money.

What the school does well

- Pupils achieve well in reading and writing to overcome their initial difficulties and reach the standards expected by the age of seven.
- Children achieve well in the nursery in all areas of learning.
- The effective support for pupils with special needs enables them to make good progress.
- Pupils are well managed and cared for. This results in good attitudes and very good behaviour.
- Within the curriculum, good provision is made for pupils' personal development.
- The acting headteacher is currently providing good leadership and the day to day running of the school is very efficient.

What could be improved

- Children could achieve more in the reception classes.
- Some weaknesses in teaching slow the pace of pupils' learning.
- Attendance rates are too low.
- Apart from in English and mathematics, subject leaders are not sufficiently involved in monitoring teaching and learning and raising standards.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Satisfactory improvements have been made since the school was last inspected in March 1997. The school has consistently reached the targets set for reading, writing and mathematics. Results in reading and writing were well below average in 1997. They improved sharply in 1998 and have continued to improve in line with national trends since then. This year concerted action has been taken to raise standards in mathematics following previous years' disappointing results. Teachers

agreed to provide a much higher level of challenge and demanding targets were set. The improvements have been significant. This year's results, although not yet set within the national picture, have improved by 20 per cent. The weaknesses in information and communication technology and in religious education have been remedied. The quality of teaching and the effective leadership and management have been maintained. School development planning is now stronger and there are stronger links between priorities and the way funds are used. Teachers benefit from clearer guidance about what to teach, and therefore pupils are more able to build on what they have learnt the year before. There have been some improvements in monitoring standards and teaching and learning. However, most of this is done by the acting headteacher and by the subject leaders for English and mathematics. In other subjects, too little attention is given to these areas. The school has both the commitment and the capacity to move forward.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
Reading	C	C	D	C	Well above A average above B average C Average D Below average E Well below average
Writing	C	C	D	C	
Mathematics	D	D	E	D	

Children enter the nursery with broadly average attainment, although a significant number experience difficulties in understanding letters and words. They achieve well in the nursery, in learning new skills and in learning to find out for themselves. This good progress is not maintained in the reception classes. Although pupils achieve steadily overall, there are insufficient opportunities for children to explore and learn and the work they are given is not always sufficiently challenging. They could achieve more. However, by the end of the reception year, children reach the standards expected in all areas of learning, apart from aspects of reading and writing. These weaknesses are carried through into Year 1

Standards in reading writing and mathematics are higher this year than the chart above shows. Standards fell in 2000, because of a high number of pupils with special educational needs. The current Year 2 group is a more typical cohort of pupils. They are achieving well in both reading and in writing and this year they are reaching average standards in these subjects. Standards in mathematics have been very slow to improve and were still well below the national average and below those obtained by pupils in similar schools in the tests of 2000. A determined effort to raise teachers' expectations and set very challenging targets has paid dividends. Although the results in 2001 have not yet been compared to schools nationally, significant improvements have been achieved and standards in mathematics are now average. Standards in science are also average but pupils' knowledge and understanding are developing more quickly than their skills of investigation. Standards in information and communication technology, religious education and in all other subjects are average and in all of these pupils achieve steadily. Pupils with special educational needs make good progress in all classes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils are keen to learn and give of their best.

Behaviour, in and out of classrooms	Very good; pupils are obliging, helpful and respectful of others. They play and work together co-operatively.
Personal development and relationships	Good; relationships between all members of the school community are good. Pupils show initiative when encouraged to take responsibility.
Attendance	Unsatisfactory; despite the school's persistent efforts, on average 17 children are absent each day, although often from the same families.

Pupils with special educational needs are well behaved, attentive and keen to answer questions.

TEACHING AND LEARNING

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

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

Teaching is satisfactory. During the inspection, 11 per cent of the teaching was very good, 33 per cent was good, 49 per cent was satisfactory and seven per cent was unsatisfactory. The effective provision made for pupils with special educational needs enables them to make good progress. Attention is now being given to the needs of the more able pupils. Although these pupils are not yet consistently well provided for in all subjects, the increasing number reaching higher levels in reading and in mathematics is evidence of some success. Teaching in the nursery is consistently good. Children learn new skills and explore the many well-planned activities. This helps them to learn even when teachers and assistants are working with other groups. In the reception classes, children have too few opportunities to explore and learn for themselves. The tasks set do not always take account of what the children already know. As a result, their rate of learning slows. In Years 1 and 2, consistently good teaching in English enables pupils to acquire the basic skills of reading and writing, which helps them to learn in all subjects. The teaching of mathematics is satisfactory and the basic skills of numeracy are taught well. The most successful parts of mathematics lessons are when pupils improve and extend their knowledge of numbers and learn to use these skills to solve mathematical problems. However, in mathematics and in a number of other subjects, such as science and geography, teachers keep the whole class together for too long and there is too little time for pupils to practise their skills. In addition, when group or individual tasks are provided, they are not always matched to pupils' different learning needs as well as they should be. On these occasions, more able pupils are held back whilst other pupils find the tasks too difficult. Despite these weaknesses, teaching is often imaginative and new learning is explained and demonstrated well. Lessons are well prepared and pupils are well managed. These are significant factors in moving pupils' learning on.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; good guidance on what to teach from year to year enables pupils to build on earlier learning but there are weaknesses in provision in the reception classes.
Provision for pupils with special educational needs	Good; targets for improvement are set and regularly reviewed for each pupil. Learning assistants are effective in supporting them and helping them to make good progress.
Provision for pupils' personal, spiritual, moral, social and	Good; provision for pupils' spiritual and social development is good and very good provision is made for their moral development. Provision for pupils' cultural development is satisfactory and they have

cultural development	good opportunities to learn about their own cultural heritage.
How well the school cares for its pupils	Satisfactory, a caring school where pupils' learning and personal development are adequately supported. However, assessment is not used consistently to plan the next stage of learning

The school's partnership with parents is satisfactory. Determined efforts are made to involve and inform parents. A small number of parents provide valuable support in school and well over half try to help at home. However, a substantial number of parents prefer not to be involved and very few attend information evenings.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory; the acting headteacher along with senior staff is managing the school well in the headteacher's absence. Senior staff are providing extra support and the whole staff team pull together. Apart from in English and mathematics, subject leaders are not sufficiently involved in monitoring standards and teaching and learning and some weaknesses escape attention.
How well the governors fulfil their responsibilities	Satisfactory; many of the governors are new and eager to learn. They visit school regularly and are involved in decision making but there is scope to improve their procedures for monitoring and evaluating the work of the school.
The school's evaluation of its performance	Satisfactory; teaching and learning of English and mathematics are analysed and the determined action taken to raise standards in mathematics has paid dividends. However, these measures are not applied to learning in other subjects.
The strategic use of resources	Good; specific grants and general funds are closely linked to school priorities and the school seeks best value in its work.

School accommodation is unsatisfactory and restricts learning, particularly in the reception classes. Resources, including staffing, are adequate. Learning support assistants make a valuable contribution to pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school works closely with parents, keeps them well informed and teachers are very approachable. Children like school, make good progress and behave very well. Teaching is good and children are given the right amount of homework. The school is well led and managed. The school expects children to give of their best and as a result they grow in maturity. 	<ul style="list-style-type: none"> A few parents would like more extra curricular activities

Parents hold the school in high regard and are pleased with what the school offers. The inspection team largely agrees with parents' positive views, although there are elements of teaching and learning

that could be improved to enable all children to make consistently good progress. Lunchtime clubs are organised every day by learning support assistants to help improve children's understanding of the basic subjects. The views of those parents who would like more extra curricular activities are not justified.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Since 1997, when the school was last inspected, standards overall have improved in line with schools nationally. Results in reading and writing improved significantly in 1998, following the last inspection. Since then, standards in these subjects have matched the national average until 2000 when a high number of pupils with special educational needs caused results to fall to below the national average. The results were still in line with those achieved by pupils in similar schools. The current Year 2 group is a more typical cohort and standards in reading and writing are again average. Standards in mathematics have been slower to improve. In 2000, results in mathematics were well below the national average and below those of similar schools. They were much lower than results in reading and writing and a cause of concern. Following the national tests of 2000, substantial changes were made to the teaching of mathematics. When the National Numeracy Strategy was introduced, teachers agreed to pitch the work at a higher level. In addition, extra teaching was provided through the numeracy, 'have a go club' and targets were set for each pupil to aim for. The results attained in mathematics in the more recent tests of 2001 have increased significantly. Although the results have yet to be compared with results nationally, the proportion of pupils to reach the higher levels has increased by 20 percent. Standards in science have remained in line with the national average over recent years, as they are now.
2. Children achieve well in the nursery and make good progress in all areas of learning. They explore the many worthwhile activities provided, show curiosity and ask questions. These experiences improve their listening skills, develop their spoken language and widen their knowledge and understanding of the world around. By the time children enter the reception classes their attainment is broadly average, apart from their knowledge of letters and words which is still insecure. They achieve steadily in the reception classes but the rapid rate of progress they made in the nursery is not maintained. The work provided is not always well matched to children's different learning needs, and children have too few opportunities to explore and learn for themselves. Consequently, their progress slows down. By the end of reception year children are on course to reach the standards expected in their personal, emotional and social development, their knowledge and understanding of the world and in their mathematical, creative, physical development. Standards in language and literacy are broadly average but a significant number of children continue to exhibit weakness in reading and writing. This is confirmed in the tests administered at the beginning of the reception year.
3. Pupils achieve well in English in Key Stage 1. A third of the pupils entering Year 1, have weaknesses in reading and writing. Good teaching, the effective

use of assessment in setting targets and good support for pupils who find learning difficult combine to enable pupils to reach average standards by the time they are seven. Pupils listen attentively and become confident speakers. They grow to enjoy reading and acquire the skills to handle unfamiliar words and understand the meaning of what they read. They learn to write legibly and to spell with reasonable accuracy. However, the lack of opportunities to write at length in other subjects restricts their knowledge of how to redraft and improve their work.

