

INSPECTION REPORT

BRACKENSDALE INFANT SCHOOL

Derby

LEA area: City of Derby

Unique reference number: 112737

Headteacher: Mrs D Reddish

Reporting inspector: Mrs J E Platt
11565

Dates of inspection: 25th to 29th June 2001

Inspection number: 193204

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	2 to 7 years
Gender of pupils:	Mixed
School address:	Walthamstow Drive Mackworth Estate Derby
Postcode:	DE22 4BS
Telephone number:	01332 348314
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. J Dean
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11565	Mrs. J E Platt	Registered inspector	English Music Art and design Religious education Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve?
9399	Mr. R Watts	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
11901	Dr. P Lowe	Team inspector	Science History Geography Areas of learning for children in the Foundation Stage	

15474	Mr. J Fairclough	Team inspector	Mathematics Information and communication technology Design and technology Physical education Special educational needs	How good are the curricular and other opportunities offered to pupils?
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The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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33 Kingsway
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brackensdale Infant School is average in size having 186 boys and girls on roll. The school has an enhanced resource assessment nursery providing education for a maximum of 12 children with a range of needs, but mainly language difficulties. The main school is also an enhanced resource school and this has led to an increase in the number of pupils with formal statements of special educational needs. Overall, 50 pupils are on the school's register of special educational needs and 16 pupils have formal statements. These figures are well above the national average. Language and communication difficulties are the main identified need. The proportion of pupils eligible for free school meals (30 per cent) is higher than normally seen. No pupils are learning through English as an additional language. Economically and socially, the area served by the school is rather less favoured than the overall picture nationally. Attainment on entry to the school is well below that expected of children of this age.

HOW GOOD THE SCHOOL IS

This is a happy and caring school. It is effective in promoting good achievement for pupils of all abilities. The overall quality of teaching is good and enables pupils to make good progress. From a very low starting point much is achieved, although standards in English, mathematics and science are below the national average. The headteacher's leadership is purposeful and with the support of all she has led the school forward, building successfully on its expertise in special educational needs. The school gives good value for money.

What the school does well

- The education provided for children in the enhanced resource assessment nursery is excellent. It is very good for children in the main school nursery and in the reception classes, and the children receive a very good start to their school life.
- The overall quality of teaching is good and promotes pupils' good achievement.
- Standards in art and design, geography and physical education are good.
- The school makes very good efforts to include parents in decision making and in the education of their children.
- Procedures to promote social development are very good. This leads to pupils of all abilities showing genuine care for each other, and everyone is fully included in all aspects of the school.

What could be improved

- Standards in English, mathematics, science and information and communication technology (ICT) are still below the average level.
- The attention given to assessment in lessons so that work is set that more closely matches the needs of all pupils.
- The use of assessment information gained from tests to set individual attainment targets for pupils.
- Pupils' attendance, which is well below the national average for primary schools.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Good progress has been made in resolving the weaknesses identified in the last inspection in 1997. New planning guidelines are in place for all subjects, closely linked to the National Curriculum and with clear learning objectives. The school uses the information gained from national test results in English and mathematics to monitor overall standards. Staff with management responsibilities for subjects observe teaching and learning in their subjects. Governors are linked to subjects and have an informed view of what is happening in school. Accommodation has greatly improved and the school has an on-going programme for more refurbishment. Resources for ICT have improved but more are needed and standards remain below average. Teaching has improved significantly. The changing

intake of the school means it is difficult to make a direct comparison to standards without it appearing that the new initiative has led to a deterioration of standards. Analysis of pupils' performance shows the achievement of the great majority is good. Overall provision has improved and is better now than at the time of the last inspection.

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	E	C	E	E	Well above average above average A B
Writing	D	B	E	E	Average below average C D
Mathematics	E	C	E	E	Well below average E

These results show that as pupils leave school, standards are well below the average for all schools and similar schools. The comparison with similar schools does not really present a true picture of achievement in the school. It is based on the proportion of pupils eligible for free school meals and does not take into consideration the high number of pupils with special educational needs. One of the main reasons for the drop in the test results in 2000 was that for the first time these results included the pupils attached to the enhanced resource facility who had formal statements of need. Standards have fluctuated in recent years but rose in all subjects in 1999.

Currently, the work seen in Year 2 shows a rise in standards of work although overall standards remain below average. Nevertheless, the proportion of pupils reaching the expected level for their age has increased with notable improvement in writing. Considering that attainment as pupils start school is well below average, these standards reflect good achievement for the great majority of pupils. However, a small number of more able pupils do not make the progress that they should, because of a lack of challenge in some lessons. Pupils with special educational needs receive very effective support and make good progress to reach the targets set in their individual education plans. A few are working at the level expected for their age, which represents a significant achievement. The school has set realistic targets for attainment in English and mathematics and early indications are that these have been exceeded in writing and mathematics and not quite reached in reading.

The school lacks sufficient resources for pupils to practise their skills in ICT and standards are below those expected for this age range. Standards in art and design, geography and physical education are good. In religious education and all other subjects standards are wholly satisfactory.

At the end of the Foundation Stage (end of time in the reception classes), the proportion of children reaching the learning goals expected for their age is below average in all areas of learning. However, from a very low starting point the achievement of the great majority is good. The excellent education provided in the assessment nursery leads to these children making very good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and are eager to learn.
Behaviour, in and out of classrooms	Good. Pupils behave sensibly in lessons and throughout the school. A few pupils find it difficult to behave for long periods of time but they respond well to adult support so learning is not disturbed.
Personal development and relationships	Satisfactory. Many pupils start school with limited social skills and make good progress in developing the required skills of tolerance and caring for each other. Relationships are good.
Attendance	Poor. Well below the national average.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years
Lessons seen overall	Very good	Good

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

Overall, teaching and learning are good. All of the teaching seen was satisfactory or better. Teaching was good or better in 78 per cent of lessons seen, very good in 35 per cent and excellent in 10 per cent. Examples of good teaching were seen in all years and subjects. It was best in the Foundation Stage. Seventy four per cent of teaching was very good and within this 22 per cent of the teaching seen was excellent. Consequently, learning is very good and children get off to a flying start.

The teaching of English is good and a new approach to teaching letters and sounds is proving very successful in increasing confidence in early reading and writing. Literacy skills are taught effectively although teachers do not always give enough time to hearing pupils read. The teaching of numeracy is good and lively openings to lessons are having a positive impact on standards.

Teachers are very good at meeting the learning needs of pupils with special educational needs. These pupils receive effective support both from adults and fellow pupils. The use of 'signing' for those pupils with language and communication difficulties is very effective in enabling all to be fully included in every aspect of school life. The learning needs of a small number of more able pupils are not always met effectively, because they are insufficiently challenged in lessons and do not make as much progress as they could.

The key strength to the teaching throughout the school is the staff's genuine concern for their pupils. This boosts pupils' self-esteem so that they are eager to learn. Strong management based on good relationships leads to learning taking place in an orderly atmosphere. Teachers have a good knowledge of the subjects they teach. In the Foundation Stage all staff are aware of the needs of these young children and are very effective at extending children's social and independent skills. A wide variety of activities are used to make learning exciting for pupils. Teachers are less confident teaching ICT and resources are not always used effectively to support learning. Weaknesses in a few lessons are due to a lack of a formal system to assess learning in lessons and tasks are set that do not build on previous learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All statutory requirements are met and the school has maintained a good balance between academic and practical subjects. The curriculum provided for children in the Foundation Stage is rich and stimulating and pupils experience a wide range of activities.
Provision for pupils with special educational needs	Very good. All staff are sensitive to the needs of these pupils and the trained support assistants give effective support which enables pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Spiritual development is good and pupils are given opportunities to pause and consider the beauty of the world and their own experiences. Pupils are effectively taught right from wrong. Social development is very good and pupils are considerate to the needs of one another. Pupils are encouraged to celebrate the richness of their own and other cultures.
How well the school cares for its pupils	Procedures for ensuring pupils' welfare, health and safety, including child protection are good. Arrangements for assessing attainment are good, but the use of the information to track pupils' progress and to set individual targets is underdeveloped.

The school has very effective links with parents. Many help at home hearing their child read, or in school or in fund raising. Information to parents is good and keeps them in the picture about their child's progress as well as events happening in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides effective leadership and is ably supported by the senior management team. With the support of all staff the school has built successfully on its expertise in special educational needs and has a clear direction for the future.
How well the governors fulfil their responsibilities	Good. The business of the governing body is carried out diligently. Most statutory requirements are met. The only exception is minor omissions from the school prospectus and annual report to parents.
The school's evaluation of its performance	Good. Monitoring of teaching takes place and teaching has improved. The results of national tests are analysed and predictions made for pupils aged seven to check on the school's overall performance.
The strategic use of resources	Good. Resources are used efficiently to the benefit of all pupils. The school gives good attention to the principles of best value.