4. Pupils achieve steadily in mathematics in Key Stage 1 and in some aspects of numeracy they achieve well. They benefit greatly from the mental mathematics sessions and the good opportunities they have to explain and discuss different strategies for solving problems. As a result, they have quick recall of number facts and the confidence to use these skills in problem solving situations. For example, they mentally add and subtract using numbers beyond twenty and understand different ways of giving the correct change from 20 or 50p coins. In other areas of mathematics, such as shape and handling data, their attainment is typical for their age. Pupils could achieve more in lessons if they had sufficient time to practise their skills and the workbooks were used more flexibly to allow them to work at the correct level.
5. In Key Stage 1, pupils achieve steadily in science and develop a secure understanding of living things, materials and forces. Their understanding is enhanced through some imaginative teaching using demonstrations and questioning. Pupils' skills of scientific investigation do not develop at the same rate. They make sensible predictions of what is likely to happen and observe carefully, but their ability to plan ahead and to think logically are limited by having insufficient opportunities to engage in this kind of work.
6. Pupils achieve steadily in information and communication technology to reach average standards. This is a significant improvement on the findings of the last inspection. There have also been improvements in religious education. Standards are in line with requirements of Derbyshire's Syllabus for schools. Pupils now have a clearer understanding of different religious beliefs. Pupils achieve steadily in art, design and technology, geography, history, music and physical education to reach average standards. In design and technology, pupils' skills of making are better than their skills of designing.
7. Pupils' learning in English, mathematics and aspects of science is assessed and carefully tracked. The school examines the progress made by different groups of pupils, such as boys and girls, those who are more able and those with special educational needs. Those groups, who teachers believe would benefit from extra help, are invited to extra lessons at lunchtimes or are taught in smaller groups by learning assistants. All pupils are included. As a result, there is little difference between the progress made by boys and girls. Pupils with special educational make good progress both in lessons and in

withdrawal groups. More able pupils make satisfactory progress and could achieve even more if the work they were given was consistently challenging.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to school are usually good and reflect the care and concern shown by all adults in the school. Their attitudes to learning are good across all age groups and as a result, they respond enthusiastically to their lessons as noted at the time of the previous inspection. Pupils concentrate well and work hard. They are persevering and show this by checking and evaluating their own work. By doing this, they are able to assess their progress and set their own targets for future lessons. Occasionally they become restless when they are expected to sit and listen for too long. A small number of pupils are not able to hold their concentration for prolonged periods and this can affect their ability to settle when the discussion time is over. Pupils are pleased to show their work to visitors. This positive attitude and interest enables them to make steady progress and justifies the perception of parents expressed in the response to the questionnaire, that their children like coming to school. Parents and children interviewed during the inspection strongly confirm this view.
9. Children in the foundation stage, in the nursery and in the reception classes have good attitudes to their learning and are keen to work independently. Whilst making 'ships' with streamers that 'float', children in the nursery were keen to talk about the fabrics and colours they were using. They then easily transferred this learning to the building of a boat out of wooden blocks to go sailing to Scarborough! The behaviour of these children was good or very good in most lessons and this is due to the good personal and social development encouraged in the nursery.
10. Behaviour is good overall, both in class and around the school. When rare, poor behaviour does happen, this is usually sorted out without fuss so that the loss of teaching time is minimal. There are no exclusions. Pupils are courteous to visiting adults and show respect for the property of others. The premises and equipment the school provides are treated with respect. The only graffiti or vandalism is caused by intruders to the school premises. Movement around the school as lessons end is orderly and demonstrates the children's awareness of the need to consider others. Pupils remind each other that running in school is not permitted. In lessons, most pupils behave well and want to learn. For instance, in a Year 2 literacy lesson, pupils were eager to discuss the difference between a dictionary and a thesaurus. Their very good behaviour and willingness to learn ensured that they had a firm understanding of the main points of the lesson and that the learning was very good.
11. There is no evidence, in class or at play, of oppressive behaviour or other forms of harassment. Year 2 pupils confirm that adults in the school take care of them well and that incidents of bullying or inappropriate behaviour are dealt with swiftly. Pupils clearly enjoy working co-operatively in the friendly

atmosphere the school presents. Relationships between pupils themselves and with their teachers are good. This same good rapport extends between pupils and classroom support staff, several of whom are trained parent helpers. Nursery children have a carefully planned phased induction and the staff soon gain their trust, giving children confidence to join in the activities offered. Pupils with special educational needs are fully included in class and play activities. All pupils show consideration for the feelings and well being of others and many instances were observed during the inspection.

12. Relationships are good and pupils' personal development is satisfactory. Older pupils help younger ones in the playground and many instances were seen of pupils caring for others who may need extra help. Teachers provide opportunities for pupils to contribute their own ideas in lessons and as a result, they often offer enterprising examples. However, these opportunities for pupils to take initiative and responsibility are limited in other areas.
13. Attendance is unsatisfactory when compared to the national average. It showed an improvement following the previous inspection but has declined during the current academic year. The poor attendance of children from a small number of families accounts for a large amount of the absence. Some parents do not appreciate the effect that poor attendance has on achievement and progress and too readily condone absences. To balance this, a third of the pupils have ninety-five per cent plus attendance and the school rewards all children for good or improved attendance. Unauthorised absence is higher than the national average. Most pupils arrive at school on time willing and ready to learn.

HOW WELL ARE PUPILS TAUGHT?

14. Teaching and learning are satisfactory. During the inspection, 11 per cent of the teaching was very good, 33 per cent was good, 49 per cent was satisfactory and seven per cent was unsatisfactory. At the time of the last inspection, the aims for lessons were not always clear and the teaching of information and communication technology was weak. There have been improvements in these areas but there are also still some weaknesses. Whole class teaching continues for too long and pupils do not have enough time to practise and improve the skills they have learnt. The match of work to pupils' different learning needs is not always precise, and opportunities for children to select their own activities in the reception classes are too limited.
15. Teachers in all classes manage pupils well. The good discipline is based on good relationships, praise and encouragement and fair sanctions. As a result, pupils settle quickly to their lessons and almost always concentrate and give of their best. However, when teachers spend too long with the whole class together, pupils who cannot concentrate for long periods become restless.
16. Teaching in the foundation stage is satisfactory. Teaching is consistently good in the nursery but there is scope for improvement in the reception classes. The nursery teacher and support staff are particularly effective in

assessing children's learning. Through careful observations of how children respond to the different activities, new tasks are planned which are well matched to children's different learning needs. There is a good balance between activities that are taught and opportunities for children to learn for themselves and very little time is wasted. As a result, children learn new skills effectively and, at the same time, their personal and social skills improve. These factors enable children to make good progress in the nursery. Teaching in the reception classes is satisfactory but there are weaknesses. The good opportunities in the nursery to explore and learn are not continued with the same frequency and quality in the reception classes. As a result, children's learning is more passive. The tasks set for children do not take enough account of the level the children have already reached. Consequently, the work is not always challenging and children's learning of new skills is held back.