The school has a good number of teachers and support staff. They are suitably qualified and experienced to teach this age range. Accommodation is satisfactory and outdoor facilities for the children in the nurseries are very good. Resources are adequate but the school lacks sufficient resources for ICT to allow pupils to practise their skills.

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 expects their children to work hard and do their best.• Parents feel welcome in school and find it easy to ask questions if they have any concerns.• Their children like school.• The good teaching ensures their children make good progress.• The school is well managed.	<ul style="list-style-type: none">• The range of after-school activities.• The amount of work given to pupils to do at home.

Inspectors agree with parents' positive views. The school provides a satisfactory range of activities including a residential visit. The use of homework to support learning is satisfactory for this age range.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start in the enhanced resource and assessment nursery with a range of special educational needs. All of these children have formal statements of need and have significant language and communication difficulties. The education provided for these children is excellent and promotes very good learning towards the targets set in their individual education plans. A focus on personal, social and emotional development is very effective and children learn to respond to each other and follow the established daily routines in the nursery. Teachers and support staff grasp every opportunity to extend the children's language and communication skills. Children start to communicate with simple words and phrases. For many who start with no oral communication this is a significant achievement. They enjoy stories and teachers use puppets and toys to make these exciting adventures. Older children enjoy looking at books and are starting to write their names. Through games and rhymes children are starting to say numbers and the older children count to five. In knowledge and understanding, creative and physical development a stimulating curriculum and excellent teaching leads to very good progress for these children.
2. When children start in the nursery in the main school standards are well below average. As an enhanced resource infant school, the intake includes more than the average number of pupils with formal statements of special educational needs. Overall, skills in speaking and listening, writing, mathematics and personal and social development are particularly low. In response to a stimulating curriculum good progress is made in the Foundation Stage¹ although overall standards are below the early learning goals.² A contributory factor to the overall standards is the attainment of the youngest children. They only have one term in the reception class which is not enough time for them to achieve the early learning goals. Many children have difficulty mixing with other children and teachers provide a range of activities to encourage playing together. Children in the reception classes are eager to carry out small jobs to help their teachers. Children enjoy talking about their favourite activities and stories although many responses are brief. Books are a feature of many lessons and the children know how a book works. They use pictures to help them understand the story. By the end of the reception classes many have learned letters and sounds but few are able to read a simple text. Children understand that letters and marks can be used to communicate but not many have reached a level where they write unaided simple words and phrases. In the reception classes many children recognise numerals 1 to 9 and understand 'more' and 'less.' A few higher attaining children are applying their mathematical skills to solve simple problems. In their knowledge and understanding of the world, creative and physical development children's achievement is good although overall standards remain below the level identified in the early learning goals.

¹ Foundation Stage starts when children reach the age of three and finishes at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; personal and social development; knowledge and understanding of the world; physical and creative development.

² Early learning goals are the expectations for most children to reach by the end of the Foundation Stage.

3. The school's results of national tests for seven-year-olds in 2000 were well below the national average and the average of schools with similar intakes in reading, writing and mathematics. Over time, test results have fluctuated but improved in 1999 in all subjects. The drop in overall standards since then reflects the increase in the number of pupils with formal statements of special educational need. Since the last inspection the school has become an enhanced resource facility providing education for pupils with language and communication difficulties. The 2000 results are the first results which include these pupils. Their presence has held down the overall performance of the school in national tests. The comparison with similar schools does not give a true reflection of the school's attainment because of the high proportion of pupils with special educational needs now attending the school. The results show no significant difference in the achievement of boys and girls. The school has no pupils at the early stages of learning through English as an additional language. Assessment information does not identify any gifted or talented pupils. The school has set realistic targets for the current Year 2 pupils and early indications are that these have been exceeded in writing and mathematics but not quite reached in reading.
4. Current standards of work seen in reading, writing and mathematics show a slight improvement although standards of work remain below average by the end of Year 2. More pupils, apart from those with special educational needs, are reaching the level expected for this age. Considering that attainment as pupils start in school is well below that normally seen, these standards represent a good level of achievement for the great majority of pupils. Pupils with special educational needs, including those attached to the enhanced resource facility, benefit from good teaching and effective help from support staff. The school puts great emphasis on increasing the self-esteem of these pupils and they grow in confidence and make good progress. The pupils with language and communication difficulties are helped because staff use signs to help their communication and enable these pupils to play a full part in all lessons.
5. It is not possible to make a true comparison with the standards identified in the previous inspection due to the changing intake in the school. The previous inspection identified good progress from a low attainment on entry to the school and this has been maintained.
6. In the work seen in English, standards are below average in speaking and listening, reading and writing. By the age of seven pupils listen attentively to stories but not always to instructions from their teachers. Consequently they are not sure what they are expected to do. Most pupils are confident talking about their activities but often their responses are brief. The school is well aware of the need to extend pupils' confidence and vocabulary and effectively develop these skills in discussions sessions called circle time.³ Most pupils have a secure knowledge of letters and sounds and use this knowledge effectively to tackle new words in their reading. Only a few read confidently and few have favourite authors. The great majority of pupils in Year 2 are attempting to write independently. They make a good attempt at spelling new words and are recognising the importance of capital letters and full stops. Higher attainers are attempting to write short stories.

³ Circle time is a planned discussion that covers a range of personal, social and emotional topics.

7. The overall standard of work seen in mathematics was below average for seven-year-olds. Most are confident handling numbers to 20 and are beginning to understand multiples of 2, 5 and 10. They are making a good attempt at learning their multiplication tables. Higher attaining pupils are growing in confidence solving problems using mental calculations.
8. Skills in literacy and numeracy are promoted in other subjects and pupils' standards are at a level to support their learning. For example, in religious education pupils read about other faiths and draw and label their own diagrams in science. In geography pupils were observed conducting a travel survey and presenting their results on a graph. In science pupils measure how far a car will run down a ramp.
9. In science, standards of work are below average by the end of Year 2. Insufficient time is given to the subject to enable pupils to reach the expected level. Many pupils have a sound knowledge of growth and name the parts of the body and plants. They know how to light a bulb by creating an electrical circuit. Pupils with language and communication difficulties find it difficult to explain their findings. Investigation receives insufficient attention and pupils have not yet reached a level to put forward their own suggestions or predict findings and record them in a variety of ways.
10. The school has made improvements in information and communication technology (ICT) with more resources and staff training. However, more needs to be done and standards remain below what is expected for this age group. The main reason for this is insufficient use of resources and also a lack of resources to enable pupils to become confident in keyboard skills. Pupils are unsure about the use of some of the main keys when editing their work.
11. In art and design, physical education and geography pupils attain standards higher than the level expected for their age. This is a significant achievement for most pupils. They particularly enjoy practical activities and the wide range of experiences leads to all being involved and having opportunities to succeed. In religious education pupils attain standards in line with the level recommended in the locally agreed syllabus. This subject makes a positive contribution to pupils' personal and social development as they learn about the importance of caring for each other including those with different religious beliefs. Standards in all other subjects are wholly satisfactory. The good teaching and effective support for pupils of all abilities and the emphasis placed on discussion enables pupils to grow in confidence as they move through the school. This has a major bearing on the pupils' good achievements.

Pupils' attitudes, values and personal development

12. Pupils have good attitudes towards their school. Parents say that their children enjoy coming to school and that they are expected to work hard. In both nurseries the children settle quickly to the carefully established routines. With adult support they learn to share and to interact with each other as they play. Most children in the reception classes show evident enjoyment of their work. When they come into the class in the morning, many are keen to share their experiences from home and this activity helps develop their speaking and listening skills. The great majority work hard in lessons. The children show pride in their work and showed this, for example, when they presented their class assembly to the rest of the school and parents. Pupils in Years 1 and 2 come eagerly into school at the start of sessions and show willingness to get down to work. They generally enjoy learning, and

respond well when the teaching is good. They listen attentively to the lesson introductions and enjoy practical tasks. Some have difficulty in maintaining concentration when they are writing, however, and this leads to incomplete and occasionally untidy work. Pupils with communication difficulties receive effective support, which improves their attitudes to their work. Pupils enjoy the residential visit and benefit from the social development it encourages.

13. Overall, pupils' behaviour is good, although there are a few with specific emotional and behavioural problems, who sometimes give concern. As pupils move around school their behaviour is good although they sometimes indulge in inappropriate high spirits when they are unsupervised in corridors. In assemblies most listen quietly and, in the playground, they play well together with few disputes. The poor acoustics in the dining hall mean that the noise levels rise too high as some children shout to make themselves heard. In lessons, they usually behave sensibly and there are rarely instances of less satisfactory behaviour. Pupils respond promptly to the use of praise and reward, and value their stickers and certificates given when their behaviour is good. Parents were satisfied that there was no bullying and pupils agreed. They were satisfied that if there were any it would be dealt with in an effective way. Pupils of different ages and abilities play together amicably in the playground, as do pupils from different ethnic groups. They appreciate the 'games shop' which allows pupils to borrow games equipment at lunchtime. Pupils share their balls and skipping ropes. There were no exclusions last year.
14. Pupils' personal and social skills are satisfactory. Many start school with limited social skills and have come a long way to reach what one might generally expect from seven-year-olds. Pupils react with pride on being asked to do jobs around the classroom and accept other responsibilities with maturity. In sessions devoted to personal development, they discuss the way in which they behave towards others and appreciate the effect their actions can have on others' feelings. Older pupils understand that different people hold different beliefs and learn to respect them. Relationships between pupils are good and the small number of ethnic minority pupils is fully integrated into school life. Pupils with special educational needs, including those who are part of the enhanced resource facility, are included in all activities. Both staff and other pupils make every effort to allow these pupils to play a full part in school life. For example, teachers use signing to all children, not just those with communication difficulties, which decreases their feeling of being different. Adults have a good rapport with pupils, which allows the sharing of ideas without indiscipline developing.
15. Attendance is poor. Although it has improved since the previous inspection, attendance was well below the national average last year, with above average unauthorised absences. In the current year, there has been no improvement in the total, but unauthorised absence is now similar to the national average. A considerable number of pupils take holidays in term time and there is some evidence from registers of weekends sometimes being extended by claimed sickness. Most pupils arrive by the official start time each morning and there is little disruption to learning at the start of the day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. Overall the quality of teaching is good. In 78 per cent of the lessons observed teaching was good or better. It was very good in 35 per cent and excellent in 10 per cent. This is a significant improvement since the previous inspection and no teaching seen was less than satisfactory.
17. The best teaching seen was for children in the Foundation Stage. Teaching was good or better in all lessons seen except one, which was satisfactory. Very good teaching was observed in 52 per cent of lessons and in 22 per cent of lessons the teaching was excellent. All of the excellent teaching observed was in the nursery and reception classes. These figures identify the strength of the teaching for the youngest children in the school and as a result children get a very good start to their education. Teachers and support staff have a very good knowledge of the needs of this age group. They know when to stand back and allow children to learn through their own investigation and when to step in and offer advice. Throughout the Foundation Stage children of all abilities receive positive encouragement and sensitive support. As a result children settle happily into the routines of school. This is very evident in the enhanced resource and assessment nursery. Staff show great tolerance and patience and celebrate every achievement so children feel valued and make very good progress. Activities are imaginative and a strength in many lessons is teachers' enthusiasm that shines through and leads to children being eager learners. All staff are fully aware of the needs of these children, including those who have special educational needs, and every activity is carefully planned to meet the needs of the children. Teachers' have high expectations of children's behaviour and their standards of work. Every small improvement is noted and future tasks set that further extend learning. In all of the classes in the Foundation Stage there is a sense of determination to provide the very best for the children.
18. Throughout the rest of the school teachers have a good knowledge of the topics they teach. Good teaching was seen in most subjects. In religious education teachers prepare thoroughly so they have confidence teaching about other faiths and customs. In physical education teachers' good knowledge means they give close attention to coaching skills and so learning is good. Teachers are less confident teaching ICT and more training is required to raise a few teachers' awareness of the value of ICT to support learning in other subjects.
19. The teaching of numeracy skills is good. Teachers use a range of resources and games activities to make lessons interesting. Similarly, the teaching of letters and sounds is good because teachers organise a variety of tasks to revise and consolidate learning. For example, pulling a card with letters out of a bag was a simple but effective way of making sure all pupils were focussed on the activity. These practical approaches capture the interest of all but particularly beneficial for those pupils with communication difficulties. Teachers do not always give sufficient time to hearing pupils read or recording their progress.
20. Teachers' planning is satisfactory. In mathematics and numeracy teachers use the guidance in the National Numeracy and Literacy Strategies. This is effective in identifying tasks to be covered and in ensuring the requirements of the National Curriculum are met. Occasionally teachers follow these too closely and skills are not consolidated before a new task is introduced. Lesson plans do not always identify what pupils are to learn in lessons. This leads to some support staff giving more attention to the tasks to be completed than the new learning. This was a problem in

Year 2 when the helper was checking pupils had done 'enough copying of a poem' rather than improving their own writing skills. Planning for other lessons is satisfactory. It is often brief but is supported by the school's planning guidelines.

21. Teachers have high expectations of behaviour and personal development. Many small responsibilities are given to pupils. This does much to improve their self-esteem and pupils are eager to be helpful. Expectations of work are not always sufficiently high. A review of pupils' books revealed examples of unfinished work or tasks not presented as neatly as previous work. This suggests teachers do not always check that pupils produce their best work. In practical subjects, such as art and design and physical education, teachers have higher expectations and pupils produce work of consistently high quality.
22. A good feature of many lessons is the range of activities teachers employ to make lessons enjoyable. Practical activities are a major part of lessons and the regular opportunities to work with a partner or in a small group enable pupils to learn how to co-operate. All staff give due attention to speaking and listening and when possible include drama in their lessons. Staff and pupils are very supportive of pupils with language difficulties and offer them support as required. Questions are used effectively to extend learning and teachers often ask a second question to encourage pupils to answer in more detail.
23. The last inspection identified shortcomings in the control and management of pupils. This was not evident during this inspection. Management was always positive and based on good relationships. Teachers and support staff are incredibly tolerant managing pupils with behaviour difficulties. Time is taken to talk with the pupils and explain the effect of their actions on others. When necessary the pupils are left alone until they feel ready to take further part in the lesson. The caring atmosphere that is evident in most lessons enables pupils to learn at a good rate.
24. Teachers generally make good use of time and sessions are organised to keep pupils busy and little time is wasted. In the best lessons a brisk pace keeps pupils on their toes. Teachers in Year 2 often inform pupils of the amount of time they have got to complete an activity and this leads to pupils trying harder to get work finished. In other lessons time is not used as effectively. For example, the higher attaining literacy group in Year 2 had too much time allocated to the writing and many started to lose interest in the task. In the best lessons teachers use a range of interesting resources that make learning very relevant to pupils. This was very evident in religious education when a musical introduction set a spiritual atmosphere to the lessons. Artefacts in history and religious education capture pupils' imagination and they quickly recognise the importance of these items in providing information about the past and other cultures. An imaginative range of materials is provided in art and design and standards are good. Currently, the school lacks sufficient ICT resources to enable pupils to practise their skills. Teachers do not always make full use of the available ICT resources.
25. Support staff make a positive contribution to learning in most lessons. They have a good understanding of their part in the lesson and their support is effective. Staff supporting pupils with special educational needs have a good knowledge of the needs of these pupils and often record identified progress on the pupils' individual education plans. Many have attended training and are confident using 'signing' as an additional support for pupils with communication difficulties. This reflects the school's determination to include all pupils in every aspect of school life.

26. Teachers are effective supporting pupils as they work and keep a watchful eye to see all understand what they have to do. The marking of pupils work is less effective and as at the time of the last inspection there is limited evidence of constructive comment. It is difficult to use assessment information to adjust future lessons because there is no formal system to do this. A few teachers use the reverse side of their lesson plans to record any significant successes or areas of concern. However, the use of this information is variable and often leads to tasks being set that do not build on previous learning. This hampers progress and is more of a problem for the higher attaining pupils. Pupils with special educational needs have set targets and staff monitor progress towards them so that tasks are more closely matched to their needs.
27. Parents expressed a concern about the small amount of homework. Inspectors feel the amount of homework set is satisfactory. Parents support pupils with their reading and in mathematics help pupils with tasks and this is effective in increasing confidence in these skills.