17. In Years 1 and 2, teaching is at its best when the whole class works together. Lesson introductions, class discussions, demonstrations and explanations are of good quality. Resources are used imaginatively to engage pupils' attention and trigger their interests. For example, wind powered items pulled out of a bag one by one, gave rise to very worthwhile scientific discussion how and why things move. Teachers make very effective use of questioning. Probing questions are scattered to different pupils and they are made to think hard. This not only develops pupils' understanding, it also improves their listening skills and their spoken language. Through clear explanations and skilled questioning, teachers ensure that pupils acquire the basic skills of reading, writing and mathematics. In mathematics, for example, the good emphasis on encouraging pupils to explain how they have arrived at the answer, significantly improves their mental mathematics and their problem solving skills. When teachers draw lessons to a close they are careful to evaluate what pupils have remembered and understood. Together with written assessments at discrete intervals, teachers keep track of pupils' learning, although the information gathered is not used consistently to match the individual and group work provided in future lessons.
18. The teaching of all subjects is at least satisfactory and the teaching of information and communication technology and religious education have improved since the last inspection. The teaching of English is good in Years 1 and 2. This is because teachers have good subject knowledge and make effective use of the literacy hour. In addition, teachers are aware of the importance of the basic skills of speaking, reading and writing in learning other subjects. This is evident in the way pupils are introduced and expected to use new terms. Teachers' knowledge of the other subjects they teach is satisfactory overall but some teachers lack confidence in their teaching of music, physical education and the investigation aspects of science. This leads to less effective learning, for example, in pupils' understanding of what it means to carry out a fair scientific test.
19. Teachers expect a lot of their pupils and they respond positively by taking pride and showing an interest in their learning. Pupils are encouraged to set

their own targets and are eager to achieve well. In both English and mathematics, and often in other subjects, the theme for the lesson is very demanding. In a Year 2 information and communication technology lesson, for example, a high level of challenge supported by skilled teaching enabled pupils to understand how to search a database for specific information. This high level of challenge is a common feature of the whole class teaching. However, as lessons unfold, some of the good initial teaching loses its impact. This is partly because teachers do not always use the time available as efficiently as they might. The talking continues for too long and pupils are left with insufficient time to work at their own level and improve their skills. In some lessons, although not in English, the work provided does not always take account of pupils' different learning needs. In mathematics, for example, pupils of different abilities are sometimes asked to complete the same pages of a published workbook. When this happens the more able pupils are not challenged enough. Those who do not find learning easy, and are not given extra help from adults, do not learn as well as they might.

20. Pupils with special educational needs are taught well consistently. Teachers make a point of involving them in the lessons by asking them questions and praising their efforts. Well-briefed learning assistants work alongside them intensively. Their learning needs are carefully identified using diagnostic tests. Once their needs are fully understood, clear goals are set to help them to improve. These factors raise their self-esteem and enable them to make good progress.

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

21. The quality and range of learning opportunities provided by the school are satisfactory. The National strategies for teaching literacy and numeracy have been introduced successfully. The literacy hour is used well to develop pupils' language skills. Handwriting standards have risen significantly and spelling is taught well. However, opportunities to extend writing skills through work in other subjects are not sufficiently planned for, and the reading scheme used in the reception classes does little to stimulate children to read for pleasure. Strategies for teaching numeracy are effective. During whole class lessons, pupils develop their skills in mental mathematics well and are given good opportunities to develop a range of problem solving strategies. However, in some lessons there are too few opportunities for pupils to practise their skills. Nursery children have good opportunities to learn with the teacher and on their own. However, in the reception classes, there are too few opportunities for children to explore and find out for themselves.
22. Since the previous inspection, the inclusion of personal, social and health education, including an anti-bullying programme, have broadened the curriculum. Circle time, when children discuss aspects of their lives, has been introduced in some classes. Life Education (a drugs awareness programme) has been established for several years and is well established. Provision overall in these areas is satisfactory.

23. There are some weaker elements of the school's curriculum provision. For example, there are insufficient communications to ensure a smooth transition between the nursery and reception classes and too few opportunities for pupils to develop their skills of investigation in science. In some lessons, the work provided does not always take account of what pupils already know and understand. On these occasions, their learning suffers.
24. Pupils with special educational needs receive good support. Early identification is seen as a priority. This enables children to be tested and their needs met at a young age. The school has developed very good links with many outside agencies able to provide extra support. As a result, the good targets set match individual needs. The school ensures that the needs of these pupils are well met by employing a number of learning support assistants. These provide high levels of individual and group support. Targets set generally ensure that work is pitched at appropriate levels.
25. The school is strongly committed to including all pupils in every aspect of school life wherever possible. Older pupils interviewed appreciated all they had been able to do at the school. They described a caring community, where children support each other well. Already, they have certain (very ambitious) goals in life for what they would like to do. Boys and girls work well together as well as in competition (with their own soccer and cricket teams). Those pupils who need extra help on a regular basis usually receive it within the classroom, working alongside the other children. A good measure of the school's determination to ensure equal opportunities is the target setting undertaken for every child via a range of curriculum and personal goals.
26. Satisfactory links are established between Bolsover Infants and other schools in the town. Community initiatives, such as the Educational Action Zone links, have drawn schools together to the mutual benefit of their pupils. For example, levels of assessment have been improved by comparing work from different schools in the local cluster.
27. The spiritual and social development of pupils is good and has been maintained since the previous inspection. Cultural development remains satisfactory and moral development has improved and is now very good. Assemblies are of good quality and are a shared experience with opportunities for praise and reflection within a Christian setting. During one assembly, the teacher shared with children things that were important to her. Children were then transported in their imagination to the countryside and were encouraged to use their senses to 'see' the wonders of nature and to 'hear' the birds. Children in the nursery were totally absorbed in the music as they listened to Debussy's 'La Mer' as part of their learning about journeys by sea. Teachers readily seize opportunities to broaden and extend pupils' spiritual awareness particularly in science, art and history. Year 1 pupils gasped with delight when the teacher blew bubbles for them in a science lesson in order observe the direction of the wind.

28. The school makes very good provision for pupils' moral development. A strong emphasis is placed on the code of conduct and is reinforced by staff in the way in which they manage pupils' behaviour. As a result, pupils show respect for the code and understand that there are clear expectations of good behaviour. Pupils are helped to understand the difference between right and wrong and the consequences of poor behaviour. The rewards, given for good behaviour, help to give a positive feel to the daily life of the school. Where there are problems, pupils are asked to consider the consequences of their actions. They are encouraged to make responsible choices and to show a sensible attitude to each other and to the school. Good opportunities are created in classes and in assemblies to consider moral issues. This is particularly true of the personal and social education lessons, which help pupils to understand and develop respect for others.
29. The provision for pupils' social development is good. Pupils are encouraged to work collaboratively and to relate positively to each other. They are given many opportunities to share equipment and to work in small groups. The lunchtime 'I can do' play an important part in developing pupils' social skills. There are very good examples of pupils enhancing their literacy, numeracy and problem solving skills in a friendly, sociable atmosphere well supported by classroom assistants. Through visits and opportunities to support different charities, pupils are guided well to think of others in the local community. Consequently, they learn to act responsibly and to develop socially.
30. The provision for pupils' cultural development is satisfactory. Pupils are helped to appreciate and celebrate their own culture and traditions. For example, they responded enthusiastically to a Victorian Day held in the local community and reception pupils made and designed a collage of buildings in Bolsover. The school has responded positively to the previous inspection recommendation to consider other cultures. For example, a character known to the pupils as 'Barnaby Bear' travels to many lands and, through this, pupils learn to reflect on the lives of people with very different life experiences and values. To add reality, pupils have their 'passports' stamped as they visit a different place. Other cultures are also explored through religious education, art and geography. This area of multi-cultural education is gradually being developed and has good elements upon which the school can build.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school's procedures for child protection and for caring for pupils' welfare are good and have been maintained since the previous inspection. There are satisfactory procedures for monitoring pupils' academic performance and personal development. Teachers and other adults support pupils very well on a daily basis and older pupils confirm that they would have no hesitation in turning to any adult in the school if they had a problem.
32. The school's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. There is a shared approach to maintaining good behaviour as seen in the code of conduct where every

statement begins with 'We'. The school has documented policies for behaviour and discipline that are implemented sensitively and consistently across the school. For example, the school has a 'Bubble Station' which is a quiet area in which pupils can calm down and reflect on their actions. Teachers use a strategy that rewards and praises effort and good behaviour, thus setting the standard for others to follow. Pupils respond well and are proud of their stickers and certificates. Weekly award ceremonies are used to promote high standards. Any incidence of misbehaviour is discussed with pupils and parents are involved at an early stage. The resulting very good behaviour observed across the school justifies the perception held by parents and is a positive contribution to pupils' learning and development.

33. The school's procedures for monitoring and promoting attendance are very good. The computerised recording systems and the rigorous following up of absences ensure that the school is pro-active in dealing with emerging patterns of poor attendance. Despite these very good procedures and the good support from the educational welfare service, attendance at school remains well below the national average. Parentally condoned absence and holidays taken in term time account for the large amount of authorised absence. Unauthorised absences are also higher than the national average. In many respects the school is doing all it can to encourage good attendance, but details of absence are omitted from the school prospectus. This means that parents may not be fully aware of the scale of the problem. Contact is made with parents after the first day of absence but contact on the first day may result in better attendance at the school. Most pupils arrive punctually for lessons.
34. Child protection procedures are good. The designated teacher ensures that her own training is up to date and she shares her expertise with staff including mid-day supervisors. Teachers understand the procedures and appropriate support agencies are contacted as and when needed. Parents are informed of the procedures in the prospectus. Governors have agreed a sex education policy. Staff pay close attention to pupils with special educational needs. They are offered good support and included in all aspects of school life. First aid and fire drills are effective in ensuring a safe and secure environment. Governors conduct risk assessments and areas of concern are acted upon. However, the lack of toilets in one of the outside classrooms is an area of concern.
35. Procedures for assessing pupils' attainment and progress are satisfactory. The main strengths in assessment are:
 - the identification of pupils with special educational needs and the setting of targets;
 - the identification of those pupils likely to achieve higher levels in national tests with intensive coaching;