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

28. The school provides a good range of learning experiences in all subjects of the National Curriculum and religious education. The school uses detailed planning guidelines in all subjects and is conscientious in using the full range of ideas suggested. However, there are occasions when uncritical use of these guidelines means that lesson objectives do not meet the specific needs of the pupils in this school. For example, a numeracy lesson had insufficient challenge for a group of higher attaining pupils. These pupils quickly recognised halves and quarters but were not challenged to use this knowledge in problem solving. The curriculum for pupils with special educational needs is very good. It is modified to meet their needs and made more meaningful by the specialist classroom assistants. These pupils are fully included in all lessons and seldom miss any teaching as a result of withdrawal from class. In Year 2 pupils are grouped according to their ability in English and mathematics. This means that teachers are more effective in meeting the learning needs of the wide spread of ability in the school.
29. The National Literacy and Numeracy Strategies are in place in the school and providing useful guidelines for teachers. Overall effectiveness of these strategies is satisfactory. Occasionally these are followed too closely without ensuring tasks are matching the needs of the pupils. Literacy and numeracy skills are promoted in other subject areas.
30. The school makes sound provision for extra-curricular activities. The school has a rugby club and the ICT club is to restart. There is also a gardening club, when pupils are encouraged to care for a memorial garden in memory of a former pupil. The curriculum is enriched by visits and there is an overnight residential visit for Year 2 pupils.
31. Provision for personal, social and health education of the pupils is good. The inclusive ethos of the school shines through in all lessons and other parts of the school day. Circle time is used effectively and discussions between pupils and teachers cover topics about behaviour and personal relationships. There is no

formal policy for the teaching of sex education but questions are dealt with as they arise in science and religious education.

32. The school has good links with the community. Visitors to the school include the clergy, adults from the community and people of other religions, and there is a visit to an inner city school that establishes links with people of a different culture. The school is imaginative in its links with the community and two teachers in the nursery made a bid for funding to Radio Derby. They were successful in gaining the provision of a very attractive outdoor play area. The school has established good relationships with other professional agencies and benefits from valuable provision of speech therapy, physiotherapy, and occupational paediatrician to improve provision for pupils with special educational needs.
33. Good links are maintained with the junior school. There have been recent joint discussions on teaching of reading, handwriting and topics in history, geography and religious education. This leads to a closer continuity of learning between schools. The co-ordinator for pupils with special educational needs seeks frequent liaison opportunities and Year 2 teachers work with the junior school to make the transfer as smooth as possible. Year 2 pupils take part in an experience day with the junior school and pupils from the junior school visit at lunchtimes. This leads to pupils moving on happily to their next stage of education.
34. Provision for pupil's personal development is good. Social provision is very good whilst spiritual, moral and cultural provision are good. The school's ethos of inclusion shines through in all areas of development.
35. Spiritual development is enhanced during assemblies. They are Christian in character and provide pupils with good experiences of music, prayer, and personal thought. Pupils reflect on ideas, such as the value of other personal qualities and friendship. They are encouraged to pause and appreciate the beauty of the world. This happens in many subjects including religious education, science and physical education. Teachers quietly set the scene for religious education lessons using spiritual music, which prepares pupils sensitively for the lesson. In one lesson pupils handled religious artefacts with great care and at the end of the lesson respected a quiet time to reflect on what was important to them. Discussions in circle time allow teachers to introduce pupils to the full range of emotional experience. Science lessons develop an appreciation of the wonders of nature and the magnificence of the solar system.
36. Circle time is used effectively to develop pupils' moral development. Pupils have opportunities to reflect on issues that have implications for the way that they live their lives. They discuss the school policies on behaviour and self-control and understand how their actions affect others. Moral issues are frequently a focus in assembly. The story of the ugly duckling was used during the inspection to give pupils the chance to understand how it feels to be treated unfairly. Pupils obviously listened attentively and responses showed they recognised the importance of caring for each other. Teachers offer good role models to all pupils and use praise effectively to encourage good behaviour. Pupils are involved in developing class rules and understand the

need for rewards and sanctions. Parents are quickly informed if individual pupils' behaviour becomes extreme. The pupils were very indignant about a recent problem with vandalism and could not understand how anyone could behave so badly.

37. Pupils respond well to the opportunities provided for their social development. Tolerance is a strong feature of the school and all members of the community show caring attitudes to each other. In one lesson a pupil with emotional problems became very distressed and another pupil promptly comforted him with a caring and sympathetic embrace. Parents feel that the provision of the enhanced resource facility for pupils with special educational needs develops caring relationships. Pupils are regularly required to co-operate when working with a partner and responsibilities are allocated to take messages within the school. A residential visit by Year 2 pupils develops independence and pupils collect for charities such as Barnardos, and Red Nose Day as well as collecting harvest gifts for distribution in the community.
38. The school taps into the local community to extend pupils' cultural development. The links with an inner city school introduce pupils to traditions from other cultures, such as Diwali. A visiting storyteller brings stories from a wide range of other cultures and visitors to the school include local clergy and a representative from the 'Open Centre' for multicultural education. The curriculum provides opportunities to study other cultures, such as African music, Mexican communities in geography and other beliefs in religious education. Traditions from their own culture are maintained with harvest and Christmas celebrations and this provides the pupils with a wide range of experience and good opportunities to value the qualities in all cultural traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school is a caring community, which has good procedures for promoting the safety and welfare of pupils. Staff trained in first aid take good care of pupils who are ill or have accidents at school. The school buildings and playgrounds are safe and governors and staff identify and rectify health and safety risks. However, the procedures to check that action has been taken lack sufficient rigour. The school is particularly aware of the extra precautions to be taken with the high number of pupils with special educational need. Procedures for child protection are thorough and staff are carefully trained. The school has received good support from outside agencies in the cases encountered.
40. Procedures for promoting good attendance are generally satisfactory and good attendance is rewarded. However, the procedures have not managed to bring attendance up to average. Registers are completed correctly but pupils who arrive and leave between registrations are not formally accounted for. Furthermore, the school does not follow official recommendations to contact parents immediately if their child is absent without a reason being given. If implemented, this may have the effect of increasing awareness of the importance of good attendance.
41. The school is very successful in promoting good behaviour. Pupils know how they should behave and understand the reasons for having rules, because they have discussed them in personal and social education lessons. Every teacher uses praise and reward well and only occasionally are sanctions required, even with the more difficult pupils. The absence of bullying is a consequence of the promotion of a

strong ethos of understanding and caring for each other, as well as taking appropriate action should any arise. The school also acted quickly to educate those concerned in a single case of racist comment.

42. Procedures for assessing pupils' attainment and progress are good. The school assesses children as they start in the nursery and again when they start in the reception classes. This information is recorded and a system of tracking pupil's progress is developing to evaluate the performance of the children. Tests are used at the end of Year 1 to check on pupils' progress in English and mathematics. National tests in reading, writing and mathematics are in place at the end of Year 2. Teachers' assessment in science provides information about attainment by the end of Year 2. In other subjects the school has started to introduce assessment procedures linked to the new planning guidelines but these are at an early stage of development.
43. The school's use of assessment information is satisfactory. It is used effectively to adjust the curriculum when a perceived weakness is identified. For example, the results of the national tests for seven-year-olds in reading, writing and mathematics are analysed to identify areas for development. The school found that the teaching of measure, shape and space in mathematics needed improvement and gave these aspects more attention. The school has started to group pupils according to their ability in English and mathematics in an attempt to raise the number of pupils exceeding the national average. The school is also making effective use of test results to set school targets for improvement but as yet do not set individual targets for improvement. Consequently, parents and pupils are not always clear about what it is they need to do to improve. There is some room for improvement in the use of assessment in lessons. Lesson plans do not always refer to specific learning outcomes but often use general statements from planning guidelines. This aggravates assessment, as teachers are not always clear about the specific focus of the lesson. The school lacks a formal system to record on-going assessment and so pupils identified strengths and weaknesses are not always recorded or used to adjust future lessons.
44. The assessment procedures for pupils with special educational needs are very good. Teachers, the special educational needs co-ordinator and support staff plan carefully for the needs of these pupils and monitor their progress very carefully. Pupils have clear individual targets and these are checked closely. When pupils achieve a target the curriculum is adjusted so that new learning takes place and this leads to good progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents are very satisfied with the education that the school provides. When parents responded to the questionnaire sent out before the inspection, most were satisfied that their children liked school. They believed that they were expected to work hard, encouraged by good teaching. They were happy approaching the school if they had concerns. The only minor concerns were the amount of homework and limited extra-curricular activities. The views of the parents who attended the meeting before the inspection were also very positive. The inspection supports the parent's positive views, but finds that the amount homework and extra-curricular activities is appropriate for an infant school.

46. The school's links with parents are very effective. When their children start, the school gives parents a thorough introduction into the school and the way their child will be taught. These links are maintained in the Foundation Stage and teachers provide opportunities at the end of each day for communication with parents. This support is crucial to pupils' academic and personal development. Links with the parents of pupils with special educational need are good. Parents attend meetings to review the progress their children are making. The school is developing parents' involvement in planning individual programmes so that they can offer more support at home. Throughout the school parents have the opportunity to attend workshops held during the day to experience for themselves the type of work being done.
47. The information provided for parents is good. The school consults the parents as to what information would be most useful. Children in the reception classes receive an annual written report, which covers their progress in the early learning goals of the Foundation Stage. Reports for pupils in Year 1 and 2 give parents good information on what their children have achieved in a year in English, mathematics and science. A brief statement about progress in other subjects is also included. There is insufficient information on how well the pupil is doing against nationally expected standards. However, parents do have good, formal opportunities for personal discussion with the class teacher. The school notice boards keep parents up to date with school events. The school's prospectus and governors' annual report are informative but do not include all of the required information. The school has issued a home-school agreement, after consultation with parents on its content and has in fact reviewed and reissued it. On broader issues, such as the change to become an enhanced resource facility, parents were widely consulted and their views and suggestions taken into account. This has contributed effectively to the successful working of the facility.
48. Most parents support the school and have a good, positive impact on its work. Many hear their child read at home and this supplements opportunities for the child to read to an adult. They make good use of the reading record to enter into a dialogue with the class teacher, which guides their support. They attend assemblies in which their child is participating, thus producing a pride and encouragement in their offspring to develop confidence. Some parents have entered into a scheme called 'Share' in which they prepare resources to use at home with their child. Parent volunteer helpers give very valued support, particularly in the nursery. The active Parent, Teacher and Friends' Association organises social events which concentrate on family participation and which help cement the school as a community. They also raise much-valued funds for resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The overall quality of leadership and management by the governors, headteacher and key staff is good. Parents were very positive in their views about the management of the school. Purposeful leadership from the headteacher has led the school successfully in its development as an enhanced resource facility. This was a consultative procedure including governors and parents and has built on the school's skills in the enhanced resource and assessment nursery. The school is now recognised in the authority for its expertise in providing education for pupils with special educational needs. The management of pupils with special educational needs both, in the school and those pupils attending schools as part of the enhanced resources facility, is very good. Records are meticulously maintained. Organisation of support is very effective and staff are trained so that advice is

based on a good knowledge of the needs of these pupils. A strength in the support for these pupils is all staff's determination to include these pupils in all activities in the school. This ensures the school's aims, 'to meet the needs of pupils with special educational needs in the school in a secure environment that develops a sensitivity of the needs of others,' are evident in the daily life of the school.

50. The headteacher is ably supported by the deputy headteacher who currently carries a heavy load of responsibilities. The responsibilities are carried out efficiently particularly the organisation of staff training to meet school's priorities as well as enhancing the teacher's individual needs.
51. The school now has a clear direction for the future. The school's development plan is a collaborative document including all staff and governors. It is a well-written document that identifies suitable priorities to lead the school forward. These include raising standards in numeracy, literacy and ICT and to making more use of assessment information.
52. A weakness in the previous inspection was the need to involve governors, senior management and staff with responsibility for subjects in closer monitoring of standards. This has improved and is now good. Staff with responsibility for managing subjects are now given time to observe lessons. They are more aware of areas of concern and are in a better position to check on standards. Governors have increased their part in monitoring standards. They are linked to subjects so that they have an informed picture of all that is happening in the school. The school makes better use of the results of national tests to evaluate its performance. Governors were very aware that becoming an enhanced resource facility would lead to a drop in their national test results. Effective use is made of assessment information to check on the school's performance. The headteacher evaluates the results giving due attention to the high number of pupils with special educational needs so that a clearer picture on performance emerges. This information is shared with governors and is used effectively to address perceived areas of weakness. For example, the school has started to group pupils according to ability in English and mathematics so that teachers can provide more challenging work for higher attaining pupils. This action was a direct result of analysis of assessment information. The school also uses assessment information to set school targets in reading, writing and mathematics and check on progress to meet these targets. On-going evaluation of progress is less effective and the school lacks systems to set individual attainment targets so that a closer eye can be kept on standards throughout the year.
53. Overall support from the governing body is good. Through its committee structure, most of its legal requirements are fulfilled. The only omission is the requirement to publish the national test results in the school prospectus and the governors' annual report to parents.
54. The arrangements for monitoring and developing teaching are good and have had a positive impact on teaching. This is apparent in the teaching seen during the inspection, which has greatly improved since the last inspection. However, identified weaknesses are not always fully resolved, as in the recognised concern about the quality of teachers' marking of pupils' work. Staff are very responsive to improving

their skills and the school is very involved in self evaluation. Staff meetings often involve sharing good practice and several of the staff are involved in providing advice to other schools based on their expertise in special educational needs.

55. Financial administration is good. The recommendations of the most recent audit have been addressed. ICT is used effectively in the office and this enables the school to run smoothly on a daily basis. Spending is linked to priorities in the school development plan. The governing body has a finance committee, which closely monitors spending by checking on the school's budget every month. It keeps a watchful eye that specific grants are used effectively for their designated purpose. This is particularly important considering the extra amounts of money the school gets for special educational needs. When this specific budget is removed the school receives less money per pupil than many schools nationally. Considering the good achievement and quality of education, the school provides good value for money. Best value is sought for all major spending. This has led to savings in money spent on ground maintenance and fuel supplies.
56. A weakness identified at the time of the last inspection was the state of repair of some of the school buildings and the decoration of the school. Much has been done and more is planned to address these problems. The accommodation is now adequate with strengths in the provision in the nurseries. Staff tap into every source for financial support and the new outdoor equipment for the youngest children the school is result of support from the local community. The library is in a pleasant central area but has insufficient books and is underused for independent research. Learning resources are adequate overall with strengths in the range of materials for children in the Foundation Stage. Resources for ICT have improved since the last inspection but more are needed to enable pupils to practise their skills.
57. Efficient management has made sure that a generous number of staff have been appointed. All classes have additional help from support staff who have received effective training. Consequently, they are confident leading small groups of pupils as well as offering support in lessons. They are particularly helpful in enhancing the language skills of pupils with special educational needs as most have learned to communicate by signing. This is very effective in enabling these pupils to be fully involved in all activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. To improve further the quality of education the headteacher, staff and governors should:

(1) raise standards in English, mathematics and science by:

- providing more challenging work for the higher attaining pupils;
- providing more opportunities to hear pupils read and checking more closely on the progress pupils are making in reading;
- concentrating more on the progressive development of skills in writing;
- ensuring pupils have ample opportunities for problem solving in mathematics;
- providing more opportunities in science for pupils to experiment and raise their own ideas for investigations;

(see paragraph numbers 4, 6, 7, 9, 19, 20, 26, 28, 29, 78, 79, 80, 81, 86, 87, 88, 89, 90, 92, 93, 94, 95)

(raising standards in English and mathematics is a priority in the school's development plan)

(2) further improve standards of work in information and communication technology by:

- making more use of available resources to support learning in other subjects;
- improving resources in classrooms so that pupils have more opportunities to practise their skills;
- providing training to improve teachers' confidence and expertise;

(see paragraph numbers 10, 18, 24, 56, 83, 88, 94, 107, 112, 113, 114, 115)

(raising standards in ICT has been an on-going area of development since the last inspection)

(3) use assessment information in lessons to plan work that more closely matches the needs of pupils. (this is done effectively for pupils with special educational needs). Produce individual attainment targets for pupils in English and mathematics. Give closer attention to the marking of pupils' work so that it helps pupils to improve;

(see paragraph numbers 26, 42, 43, 51, 80, 81, 83, 88, 89, 94, 95, 106, 110, 119, 127)

(4) look for even more ways of impressing on parents that they are responsible for the regular attendance of their children.