- the analysis of the end of the Key Stage 1 national tests to identify strengths and weaknesses in the pupils' results that targets needed improvements in teaching;
 - the pupils own individual portfolios, updated with assessed work each half term to give an on-going record of progress and to provide a focus for new target setting.
36. These routines and practices help teachers to maintain a picture of pupil standards, especially in literacy and numeracy. This enables higher levels of challenge to be set. Opportunities for assessment are well identified in the planning for literacy and numeracy. This ensures that specific aspects are measured and noted for future use. Not as much analysis is made of progress in other subjects. Good on-going assessment in the nursery enables the Early Learning Goals (established for pupils under 6) to be taught well. However, such accurate assessment is not yet in place in the reception classes. In mathematics, good information to assess pupils' strengths and weaknesses is gathered but it is not always used to match the work set with the different ability levels. In science, assessment is satisfactory but better in the areas of pupils' knowledge and understanding than in their skills of investigation. There are no agreed assessment procedures in information and communication technology or in religious education, though some teachers do undertake their own individual tests.
37. A strong initiative over the past twelve months has been to identify the more able pupils in the school and to provide them with extra work to enable them to achieve above average levels. Inspection findings indicate that this has been successful, especially in mathematics. Other examples of assessment leading to improvements are:
- predicting, in the nursery, the likely levels pupils will reach by the age of seven;
 - identifying children's vocabulary deficiencies in the Foundation Stage leading to much more focussed language extension work;
 - improving questioning skills, especially to challenge the more able pupils.
38. Some of these initiatives are still at an early stage, but are already having an impact on standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Most parents view the school as successful in having a positive effect on their children's learning and attitudes. There was almost unanimous agreement in the parental questionnaire that children are making good progress in the school.
40. Parents are provided with regular and helpful information about the school, apart from the omission of attendance rates and national test results in the prospectus. Notice boards around the school give good information about the

school and the local community. There is a high quality booklet and leaflets about the curriculum for parents of nursery children. These are very helpful to parents and enable them to offer maximum support to their children. Parents like the annual reports on children's progress and the new format for the current academic year contains targets for future development. Comments from teachers about pupils' personal and social education are perceptive and show that teachers know their pupils well. The school has held information evenings for parents on literacy and numeracy and other aspects of the curriculum but these are poorly attended. The two formal consultation evenings in the autumn and summer terms are well attended whereas only two parents attended the annual meeting arranged by the governing body. Some parents have had a long association with the school and confirm that they are welcome to talk about any concerns they may have. Teachers are a visible presence in the playground both before and after school.

41. The school firmly believes that success in education depends on a good relationship between home and school. There are good and effective links with parents and these have a satisfactory impact on children's learning. A small band of parents offer good support to the school by helping in classrooms and preparing resources. For example, twenty parents and grandparents of nursery children visited school to share reading books. Homework is provided but only half of the children are regularly helped at home. Some parents readily send in pictures and items of interest, which enhances the learning of all children. The school offers courses for parents but these are not always well attended. The most successful of the courses has been the 'Better Reading Partnership Scheme'. The Parents and Friends Association provide additional resources through their fund raising efforts. All these helpful initiatives have yet to have a full impact on children's learning. The school reaches out to parents but the response is not always as good as it would like.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The leadership and management of the school are satisfactory. The acting head teacher has provided good stability and a clear educational direction for the work of the school during the long-term absence of the head teacher. Her ability to maintain and strengthen the team partnership with the staff and with the governing body has been an important feature of her strong leadership, ensuring that an agreed vision for school improvement is achieved. After a careful analysis of the needs of the school she has identified priorities for improvement, including greater involvement of senior management team and the governing body in the decision making process. The important issues of raising standards and improving teaching have taken precedence. National strategies and identified priorities of the Education Action Zone have been incorporated skilfully in the school development plan ensuring that good advantages from these initiatives are achieved. All subjects and aspects of the curriculum reflect the aims and objectives of the school well. Targets set for improvements in mathematics and English have been sustainable and achievable. There are good plans to develop target setting further in order to meet pupils' individual needs more closely. The teaching staff share

responsibilities well and this has enabled good progress to be made in raising standards despite the upheaval in the management of the school. It is clear that the school moves forward because staff work together to raise standards. The school has made satisfactory progress since the last inspection. Results in the main subjects have improved in line with schools nationally, standards are higher in information and communication technology, teachers now benefit from better guidance on what to teach and school development planning is more effective.

43. Although subject leaders have worked hard to ensure that teachers are guided on what to teach each year, there are weaknesses in the monitoring and evaluating of standards and of teaching and learning in some subjects. All subject leaders prepare an annual action plan of suggested improvements in their subjects. They scrutinise teachers' planning to check that coverage of the National Curriculum is achieved. They prepare and supervise resources, replace consumables and update equipment when required. Monitoring and evaluating of teaching and learning is effective in English and mathematics. This is having a definite impact on the raising of standards in these subjects. In other areas, subject leaders provide support for teachers but are not sufficiently involved in evaluating standards and how well pupils learn in each class. The management of provision for pupils with special educational needs is successful in supporting both teachers and pupils. However, the monitoring of teaching and learning of the children in the Foundation Stage is a weakness and has yet to have a positive impact on raising the standards in this area.
44. The role of the governing body in shaping the direction of the school is satisfactory. Recently appointed governors are undertaking training in order to have a better understanding of the various aspects of governorship. Governors are loyal to the school and many give their time willingly to help the school with its' work. They are quickly increasing their understanding of the strengths and weaknesses of the school, effectively evaluating the school's present position, and participating more directly in strategic planning. However, they have yet to draw up procedures to gather the information they need to fully evaluate the work of the school.
45. The school development plan is satisfactory. It identifies priorities for each aspect and subject of the school, listing successful outcomes against which each governing body sub-committee can measure progress. Action plans show very clearly where problem areas exist, and list proposed actions, costings and personnel to be involved during the school year. However, planning covers only one year, which limits governors' ability to plan for the longer term. Governors are beginning to look for value for money in the way the school operates and in the resources provided. The day-to-day management of the school is very good with excellent support provided by the administrative officer.
46. The school community suffers from its building. It is old and beginning to decay in places. The facilities it offers are inappropriate for many of the

requirements necessary to teach the National Curriculum and this is having a detrimental effect on raising standards for all year groups. Cramped conditions, in the reception year-group classrooms, restrict opportunities for self-directed play; uneven surfaces in the playground restrict opportunities for outdoor play; and the lack of water facilities in several classrooms creates additional teaching problems. Outside classrooms also suffer from poor cloakroom facilities. Staff are well aware of the difficulties caused by the lack of facilities, and they work hard to address the issues through their curriculum planning arrangements and minimise the overall effect on standards.

47. Support assistants are well trained and make a positive impact on raising standards. Particularly impressive are the 'I can do' clubs, which operate at lunchtimes, involving all the pupils in reception, Year 1 and Year 2. They provide opportunities for games activities to support learning in English, mathematics and science, being very popular with pupils and appreciated by the teaching team for the good supportive work they achieve. Classroom assistants are used effectively to support teaching in Years 1 and 2, helping in the classrooms and in withdrawal groups. There are few opportunities provided during the school week for classroom assistants to work with children in the Foundation Stage.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. The headteacher, staff and governors should now:

1. Improve the rate of children's learning in the reception classes by:
 - providing more opportunities for children to explore and learn for themselves;
 - making more effective use of assessment to ensure that the work provided is sufficiently challenging and more closely matched to children's different learning needs;
 - ensuring the children's good learning in the nursery is built on in reception.

(Paragraphs 2, 16, 23, 36, 43, 49, 50, 52, 53, 54, 55 and 56)

2. Improve teaching and learning in Years 1 and 2 by:
 - ensuring that pupils have enough time in lessons to practise and improve their skills;
 - making more effective use of assessment to provide work that is more closely matched to pupils' different learning needs across a range of subjects;
 - ensuring that pupils have sufficient opportunities to develop the skills of scientific investigation.

(Paragraphs 4, 5, 14, 15, 18, 21, 22, 36, 65, 67, 70, 71, 73, 86 and 88)

3. Improve attendance rates by:

- keeping parents fully informed of the scale of the problem;
- contacting parents on the first day of a child's absence.

(Paragraphs 13 and 33)

4. Raise the level of leadership in all subjects to impact on standards in the way this is done in English and mathematics by:

- ensuring that all subject leaders examine teachers' planning and pupils' work;
- agreeing an annual programme of events to provide opportunities for subject leaders to observe lessons and evaluate standards of teaching and learning.