(see paragraph numbers 15, 40)

In addition to the key issues above the following less important aspects should be considered for inclusion in the action plan:

- include more detail in lesson plans so that learning outcomes are clearer; (see paragraphs 20, 83, 88, 94, 102, 106, 110, 118)
- ensure the school prospectus and governors' annual report to parents include all the required information; (see paragraphs 47, 52)
- increase the quantity of books in the library and extend its use to support independent research. (see paragraphs 56, 84)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	35	33	22	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	37	149
Number of full-time pupils known to be eligible for free school meals	-	45

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	11	16
Number of pupils on the school's special educational needs register	14	46

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.2

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	37	20	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	27
	Girls	14	17	15
	Total	34	38	42
Percentage of pupils at NC level 2 or above	School	60 (89)	67 (87)	74 (85)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	28	25
	Girls	16	15	15
	Total	40	43	40
Percentage of pupils at NC level 2 or above	School	70 (76)	75 (84)	70 (85)
	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	1
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	108
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)	11.9
Number of pupils per qualified teacher	27.5
Average class size	27.5

Education support staff: YR – Y2

Total number of education support staff	8.3
Total aggregate hours worked per week	270

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	3.0
Number of pupils per qualified teacher	13.3

Total number of education support staff	4.8
Total aggregate hours worked per week	190.5

Number of pupils per FTE adult	4.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	558,393
Total expenditure	573,336
Expenditure per pupil	3,133
Balance brought forward from previous year	12,603
Balance carried forward to next year	-2,340

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	186
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	18	2	2	2
My child is making good progress in school.	56	37	5	0	2
Behaviour in the school is good.	51	39	5	0	5
My child gets the right amount of work to do at home.	37	41	10	0	12
The teaching is good.	66	32	2	0	0
I am kept well informed about how my child is getting on.	56	34	5	0	5
I would feel comfortable about approaching the school with questions or a problem.	73	23	0	2	2
The school expects my child to work hard and achieve his or her best.	76	22	2	0	0
The school works closely with parents.	54	37	2	5	2
The school is well led and managed.	59	34	0	0	7
The school is helping my child become mature and responsible.	46	44	10	0	0
The school provides an interesting range of activities outside lessons.	27	39	15	2	17

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE IN THE ENHANCED RESOURCE ASSESSMENT NURSERY

59. The education provided for children in the enhanced resource assessment nursery is excellent and is a strength of the school. It is staffed by one full-time and one part-time teacher, three nursery nurses and a classroom support assistant. The nursery provides for a maximum of 12 children who have a wide range of needs, but mainly language difficulties and autism. They may have severe communication difficulties and little or no language and difficult behaviour. Some children have very poor self-help skills. Staff often begin with toilet training and assisting the development of feeding skills.
60. Children are admitted throughout the year according to their third birthday or later if their special needs have proved difficult to meet in other nursery settings. The staff constantly review and adapt their organisation and practice, in order to meet the needs of new arrivals and all children. There are currently 11 children in the nursery with statements of special educational needs and staff are in the process of assessing three other children. The staff also support children from the community who have been identified as having social needs.
61. The staff work closely as a team with individual and overlapping roles. They liaise with other professionals, including speech and language therapists, physiotherapists, and with social services. There are strong links with the mainstream nursery and reception classes. Teachers from the assessment nursery regularly teach in the mainstream nursery for a few sessions each week. Children from the assessment nursery are made welcome at sessions in the mainstream nursery where such integration is appropriate. The curriculum is rich and stimulating. It is based on the early learning goals and the needs identified in children's individual education plans. The aim is to provide a stimulating nursery experience, through addressing children's special needs. The use of signing is central to this, along with singing and using facial expressions and gestures. This approach to total communication is very effective in supporting children's learning and they make very good progress in all areas of learning.
62. Teaching in the nursery is excellent overall. It was excellent in half of the lessons observed and very good in the other half. This represents a significant improvement since the last inspection when teaching was good. The strength of the teaching leads to very good progress for all children in relation to the targets in their individual education plans. The rate of learning reflects the teaching. Teachers' knowledge and understanding of the needs of the children are excellent. They teach both basic and specific skills very well. Planning is of a very high standard, so that tasks are very relevant to pupils' needs. The expectations of teachers are very high and they use skilful questioning and discussion to encourage the development of every child. The management of children is excellent. The patience and tolerance of staff are impressive and lead to children growing in confidence as they know their difficulties are understood. Staff carry out detailed assessments and use the information gained to provide individual targets for each child. When these are reached the programme is adjusted so that the children are continually moving forward. Excellent use is made of time and resources, which are of a high quality. The nursery staff have made many of the teaching materials in the nursery,

including a song book, story sacks and puppets. Together with the school's special educational needs co-ordinator, who works very closely with the assessment nursery, the staff have been instrumental in obtaining sponsorship of £15,000 from Radio Derby. This has been used to convert the nursery garden into an attractive all-season play area. In addition, staff from the school's two nurseries have led fund-raising, and inspired teaching and non-teaching staff, governors and parents to support them, to raise money for the establishment of the sensory room, the small garden and other items of equipment. The nursery takes an active role in supporting other establishments with advice and training and in the support of students who have an interest in working with children with special educational needs.

Personal, social and emotional development

63. Teaching and learning are excellent and all staff place great emphasis on raising children's self-esteem and confidence. Consequently children are happy to try new activities and make very good progress towards their individual targets. The calm, welcoming, inclusive ethos of the nursery helps children to gradually feel more confident and secure. They begin to understand and follow the simple rules and routines of the nursery. They develop an acceptance of others, and learn to take turns, share toys and adult attention, and help with simple tasks. They are encouraged to develop self-awareness, independence and concentration, as they engage in free-choice activities and activities chosen by adults. Children are encouraged to reach their own personal maximum level of independence, through the development of functional skills and a broad, social experience, such as visiting the shops, the park and the fire station. New children admitted to the nursery sometimes present very challenging behaviour. A key area of work in the nursery is the modification of behaviour through the use of positive behaviour management techniques supported by sign and song. The seven children with autism are making very good progress, with strong adult support and encouragement, in learning to interact with other children and use a wider range of equipment to facilitate free choice.

Communication, language and literacy

64. Teaching is excellent and thorough planning promotes very good progress through organising very small steps of learning matched to the children's needs. Most of the children have significant language and communication difficulties. Great emphasis is placed on developing understanding of language, both signed and spoken. The range of attainment is broad. Through interaction with adults and peers, children are encouraged to develop the ability to express themselves verbally and non-verbally. They are taught simple concept words and encouraged to use them appropriately. Some children use simple words and sentences to communicate with each other and with adults, for example, 'I brush rabbit's teeth'. Repetition of simple phrases and instructions consolidates learning. Children gradually develop an interest in pictures, symbols and written materials. All children have opportunities to develop their writing skills and some older children are starting to write their names. Teachers make shared reading an exciting adventure. For example, when listening to the story about Kipper, toys were used and children were amazed to pull a little toy mouse out of a sock. Others are aware that print carries meaning and enjoy looking at books. Through their current topic, they are developing vocabulary associated with water and enjoying water-based activities. Most children are able to communicate their needs and wants, through actions, signs, words or drawings. All

adults help children to develop their speaking and listening skills, as they interact with them in indoor and outdoor activities. They work very closely with the speech and language therapist who works in school with them one day each week.

Mathematical development

65. Teaching is excellent and teachers provide a stimulating range of practical activities that promotes excellent learning for all children. They are encouraged to recognise and use numerals and to say and use number names, in order, in familiar contexts. Teachers and staff join in enthusiastically singing number rhymes and the children learn early counting skills. A few of the older children count accurately to five. There are many opportunities for them to develop an understanding of the concepts of 'big' and 'little' and 'same' and 'different.' Teachers organise first-hand experiences using practical resources. This develops children's confidence and the older children begin to match and compare items and shapes such as circles, squares and triangles. They begin to understand position, for example, in, on, under, in front, behind and next. They develop an awareness of shape and colour and the ability to sort by colour, size and category. Through the current topic on water, they are beginning to understand the concepts of full and empty and observe patterns in water.

Knowledge and understanding of the world

66. Teaching is excellent and the rich curriculum leads to excellent learning. Teachers grasp every opportunity to extend the children's understanding of how and why things happen. They gain an understanding of growth and change, both personally and in their environment, and begin to have an awareness of their responsibility towards their immediate environment. Through close interaction with adults in play situations the children's ideas are developed and modified. Children are at the very early stages of investigating and exploring properties of materials, both natural and manufactured. Teachers take the children on local visits so that they experience a range of situations at first-hand. They develop confidence when using the touch screen computer and understand they can make items on the screen move. Through their topic work, they learn that water is necessary for plant growth. Through exploring with water they recognise floating and sinking and enjoy finding out what happens when water is mixed with other materials.

Physical development

67. Teaching is excellent and the very creative outdoor facilities promote excellent learning. Children enjoy using the new equipment and develop an awareness of their own body and their body in space. They refine their control of small and large muscle movements. Children develop confidence in their body and their ability to move in a variety of ways. They learn to balance and mobility improves as they pedal and climb, sharing and helping each other. The skills required to manipulate objects are improved when children kick a football or push a pram. They gain in confidence using tools, such as scissors. Those with more physical difficulties make good progress in pouring drinks and controlling the flow. Each week, a group of children, staff and parents go to a soft play, community based facility. They have exclusive use of one room, where children play in safety. Pupils enjoy these sessions and gain confidence in their own abilities and show pride in their achievements.

Creative development

68. In response to excellent teaching children greatly improve their creative skills. Teachers provide a wide range of imaginative activities so that the children learn to express themselves freely in many different ways. They enjoy creative activities and develop confidence in their own ability as they learn to use a range of tools, such as a rolling pin with soft dough and sponges for printing. Their interaction with others is extended through songs, rhymes and music. They develop their understanding of body parts and gain confidence through role play, as they sing 'Melissa's got a hat on her head,' for example. They develop an awareness of rhythm as they join in songs and rhymes, clapping, playing instruments and moving to music. Through their current topic on water, they have learnt songs and rhymes, explored wet materials, made and observed bubbles and created pictures and displays. In the light sensitivity room pupils appreciate the wonder of colour and patterns and these sessions are used effectively to gain responses and communication from the children.

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE IN THE MAIN SCHOOL

69. Children are admitted to the nursery between the ages of three and four, at least three terms before they transfer to the reception classes. They attend part-time, either in the morning or the afternoon. It is a 52 place nursery with 26 places at each session. There are two reception classes. Children enter the reception classes at the beginning of the term in which they will be five. The education provided for the children in the Foundation Stage is very good. The curriculum is rich and stimulating and is enriched by visits and visitors. The early learning goals have been introduced into planning, and the literacy and numeracy strategies are effectively in place. Support for children with special educational needs is very good. Children make a very positive start to their learning and are well prepared for the next stage of their education.
70. The attainment of children on entry to the nursery is well below the standard expected for children of their age. Now, as an enhanced resource infant school, there is an increased number of children with special educational needs, in the nursery, including children with communication difficulties. Very good teaching and effective adult support lead to good achievement in all areas of learning. Children's attainment is informally assessed on entry to the nursery and formally assessed on entry to the reception classes, and those who require specific help are given additional support. Children's progress in each of the six early learning goals is regularly assessed and shows good progress is being made. However, overall standards of work by the end of the Foundation Stage remain below the early learning goals in all areas of learning. Due to the current admissions policy, summer-born children only have one term in the reception class, making it very difficult for them to achieve the early learning goals before they enter Year 1. About a quarter of the children have very specific learning difficulties and do not achieve the early learning goals, although they make very good progress in relation to the targets in their individual education plans.
71. Teaching in the Foundation Stage is very good overall. This represents good improvement since the last inspection, when teaching was nearly always good. Teaching was very good or excellent in 60 per cent of the lessons seen, good in 36 per cent of the lessons seen and satisfactory in the rest. The rate of learning

reflects the teaching. Teachers' knowledge and understanding of the Foundation Stage and the early learning goals are very good. They teach the basic skills of literacy and numeracy, particularly letters and their sounds, very thoroughly, with the result that children start to grasp these essential skills at an early age. Planning is of a very high standard in the nursery and good in the reception classes. Interesting and imaginative tasks are organised that capture the interest of the children. Teachers' expectations are very high and they use skilful questioning and discussion to encourage every child to give of his or her best. The management of pupils is very good, leading to very good productivity and pace of working on the part of the children. Time and resources are used very well and children develop concentration skills and independence. The quality and use of ongoing assessment to support the development of every child are very good. Teachers use the information gained to ensure that activities are suitably matched to the abilities of each individual child. Support staff make a very good contribution in assisting the class teachers and this is particularly beneficial for children with special educational needs.

Personal, social and emotional development

72. Teaching and learning are very good. All children settle very quickly into the routines of the nursery and the reception classes. They enjoy coming to school and their attitudes are very good. The calm, welcoming, inclusive ethos helps them to feel confident and secure. Many need assistance to complete tasks and adults offer ample encouragement. They help children to select and use resources independently, including the use of the computer. A few pupils have difficulties interacting with other pupils and staff join in with their activities so that they learn how to work and play together and share resources. This helps children to become confident and enthusiastic learners. Children's behaviour is good and older children in the reception classes have a good understanding of the impact of their actions on others. Relationships with one another and with adults are good. Children are encouraged to be independent. They dress and undress independently and gradually manage their own personal hygiene. Older children enjoy carrying out simple tasks for their teachers. They are given an increasing number of responsibilities and they are keen to accept them.

Communication, language and literacy

73. Teaching is very good and promotes very good learning for all children. Language development and communication skills are given a high priority. Many children find it difficult to listen for a length of time and their responses are often brief. These skills improve as teachers provide more chances for group discussions. Most of the children in the nursery talk happily in familiar situations as, for example, when they talk about objects that they find at the seaside. They talk about stories about Kipper, which they enjoy. In the reception classes there are many opportunities for children to develop their speaking and listening skills, as for example, when they retell traditional stories and rhymes. However, many lack confidence and are hesitant speaking aloud in front of a group. The National Literacy Strategy is proving effective and is gradually extended to prepare children for the full hour in Year 1. Many know how a book is organised and identify the title and author. Attainment in reading is below the standard expected, although a few higher attaining children read confidently from simple storybooks. In response to effective teaching many of the children in the reception classes identify letters and sounds and start to sequence pictures and sentences. Practice in forming letters correctly and emphasis

on sentence construction helps higher attaining children in the reception classes to write simple sentences confidently and spell short words correctly. The work of the lower attaining pupils shows that a few letters are beginning to be correctly formed but there is a wide gap in performance level. Many children lack confidence to write independently or to attempt more complex words or write simple phrases.

Mathematical development

74. Teaching and learning are very good. The majority of children in the nursery recognise and use numerals 1 to 6 and many count beyond six. In a game with a dice most of the children count the number of spots correctly. By using simple action songs they begin to count backwards and understand 'more' and 'less'. In the reception classes pupils are beginning to be more confident using mathematical language, such as 'greater,' 'smaller,' 'heavier' and 'lighter.' Children in the reception classes recognise numerals 1 to 9 and find one more or one less than a number from 1 to 10. The higher attaining children count to at least 40 and a few count beyond. Most are able to count on in twos to ten. The National Numeracy Strategy is proving effective in raising children's attainment. Children in the reception classes are beginning to carry out simple additions and recognise that addition is different from taking away. A few higher attaining children are confident calculating answers by adding and subtracting but the others are not yet confident handling number in this way. The emphasis is on understanding and using numbers in practical contexts, for example, working out how many children are absent each day. Children are encouraged to make estimations and then check for accuracy. Higher attaining children are beginning to use developing mathematical ideas to solve simple practical problems.

Knowledge and understanding of the world

75. Learning is very good and reflects the quality of teaching. Children in the nursery gain understanding of daily routines and times. They learn about the layout of the school and the people who work in it. Their knowledge of the locality and people who help us in the community is increased. They learn about the types of houses in the neighbourhood and how they are built. They build their own models. Adults encourage them to use all their senses in observing and identifying features in the natural world. They help children to appreciate the uses of water and its importance for humans, plants and animals. Children are beginning to experiment and enjoy finding out which items float and which sink. In the reception classes, children investigate features of their own homes and neighbourhood. They talk about what they like and dislike in the park and the more articulate explain their preferences. Children recognise that people change over time and learn about past events in their grandparents' and other peoples' lives. In their topic on water, they experiment with water. They wash clothes and compare their experience with how clothes were washed, in the past. They develop their computer skills, understanding how to make items move on the screen, and higher attaining pupils begin to use the keyboard to copy simple words. Children learn about the seasons, harvest fruits, spring growth, insects, animals and birds in the environment. They look at their own growth from babyhood and learn the parts of the body. An understanding of different cultures

and beliefs is developed through stories and visits to places of worship. On a visit to Littleover Methodist Church, they learn about the role of water in baptism and recognise a church is a special place.

Physical development

76. Teaching is very good and children learn at a very good rate. Children in the nursery develop their skills in a large, well-equipped outdoor area. They progressively develop their ability to move with confidence. They show increasing control and awareness of others when using large wheeled toys. They develop balancing skills and climb confidently on the climbing frame. They enjoy dance and respond to rhythm in music and their movements imitate the actions of water creatures. They develop increasing skills using tools and practise their fastening skills on clothes. When making collages they fold, join, twist and curl paper to make attractive pictures. They gain awareness of the need for exercise and healthy eating. Children in the reception classes develop their physical skills in the school hall, as well as in the outdoor area. They are aware of others as they move in different directions and many are able to balance with increasing control. Movement to music shows developing confidence, imagination and control. Support staff are effective in enabling all to take part in these lessons. Children discuss and enact the movement of the sea, the ebb and flow of the tide and make the shapes of shells. Most children have good control over small and large balls, using their hands and feet. They become increasingly able to participate in team games. They learn to take out apparatus and put it away safely. Children are beginning to recognise the importance of keeping healthy and the things that contribute to a healthy lifestyle. When working on tabletop activities children are able to join construction apparatus successfully to make a model and use scissors and small apparatus with increasing control. Many explain what they are doing but others find it more difficult to say what worked well or what they might change next time.