(Paragraphs 43, 71, 76, 77, 82, 86, 93, 97 and 101)

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	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	11	33	49	7		

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)	39	187
Number of full-time pupils eligible for free school meals	0	44

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	1	6
Number of pupils on the school's special educational needs register	14	56

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	
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.8
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	2000	33	32	65

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	28	27
	Girls	27	27	28
	Total	49	55	55
Percentage of pupils at NC level 2 or above	School	75 (79)	85 (82)	85 (83)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	26	28
	Girls	30	27	27
	Total	55	53	55
Percentage of pupils at NC level 2 or above	School	85 (83)	82 (79)	85 (83)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	125
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	26
Average class size	17.4

Education support staff: YR – Y2

Total number of education support staff	8
Total aggregate hours worked per week	105

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	3
Total aggregate hours worked per week	74

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999 –2000
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	£
Total income	5,8,575
Total expenditure	501,761
Expenditure per pupil	1,852
Balance brought forward from previous year	12,267
Balance carried forward to next year	19,081

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	231
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	1	1	0
My child is making good progress in school.	66	33	0	0	1
Behaviour in the school is good.	64	33	0	0	3
My child gets the right amount of work to do at home.	53	41	1	1	3
The teaching is good.	69	31	0	0	0
I am kept well informed about how my child is getting on.	54	39	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	70	30	0	0	0
The school works closely with parents.	56	40	4	0	0
The school is well led and managed.	63	36	0	0	1
The school is helping my child become mature and responsible.	66	34	0	0	0
The school provides an interesting range of activities outside lessons.	29	47	11	4	9

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

49. The provision for children in the foundation stage is satisfactory overall and has been maintained since the last inspection. In the nursery there is a good balance between the teaching of skills and exploratory play, which build skilfully on children's previous experiences. The curriculum for children in the reception classes is satisfactory but there are weaknesses. It provides varied activities, which are appropriately matched to the early learning goals for younger children, although there are too few opportunities for children to learn for themselves.
50. Children attend the nursery on part-time basis. The links between the nursery and reception classes are not strong enough to ensure that the good start they have made in the nursery is carried through into the reception classes. Children are admitted into the reception classes in the autumn or spring terms closest to their fifth birthday. When the children enter the nursery class their attainment is as expected for their age in most areas, but a significant number of children know very little about letters and words. During the nursery year, they make good progress and on entry to reception most reach the expected levels in personal and social development, in speaking and listening, mathematics, and writing. Progress in reading is slower and children generally remain below the level expected. In the reception year children make satisfactory progress to reach the levels expected in most areas of learning. However, children's reading skills still lag behind. Children with special educational needs are identified early and with supportive help make good progress towards their own individual targets.

Personal and social development

51. Children's progress in this area is good in the nursery and satisfactory in the reception year. Most children become confident learners and share ideas well. The classrooms are friendly and inviting places where all teachers recognise the importance of building good relationships with the children, and, as a result, they are happy and confident. Teaching of personal and social development is satisfactory throughout the foundation stage. Teachers and classroom assistants are good role models and work well together. They explain patiently to children about right and wrong, and use praise constructively to emphasise the importance of sharing and caring. Sensitive but firm management ensures that all children soon understand class rules, show positive attitudes of respect for each other, and care and respect in their use of school equipment. All teachers recognise the importance of building a good partnership with the home. Good initial links are made in the nursery as they encourage parents or other family members to stay and read with their children at the beginning of each daily session. Parents are appreciative of this opportunity to share in school activities and are happy to build a good supportive partnership with the school. In the reception year the

children are encouraged to read at home with their parents each evening providing some further links with the home.

Communication, language and literacy.

52. Children make good progress in the nursery in developing their skills of communication. Teaching in this area is good in the nursery. Pronunciation of words is regularly reinforced as some children have speech pronunciation difficulties. Children are given good opportunities to ask questions and to explain their ideas to teachers and each other. They are encouraged to listen to each other and review ideas together as they talk in small groups. For example, they play outdoors stacking bricks and planks vertically and horizontally to make a boat. In imaginary play one child queried, 'Is it Scarborough?' and using binoculars another replied 'No. Scarborough has a castle.' Nursery children make good progress in writing. They learn to write their Christian name and more able children write strings of letters to describe their pictures. In reading they share stories daily with their teachers and also with various adults who visit the nursery. In the reception classes teaching is satisfactory but there are weaknesses. Children make satisfactory progress in improving skills of communication, language and literacy. They participate in a daily literacy hour when good attention is given to the teaching and learning of letter sounds and symbols. However, there is insufficient rigour in reading and children's progress through the reading scheme is slow. The school relies mostly on a single reading scheme to teach reading with only a limited introduction to a wider range of children's literature. Although the present reading programme provides a systematic structure to learning to read, the children are introduced too slowly to the new vocabulary. Some children find the stories lack excitement, and as a result their enjoyment in reading is limited. Many children in the reception classes are confident to attempt to write their ideas in stories, lists, or poems. More able children write several sentences or phrases unaided with some simple words spelt correctly.

Mathematical development

53. Children's learning in mathematics is satisfactory overall. When they enter the nursery they have a satisfactory understanding of number and shape. Teaching in the nursery is good. Children have many good opportunities to build on this early knowledge. Teachers and support staff have a good understanding of children's learning needs and provide good challenges. While in the nursery, they learn to recognise number symbols to ten, and to count accurately matching objects to letter names as they say 'one, two, three....' Most of the older nursery children count objects accurately at least to 5 and many to 8. In play they easily identify the shapes of circles, squares, triangles, and some can identify rectangles. In the reception classes, the numeracy sessions take place daily and teaching is satisfactory. However, in some tasks there is an insufficient challenge for the more able children and the demands on the less confident children are too great. All children enjoy the challenge of the mental activities and concentrate well, even though the teacher input is often too long. Most children count forwards and backwards

with numbers up to 20 and more able children count to 100 and are beginning to understand tens and units. Opportunities to learn about capacity are very limited by the cramped classrooms. The lack of space for mathematical equipment to be displayed restricts opportunities for children to explore and learn for themselves.

Knowledge and understanding of the world

54. Children in the nursery achieve well in this area of learning because teaching is good. Children are fascinated by the world around them and many are curious to learn. Planning is extensive to ensure that learning objectives are clear and sharply matched to the ability range of the children. Teachers are skilled at asking questions such as 'why' and 'how' to encourage children to think, and work out answers for themselves. Through play, children learn the key vocabulary for the world around them. They use the small people play, look at books, and use equipment such as magnifying glasses to explore their world. Through good assessment of present knowledge, new experiences are introduced systematically to the nursery children. In the reception classes, teaching is satisfactory. Teachers are aware of the need to introduce the children to the world around them, and they take the children to the park, shops, or into the local church. Children are encouraged to bring their own materials into school to aid learning. For example, in some discussions children looked at their own toys to decide how they worked and to learn vocabulary such as 'propeller' or 'paramedic' when studying different types of transport. However, this area of the curriculum in the reception classrooms is still developing. As yet, there are insufficient opportunities for children to find out and learn for themselves.

Creative development

55. Teaching in this area of learning in the nursery is good and children make good progress. There is a good balance between taught skills and children freely expressing their creative ideas. Children undertake a wide range of activities in cutting and sticking often linked to other areas of the curriculum. For example, on the topic of 'journeys,' children made paper boats and improved their skills in patterns on the boats' sails. Children are provided with a good range of materials resources and sensory activities to enable the children to explore colour and texture. They look for hidden treasure in the sandpit, or describe shapes in a feely bag, and start to use terms such as 'bumpy, soft, shiny, or hard.' Through good role-play experiences they have useful opportunities to develop imaginary play and incorporate their own experiences and imaginary storybook knowledge in their play. In the reception classes, the teaching of creative skills is satisfactory. Children are encouraged to improve their observation skills, for instance they look at the work of famous artists to pick out favourite colours. They mix paint, weave wool into a wall-hanging to improve hand/eye co-ordination skills, and undertake a satisfactory range of cutting and sticking tasks. They show perseverance and try hard to complete a task set by the teacher. Role-play is

minimal and there are too few opportunities for imaginary play. These factors limit children's creative development.

Physical development

56. Children have satisfactory physical skills for their age in nursery and in the reception year. Younger children have good opportunities daily on hard and soft outdoor surfaces to improve their skills in running, jumping, balancing and climbing. Teaching in the nursery is good in all physical development activities, as adults know when to support, but also understand when to step back and allow children to learn for themselves. In the reception classes the learning takes place in timetabled lessons, as the accommodation does not allow for a secure outdoor play environment for these younger children. Teaching in the reception year is satisfactory. Teachers have appropriate expectations of children and satisfactory subject knowledge. However, the pace of lessons is sometimes too slow and, as a result, there is slow coverage of new skills which restricts improvements overall. Children understand the importance of exercise and will feel their heart beat to judge how effective are their warm-up and cooling-down procedures. They are improving their skill to stop and start instantly on a given signal and can change direction and speed as they run, walk and skip around the hall. Teachers give good attention to safety as they instruct the children to assemble large apparatus together. As a result, children take great care, as they set out benches and mats together.

ENGLISH

57. Results in reading and writing improved sharply in 1998 following the last inspection. Since then results have continued to improve in line with schools nationally. During this inspection standards were found to be average by the time pupils reach the age of seven. The lower than average results attained in 2000 reflected a higher proportion of pupils with special educational needs. Pupils achieve well in all almost all aspects of English because of the successful introduction of the National Literacy Strategy and target setting, ensuring that pupils of all abilities succeed. Higher standards of handwriting, with improved fluency and accuracy, enables pupils to set down their ideas confidently in print.
58. Reading standards have improved by a further ten per cent in this year's tests of 2001. Children are taught a range of skills, enabling them to work out unfamiliar words. Those needing extra help are identified early and given good support. Those who fall behind, or who arrive at the school with low standards, work in booster groups. This enables them to improve quickly. Teachers are also committed to raising standards of speaking and listening, and writing. Classroom assistants support teachers very conscientiously and competently. They make a large contribution, especially in helping those pupils who have special educational needs to achieve higher levels. As a result of good leadership in monitoring both teaching and learning, pupils are achieving well.

59. On entry into Year 1, pupils still exhibit some weaknesses in reading and writing. A third of the pupils still need extra help and this is well provided. For some pupils, speech therapy is required. This gradually raises their confidence to express themselves. Teachers also recognise that many pupils have limited vocabularies. Consequently, special words and terms, used in different topics and subjects, are carefully explained. With other pupils, extra help improves their reading skills. This enables them to read with confidence, both for pleasure and for research. All pupils are regularly set targets. These are always on hand, to remind them of their individual goals. Results, over a number of years, show that girls have out-performed boys in reading. The latest test results suggest that the school's attempts to redress this imbalance have been successful.
60. Pupils achieve well to reach satisfactory levels in speaking and listening. There is an emphasis on these skills in literacy lessons. Teachers have developed their own skills of asking questions to challenge pupils' thinking. Discussions have extra relevance as they are often linked to the pupils' own interests. Consequently, many pupils are eager to speak. For example, during a closing discussion, they were keen to show the class the day's additions to their non-fiction books.
61. In reading, a quarter of the pupils now reach above average levels. Basic skills of recognising letter sounds and their blends are regularly taught. Opportunities are seized on to analyse the component parts of words. This helps children to improve their basic skills in both spelling and reading. If needed, extra coaching is provided to raise skill levels still further. Pupils are familiar with the terminology of books. They extend this understanding by producing their own non-fiction books, containing such elements as a table of contents and a glossary. Books are well chosen and pupils are confident of their ability to read them. In Year 1 and 2, most pupils develop a genuine love of literature, discussing their favourite books and authors. For example, one pupil was clearly torn between her enthusiasm to read the book and her desire to discuss its contents. The part played by parents has a considerable impact on the reading progress made by many pupils. In most classes, good two-way communication exists between home and school. Pupils enjoy a range of reading experiences. They appreciate fiction and non-fiction as sources of pleasure and information.
62. The vast majority of pupils reach average levels in writing by the age of seven, although relatively few exceed them. They write for a variety of purposes, both practical and creative; for example, they produce lists of instructions, describe events or observations, compose poems and write stories. Teachers expect proper terms for language to be used and they encourage pupils to use descriptive words for effect. For example, one pupil dreams of, '... a shimmering place with glittering glass and beautiful bulbs.' Increasing use is being made of sheets to plan the writing in advance. These help to clarify the pupils' ideas before the work is actually produced. However, pupils do not often write at length. Opportunities are missed to

extend their writing skills in English and across other curriculum subjects. Computers are not consistently used to enable pupils to redraft their writing. Chances are, therefore, missed to correct spellings and to improve the content of the original draft version through editing.

63. Pupils show good achievement levels now with their handwriting. By the end of the key stage, many are able to join their letters fluently, enabling them to write with speed and accuracy. Much progress is made, particularly in Year 2. Written work in different subjects also benefits from this. Spelling is well taught with close attention paid to letter sounds and clusters. Spelling rules and patterns are introduced and pupils receive regular reminders of them. They are encouraged to break up a word into its different component sounds, and to try to spell it themselves, before seeking help.
64. Standards of teaching seen in the lessons (and in the withdrawn groups) were always good or better. Strong features of the teaching of English are:
- thorough planning (undertaken by teachers within each year group) that ensures the on-going development of new skills and knowledge;
 - good introductions (to establish what is to be learned in the lesson) and final discussions (to analyse how successfully these goals have been achieved);
 - high levels of liaison and co-operation between teachers and support staff, that ensure pupils are well supported and that their work is accurately assessed.
65. Good discussions are a feature of some lessons, with humour often adding to the quality of the exchanges by raising pupils' interest levels. In one Year 2 class, when discussing synonyms, children were encouraged to, 'Use the thesaurus as a 'thinkosaurus' to find better alternative words'. When later, the teacher herself was unable to find a particular word, one pupil suggested, 'Perhaps that book's a trickosaurus!' Teachers have high expectations of their pupils. Questions posed stretch their thinking. When asked why it is useful to find synonyms, children in another Year 2 class grasped that, 'It's to make the work, more interesting'. Occasionally, however, class discussions become too prolonged and insufficient time is then available for pupils to complete the writing task scheduled for the lesson. Consequently, skills practice and development are missed.
66. The good quality resources also raise standards of teaching. The many big book and group readers enhance opportunities to extend reading development. White boards and good quality writing books encourage children to develop their spelling and handwriting. A good range of materials is provided to support and extend pupils having special educational needs. A range of grants, made available to the school, has enhanced the quality of these resources.

MATHEMATICS

67. In recent years, standards have remained well below the national average and below those attained by pupils in similar schools. Results in mathematics have consistently been below the results in reading and writing. Following last year's results, the subject leader and staff looked at mathematics again to see if they could account for the discrepancy. They decided that their teaching was pitched too low and if pupils were to reach the higher levels, they must raise their expectations and offer a greater challenge. This change of approach, along with improvements in assessment and in setting targets for each pupil, has had a major impact on standards. Although the 2001 results have yet to be confirmed and compared to the results attained by pupils nationally, there has been a 20 per cent improvement in the proportion of pupils reaching the higher levels. Standards in mathematics are now at least average and in some aspects of numeracy they are higher. This improvement is significant and is attributable to good subject leadership and teamwork amongst the staff. Notwithstanding these achievements, there is scope for further improvement in the use of teacher's time in the use of the published mathematics scheme.
68. Pupils achieve steadily overall but they achieve well in aspects of numeracy. In Year 1, for example, pupils are already familiar with numbers to 100 and most pupils calculate mentally to twenty. For example, they count in fives and tens to 100 and many pupils mentally work out the correct change when spending sums up to 20p accurately. This is a good standard for their age. In Year 2, most pupils understand sequences of odd and even numbers and count in multiples of 3, 5 and 10. Many pupils are already able to use their knowledge of number facts to solve mathematical problems. This is another successful area. Pupils show confidence in explaining how they think. This is helped by teachers' attention to mathematical language. Pupils are encouraged to use the correct terms such as digit and multiples. In other aspects of mathematics, such as understanding of shape and collecting and handling numerical data, standards are average.
69. Teaching is satisfactory overall. Although there are some good lessons, teaching is occasionally unsatisfactory. Lessons invariably begin with quick mental starter sessions, which are taught consistently well. Teachers use hundred squares or hand out cards with different numbers on them. Questions are then fired in quick succession to involve all of the pupils. Pupils with good ability and those who struggle to understand benefit from harder or easier questions specifically tailored for them. As a result, pupils learn to calculate quickly and accurately. They see it as a game and throw themselves into it with great enthusiasm. The second part of the lesson is also largely successful. Teachers have implemented the numeracy strategy well and they understand how pupils learn by examining all sides of the problem. Teachers make effective use of visual aids to pose teasing problems. For example, specific numbers on a large hundred square are covered up. Pupils are asked to work out what the number might be. They approach the problem in different ways, such as counting in rows of ten or

using patterns of even numbers. This really makes them think. Then pupils are encouraged to explain to others how they have worked out the answers to the problems posed. By sharing ideas, in this way, doors are opened to new methods and pupils develop confidence and a wide range of effective strategies for solving problems. Pupils thoroughly enjoy these activities and frequently say, 'I like maths and I am good at it.'

70. Given these effective methods, it is a pity that teachers sometimes continue with the whole class sessions for too long. The one unsatisfactory lesson faltered because a small number of pupils became restless and began to disturb others. In this lesson, by the time pupils began their individual and group work, most had lost interest and did not apply themselves well. When teachers talk for too long, insufficient time is left for pupils to practise and improve their skills. Occasionally, pupils are not given work that exactly matches their learning needs. For example, the same pages from the workbooks are sometimes given to pupils of different abilities. This holds back the more able ones and occasionally over-faces those who do not find learning easy. However, pupils with special educational needs are usually well provided for. Well-trained learning assistants are on hand to work alongside them. They make sure that the pupils they are responsible for understand the work and this enables them to make good progress.

SCIENCE

71. Standards are average as they were at the time of the last inspection. Pupils achieve well in acquiring knowledge and understanding of living things, materials and forces. Careful assessment of pupils' learning helps teachers to keep track of their progress in these areas. Pupils' scientific skills, such as helping to plan experiments, conducting tests and recording the findings, are trailing behind. This is because some teachers are less sure of how to teach these skills and pupils do not have enough opportunities to use and refine their skills of investigation. The subject leader is enthusiastic and leads by example but there is room for improvement in the way that teaching, learning and standards are monitored and evaluated in the different classes if the two aspects of science are to be brought into line.
72. In Year 1, pupils are helped to make sensible predictions of what is likely to happen and teachers are effective in stimulating their interests and channelling their observations. For example, teachers ask questions such as 'This is a fan, what can it do?' Pupils reply, 'You can make your own wind to move things.' Through well-managed discussions, pupils share ideas and learn from each other. For example, one pupil explained that wind can be a very strong force, strong enough to uproot trees and overturn cars. In Year 2, pupils learn to use magnifying glasses to observe more closely. Using these, they examine flower heads and describe the centre as a pincushion. They learn to understand simple functions of the parts of plants, life cycles and how materials can be changed. By the end of Year 2 their knowledge and understanding are secure. Their use of scientific language improves rapidly because teachers consistently encourage pupils to use the correct terms. For

example, pupils are comfortable using words such as gravity and seed dispersal.

73. Teaching is satisfactory and there is a fair proportion of good teaching in both Year 1 and Year 2. Lessons are well prepared and teachers go to considerable lengths to gather interesting resources. These are used effectively to engage pupils' curiosity by keeping them in suspense. For example, Year 1 teachers concealed several items, such as little flags and toy windmills, in a bag. They asked if pupils would like to look inside and help with the next part of the lesson. This held their attention. Once the items were revealed, teachers asked pupils what they thought would happen and encouraged them to take turns to find out. Through a series of demonstrations and astute questioning, pupils successfully learnt how the wind is an example of a pushing force that can move objects. Similarly in Year 2, the same techniques help pupils to observe fine differences between plants. Despite good teaching of scientific facts and ideas, teachers are less successful in helping pupils to think logically and to acquire the skills of investigation. This is done well in the subject leader's class and her pupils are beginning to identify the features of a fair test. However, this is less secure in the other classes. Pupils with special educational needs have good opportunities to extend their learning. Learning support assistants work alongside them and help them to grasp new ideas and make good progress. More able pupils are not always catered for, particularly when they are asked to draw a few pictures to record their experiences when they are quite capable of writing explaining fully in their own words. A lunchtime science and technology club plays an important part in helping to stimulate pupils' interests in science and furthers their learning.

ART AND DESIGN

74. Standards are satisfactory and have been maintained since the last inspection. Pupils enjoy art and are eager to describe their work. They achieve steadily in work on colour, texture, line and pattern. Pupils with special educational needs also make satisfactory progress taking into account their prior ability and individual targets for learning.
75. During Years 1 and 2 pupils undertake a wide range of experiences using a variety of methods and techniques. Increasing maturity in pupils' artwork is evident in the difference between the early drawings done by Year 1 pupils and in Year 2. In Year 1 for example, there is little attention to size and proportion whereas later in Year 2 people, houses, trees and flowers are placed purposefully on the paper with good perspective. Pupils learn to mix paints and become more skilled at recognising shades of colour to recreate in their own work. They choose brushes according to their purpose, or rollers, lollipop sticks, fingers and card to create texture and pattern. In observational drawing older pupils in Year 2 are beginning to understand that lines and shading can create a two and three-dimensional effect. Pupils have a good understanding of the use of collage materials for specific tasks, and recognise the need to choose natural and man-made materials, beads or

pasta carefully according to the colour, texture, pattern or shape they represent. Pupils have a satisfactory skill with the tools they use, and can use the appropriate names to describe how they will use them. Pupils understand the use of colour in art from a study of African art designs, and aborigine finger paint pictures. They have a little knowledge of artists' techniques, having looked at the work of some famous artists, particularly L S Lowry and Andy Galsworthy.

76. Teaching is satisfactory. Teachers have a secure understanding of the subject. They make a good effort to teach the skills needed and use art in other subjects to consolidate their skills. For example, art is used in religious education to make a collage mural of Noah's Ark, in English to provide pencil crayon illustrations of book reviews, and in geography to produce a pictorial representation of the town of Bolsover. Computer graphics and work on symmetry in mathematics are used to aid the understanding of pattern. Library displays provide opportunities to display school artwork to a greater audience. There are however some weaknesses in the leadership of the subject. The teaching of art has not yet been brought into line with the new curriculum 2000 and national recommendations for the subject.

DESIGN AND TECHNOLOGY

77. Standards are average and have been maintained since the last inspection. Pupils' skills of making models are developing more effectively than is their knowledge of designing. This arises because some teachers give more attention to the making of models than to designing and modifying them. The subject leader has only recently completed her first year of teaching and has only limited knowledge of how to manage the subject. As yet, she is unaware of standards across the school and how to improve them. Pupils do not have folders or books in which to record their work. This makes the task of monitoring their progress from year to year more difficult.
78. Pupils achieve steadily through Years 1 and 2. They acquire the skills to cut and sew materials together to make puppets and to attach axles and wheels to enable their model vehicles to move along. In Year 1, they begin to draw labelled diagrams as a starting point for making their models and in Year 2 they begin to add instructions. However, models are sometimes made without the necessary design preparation and too little attention is given to evaluating the finished item. This limits pupils' understanding of the links between designing and making.
79. Teaching is satisfactory. Lessons are well prepared and well organised. Additional adult help ensures that pupils achieve success in producing work of a reasonable standard and those with special educational needs are helped to make good progress. Teachers stress the importance of working safely and, as a result, pupils take care to use scissors and needles correctly. Projects are often related to other curriculum areas, such as religious education or science. This helps to bring those subjects to life and creates enjoyment in learning. One particularly good example was the study of

equipment designed to help disabled people. This not only enhanced pupils' appreciation of how design and technology is used in the real world it also gave them an insight into caring for others. In some lessons, the element of design is not taught and pupils' learning is restricted. For example, when pupils are given templates of clowns to cut round and told exactly where to make the holes to attach the arms and legs, their work lacks imagination and originality.

GEOGRAPHY

80. Pupils achieve steadily and standards are average as they were at the last inspection. A weakness noted then, the poor development of pupils' geography enquiry skills, has been remedied. Photos, maps, globes and books now enable places to be located and studied. In addition, pupils have greatly improved their ability to find and extract information from a range of sources through their work in the literacy hour.
81. By the end of Key Stage 1, the pupils have a secure knowledge of their local area. They have strongly held views, both on positive and negative features of their environment. They are aware of their town's amenities (the shops and clubs), its landmarks (the castle and churches) as well as its problem areas (litter and busy roads). Care of the environment is well promoted by the school. Good contrasts are drawn between features of their own locality, and those of the Scottish island of Struay. Pupils successfully compare aspects, such as the different jobs and modes of transport, found in these two places. Maps and symbols are investigated. This enables them to locate places studied. The large map in the hall, detailing the globe-hopping travels of Barnaby Bear, allows all pupils in the school to gain an awareness of places in many distant lands that he has visited.
82. Recently introduced guidance enables teachers to develop pupils' skills in sequence. This ensures that learning builds well on previous lessons. Pupils become increasingly aware of both their own and the wider world. However, similar challenges are often set for all ability levels within the class. Those with special needs are supported well to enable them to complete the task well. Much of the work is set by the teacher, although occasionally pupils have opportunities to develop their own ideas. For example, good writing is produced when children are asked to imagine what life must be like for a child living on the island of Struay. Limited use is made of information technology in the subject, though the Internet is occasionally accessed to provide additional resources. The subject leader is keen to promote geography. Planning and pupils' books are monitored but there is limited opportunity to observe teaching in the subject throughout the key stage. As a consequence, monitoring tends to be informally undertaken and judgements on the new scheme of work are based on anecdotal evidence rather than on accurate assessments.

HISTORY

83. Standards are average and this picture was much the same at the last inspection. New guidance is helping teachers to ensure that pupils' learning builds form year to year. Pupils achieve steadily and enjoy the work. They achieve best when they contrast their own lives with those of people in the past.
84. By the age of seven, pupils use sources of information to answer questions about past times. For example, they noted differences of dress, transport and life at the seaside by studying good quality photographs of early 20th century Skegness. In discussions, pupils show an awareness of how things have changed over time. For example, one child noted the many people standing in the street and observed how dangerous that would be today! The work has added relevance because Skegness is familiar to many of them through holiday visits. Good work is produced in books when children write stories set in the past. For example, by the end of their studies about William Pepys, some are able to imagine the feelings of a child experiencing the dreadful Fire of London in 1666.
85. Pupils often learn history alongside other subjects and this makes it easier to understand. For example, in Year 1, they study 'Toys'. They develop a good sense of chronology by organising teddy bears into a sequence, according to their perceived ages. In science, they note the materials used in the construction of different toys. They also gain an understanding that these materials can sometimes help in determining their ages. Such studies, across curriculum subjects, give the history work added relevance. On occasions, pupils also benefit from hearing first-hand oral evidence about life in the past. The headteacher's own treasured collection of childhood toys was used very creatively, as she brought her childhood vividly alive for the children through a series of personal reminiscences.
86. Teaching is satisfactory. A feature of the two lessons observed was the good use made of sources of information to answer questions. These are posed skilfully to enable pupils to extend their vocabulary and to make new insights into the past. However, the quality of these historical discussions is not always reflected in the work produced in pupils' books, especially in Year 1. There is also a tendency to set the same challenge to all the pupils irrespective of their different learning needs. Pupils with special educational needs are well supported enabling them to make good progress. More able pupils are not always given opportunities to develop their own skills, for example by using computers or extending their ability to research for information. The many objects provided by the families of the children greatly enrich the quality of many studies. The subject is enthusiastically led but there is insufficient monitoring of how successfully the new scheme of work is affecting standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

87. Pupils achieve steadily to reach average standards by the age of seven. This is an improvement on the last inspection when standards were described as well below the national average. Since the previous inspection the school has made this subject a priority and has given good attention to the key issues for improvement. The subject has been well led and developments have been monitored carefully. As a result, teachers' subject knowledge and skills have been improved. They are participating in the national training opportunities and this is boosting their confidence and competence with computers. The quality and provision of computers in school have been improved and through the use of Education Action Zone links good technical support is provided by the local secondary school. Further software programs and the provision of the Internet have provided more opportunities to use computer skills across the curriculum. The school now has a computer projection screen on which new skills are demonstrated. This has made a significant contribution to the quality of teaching.
88. The information and communication technology room provides a good resource for teaching skills. Additionally each classroom has at least one computer where skills can be practised regularly. Satisfactory assessment sheets keep teachers informed about the coverage of skills and the frequency of the use of machines but do not yet record sufficiently the progress of individual pupils to ensure that each child is challenged appropriately, taking into account their previous learning. The acting head teacher and governing body support the application of information technology in all aspects of the curriculum and this too is having a positive impact on improving standards.
89. By the age of seven, most pupils enter text correctly into the computer. With adult support, they can load a program, open a file and print a text. Working independently they use a mouse skilfully and scroll the screen and menu file to read or change instructions. They understand the functions of the backspace, space bar, and the enter keys. Pupils in Year 2 are beginning to understand the advantages of the use of data handling programs. For example, they have collated information about favourite holiday destinations and most popular transport arrangements, and then with the teacher's help have produced a pie chart and block graph to show their findings. More able pupils understand that it is possible to extract information only from the initial data collection and can evaluate their findings to ascertain the next steps for use of their data findings. Teachers provide adequate opportunities for pupils to develop skills in other areas of the curriculum. For example, they word-process reports on visits to Bolsover church and write their own versions of traditional tales and nursery rhymes. Good use has been made of a graphics program to plan a design for Joseph's coat of many colours. By the age of seven, most pupils write independently using the keyboard and save their work on disk. Pupils are aware that the Internet provides an important source of information. Pupils with special educational needs have good opportunities to work on computers to improve their skills and as result they make good progress,

90. The quality of teaching is satisfactory and often good. Teachers prepare appropriate learning objectives and carefully review previous learning to make learning meaningful. Teachers regularly remind pupils about procedures and techniques. Good use is made of the projection screen to ensure pupils can see and practise new procedures together. Teachers have high expectations and work is well matched to pupils' abilities. Good use is made of subject specific vocabulary and pupils are given many opportunities to discuss issues together to practise new terms and evaluate what has been learned. Together in year-group discussions the teachers consider the effectiveness of their teaching and the impact on pupils' learning. Pupils are keen to improve, listen carefully to the teachers and look after equipment. They are proud of their achievements, and explain the processes of their work clearly, developing good analytical skills as they talk together.

MUSIC

91. Standards are average and in many respects mirror the findings of the last inspection. Pupils, including those with special educational needs, achieve steadily.
92. Pupils learn to sing in tune and often sing enthusiastically in school assemblies. In Year 1, they begin to understand pitch and rhythm. For example, when listening to different pieces of music, they pick up and clap to the rhythm very quickly. They learn from observing others. For example, after watching the dance steps performed by another group, pupils commented on how this would help to improve their sequence. They soon learn that practice brings improvements. In Year 2, pupils learn that symbols are important. For example, they experiment with different sounds, make up different patterns and use symbols to write down their arrangements. This helps them to understand how to compose and how musicians play from graphic scores. This knowledge is valuable, particularly for those who learn to play the violin.
93. Teaching is satisfactory. There are some good lessons but occasionally teaching is unsatisfactory. The good lessons are packed with different activities. Games are used to teach rhythmic patterns and pupils are asked to comment on the work of others. This gives pupils a sense of ownership, ensures a high level of participation and learning is seen as fun. Some pupils had used their playtimes to make up their own actions to a song they liked. Not all teachers are confident in teaching music and mistakes are made. For example, pupils are sometimes given incorrect instructions and the purpose of the activity is not made clear. As a result, pupils become confused and their learning suffers. These weaknesses are not picked up because the subject leader is not sufficiently involved in monitoring what is happening in different classes.

PHYSICAL EDUCATION

94. Standards in physical education are average. The picture was much the same at the last inspection. Though no lessons were observed in dance, this is still perceived by the school as the area most in need of development.

Boys and girls, including those with special educational needs, achieve steadily and are equally creative in lessons. Demonstration is used effectively to highlight good practice and to enable pupils to analyse what is being done to produce good results. Pupils expend energy and feel the full effects of the exercise by the end of lessons.

95. Teaching is satisfactory. In a Year 2 gymnastics lesson, the teacher led by example through a series of vigorous warm-up activities and pupils responded well to her prompts. Good pace between different elements raised pulse levels and loosened muscles. Most children enjoyed a group follow-my-leader sequence then concentrated well when working in pairs on mirror-image sequences. Skill levels improved as the pairs choreographed and practised their sequences. They co-operated well together. The success of the lesson was due to the structure provided by the scheme. Pupils were challenged to think and this led to improvements.
96. Work of a satisfactory quality was also seen when another Year 2 class developed hand-eye co-ordination using plastic balls. Pupils were able to repeat and explore simple skills of patting, hitting and bouncing, working alone and then in pairs. The initial task proved too difficult for many, but subsequent activities enabled pupils to improve their skills. Pupils demonstrated good awareness of safety when striking the ball or moving around the hall. Good pace was maintained between activities. Pauses to observe examples of good practice were welcomed by some as an opportunity to regain their breath! Good assessment of the previous lesson led to changes in planning which proved to be successful.
97. Leadership of the subject is weak. The daily two-session organisation of the nursery means that the subject leader rarely has opportunities to discuss the subject with her colleagues. A good new policy has been introduced and the school has adopted a published scheme of work around which lessons are well structured. However, it is difficult to gain a view of how these new initiatives are being received. Problems of communication, and finding time away from the demanding nursery schedule, inhibit accurate analysis of the teaching and learning. Consequently, it is difficult for the subject leader to monitor the progress pupils make from year to year.

RELIGIOUS EDUCATION

98. Standards in religious education are in line with the local Derbyshire syllabus for pupils aged seven. There have been improvements since the last inspection. Pupils' understanding of world faiths is stronger. A good balance is achieved between the study of Christianity, Judaism and Sikhism and in teaching of these faiths teachers are sensitive of the need to show respect for beliefs and customs of each faith. Pupils with special educational needs are given extra support and this helps them to achieve well.
99. Pupils achieve steadily and by the end of Year 2 they have a good knowledge of Bible stories from the Old and New Testament. They understand the

difference between miracles and parables and can give examples of each. They benefit from visits to the local church and know the names and purpose of some Christian symbols and church furniture. They understand that people worship in different places and in different ways and show respect as they examine artefacts of worship for each faith. They ask pertinent questions to increase their knowledge. Many try hard to explain their own experiences to others. Many pupils have a good understanding of the importance of the Sikh symbols of the 5 K's. Acting out their own interpretation of the story of Rama and Sita enhances their understanding of the Hindu faith. They have compared religious festivals of light and thanksgiving and participated in celebrations of these festivals in school. Comparisons of other important events in the Christian and Sikh faiths have taken place. For example during the inspection, wedding ceremonies in the Sikh and Christian faiths were discussed, and garments, jewellery, invitations and party arrangements examined and compared.

100. Teaching is satisfactory. Good opportunities are provided for pupils to describe their own experiences at important ceremonies, and pupils listen avidly when teachers' describe their own wedding days, showing photographs and displaying their own wedding dress for the pupils to see. These activities capture pupils' interests and their attitudes to learning are good. They are eager to learn about different religions and use artefacts with reverence and care. Pupils work well together in role-play. They enjoy the variety in lessons. During a quiz a pupil stated 'I like this work'. Another asked, 'Can we do more?' and tackled individual quiz sheets eagerly.
101. The subject is effectively led. The curriculum for each year group has been planned carefully to enable pupils to build on what they have learnt earlier. Displays of pupils' work and also of artefacts and books are placed strategically around school so that all members of the school community give this subject good consideration. Assessment is not well developed and as yet there is very little monitoring of teaching and learning. However teachers plan carefully and evaluate results effectively. The school has assembled a good selection of resources, which enhance the teaching of this subject.