Creative development

77. Teaching is very good and much is learned because of the wide range of activities available. Language development is promoted through creative activities and daily role-play. In the nursery, children explore colour and texture through a range of resources and sensory experiences, talk about their observations and draw and paint themselves, animals and flowers. Colours are mixed and many of the children are confident with the names of their colours. They develop an awareness of pattern making and design and make two-dimensional and three-dimensional models using a range of materials. The children enjoy singing and know several rhymes. Children in the reception classes investigate what happens when they mix colours and use paints of different consistencies. The more confident children can explain what they are doing and the colours used. Teachers teach joining skills effectively and the children create models of houses, lighthouses and fishing nets using these new methods. Teachers have very high expectations and introduce the children to famous artists. For example, they look at the picture, 'Sunday Afternoon' by Seurat and then fill in shapes using pointillism techniques. Singing is good and the children sing songs from memory and begin to recognise rhythm patterns. They understand music can be used to represent sounds like thunder and the wind.

ENGLISH

78. Results in the national tests in 2000 were well below the national average for pupils by the age of seven, in reading and writing. When compared with similar schools, results were also well below average. The satisfactory overall standards identified at the last inspection have not been maintained. This does not represent a fall in standards but reflects the changing nature of the school. Since the last inspection the school has the added dimension of being an enhanced resource facility and provides education for pupils with formal statements of special educational needs. The great majority of these pupils have language and communication difficulties. Evidence gathered during the inspection shows an improvement on the national test results although overall standards remain below the national average. However, more pupils, excluding those with special educational needs, are reaching the level expected for their age. Considering pupils start school with low levels of attainment in language and communication these standards reflect good achievement. Pupils with special educational needs often start school with limited skills and are making good progress to reach the targets set for them in their individual educational plans. Few pupils are exceeding the level expected for their age and this reflects underachievement for the higher attaining pupils. The school has set challenging targets for the present Year 2 and early indications are these have been almost reached in reading and exceeded in writing.
79. In speaking and listening, the achievement of the great majority is good and many reach the nationally expected level for their age in listening although speaking skills are still below average by the end of Year 2. Pupils apply themselves well when listening to stories in assemblies and at the beginning of their literacy lessons. The higher attaining pupils often recall information about previous stories in detail. Many find it more difficult when listening to instructions or teaching points and are then unclear about the focus of their writing tasks. Limited vocabulary hinders pupils' responses and many answers are brief and unclear. Many pupils have difficulty answering in sentences and in articulating their own ideas. Teachers are well aware of pupils' communication difficulties and in the best lessons remind pupils to think about their answers and often follow up with a request for more information. The higher attaining pupils show more confidence in their discussions and understand the need to take it in turns in discussions.
80. Overall standards in reading are below average. The school has adopted a new system to teach pupils letters and sounds, which are now taught thoroughly. Many pupils use this knowledge effectively to tackle new words although they do not always recognise the meaning of the word. Lower attaining pupils make good use of pictures and for example, one pupil changed 'food' to 'fire' as he realised this made sense in the story. The pupils who read to the inspectors recognised the difference between fiction and non-fiction books. Higher attaining pupils located information using the contents and index sections and had a secure understanding of alphabetical order. Parents make a positive contribution to reading by listening to their children read at home. In school pupils do not always have sufficient opportunity to read individually to an adult. A few of the high attaining pupils in Year 2 could not recall when they had last read to an adult. This does not encourage their enthusiasm for reading and few had favourite authors or expressed an interest in different types of stories. Teachers listen to pupils in groups as part of the literacy lesson and record how pupils read in these sessions. However, the quality of these comments varies and does not always identify what pupils need to do to improve. This hinders pupils' progress and books are used that do not always match pupils

reading ability. In one lesson for pupils in Year 2 the text was too hard for a few in the group and they did not learn in the session. Currently, the school lacks any detailed records to record pupils' on-going progress in reading other than those which identify the books pupils have read.

81. In writing, standards by the end of Year 2 are below the level expected for this age. However, from a low starting point the achievement of many is good and they become more confident about recording their ideas in writing. The great majority use their knowledge of sounds to spell new words and most are confident spelling three letter words. Some errors are linked to lack of clarity of pronunciation, such as in spelling 'fancky' for thank you.' The major weakness in writing is the lack of imaginative vocabulary to make their work interesting for the reader. The higher attaining pupils have been grouped together in an attempt to improve their writing skills and they have developed an understanding of story structure. Approximately 12 per cent of pupils are writing at a level that is higher than expected and this represents a significant achievement for them. However, a few higher attaining pupils are underachieving. The reason for this is that teachers do not expect the pupils to be able to achieve at higher levels and tasks set are not sufficiently challenging. Teachers' expectation of pupils' finished work is not high enough. The great majority of pupils understand that writing changes for different purposes. They have written, for example, a diary of how a sunflower grows and use numbered points in their lists. Handwriting is mainly legible print but in Year 2 a few pupils have started to join up their writing. There is some inconsistency in style. Pupils are not always clear about what is acceptable handwriting and a few examples of work are untidy. Progress in punctuation is less evident as pupils are not transferring the skills they learn in exercises to their independent writing. The lack of individual targets for improvement leads to pupils being introduced to too many new skills before they have consolidated their previous learning.
82. Teachers plan many experiences for pupils to practise their skills in other lessons. Although overall skills are below average most pupils are at a level that allows them to make progress in other subjects. In science, for example, pupils in Year 2 label their diagrams and in history write about the Black Death showing good recall of facts. Pupils are starting to use their reading skills to research information on the Internet.
83. The overall quality of teaching seen was good and enables pupils to learn at a good rate. All of the teaching seen was satisfactory or better. This is an improvement since the last inspection when teaching in several lessons was unsatisfactory. The reorganisation of the literacy hour with a focus on teaching letters and sounds in small groups at the start of the lesson has had an impact on pupils' secure knowledge of letters and sounds. Support staff are used effectively to lead groups of pupils with special educational needs. Games and interesting activities keep these sessions exciting and much new learning takes place. Teachers use an interesting range of texts and pupils enjoy the shared reading activities. In Year 2, the reading of 'The Bumbley Boo' caused much hilarity and pupils quickly spotted the rhyme and joined in with the reading. Although a few examples of work were seen that had been word-processed, the use of ICT to support learning in English is underdeveloped. A particularly good feature in lessons is the firm and positive management of pupils, including those who find it difficult to maintain good behaviour for a length of time. Consequently, lessons are carried out in an orderly atmosphere and learning is not disturbed. Teachers' planning follows the guidelines of the National Literacy Strategy and ensures the requirements of the National

Curriculum are met. Teachers often make clear to pupils what tasks are to be completed in lessons, but a weakness is the lack of clarity about what it is teachers want pupils to learn in the lesson. This makes on-going assessment more difficult and leads to some tasks being set that do not take into account pupils' ability. For example, the lower attaining pupils in Year 2 were given a piece of poetry to use in their task. They were unable to read it with sufficient fluency and so the task became a copying activity with limited new learning taking place. Teachers are more effective assessing pupils' work as they circulate during lessons and often give good advice to help pupils improve. Teachers generally keep the marking of pupils' work up-to-date but occasionally they do not give enough attention to checking on the pupils' progress or telling them how to improve. A strength in many classrooms is the effective display of word lists so pupils have a variety of methods to check their spelling and this encourages them to 'have a go' with new words.

84. The management of English is good. Prompt action has been taken to improve standards by introducing new guidelines to teach letters and sounds. Information from national test results has also been used to group pupils according to their ability. This has only been happening for a short time and has not yet had any impact on standards of work. Although the school has an attractive library area it has a limited number of books and is underused for independent research. The subject makes a positive contribution to pupils' cultural development as they use a range of texts in literacy lessons. Their social skills are promoted in drama in school assemblies and productions.

MATHEMATICS

85. Since the last inspection the school has experienced inconsistent performance in national mathematics tests for seven-year-old pupils. Results have moved between being above the national average to well below from year to year. In the national tests for 2000 test results were well below both national averages and results for similar schools. In interpreting these results it must be borne in mind that there have been significant changes in the school since the last inspection. The development of the enhanced resource facility has increased the number of pupils with statements of special educational need and this has had the effect of reducing the overall performance of the school.
86. The school has made satisfactory improvement in the performance of its pupils although this is not easily seen from the overall figures. Analysis of the test results for 2000 show that pupils with special educational needs made good progress although they did not reach the level expected for their age. This analysis also reveals that other pupils are close to the national average. From a low starting point as they start in Year 1 this represents good achievement. However, higher attaining pupils do not achieve as well as they might. One of the reasons for this is the use of government suggested planning guidelines without adapting them to meet the needs of the higher attaining pupils. This leads to a lack of challenge for these pupils and they could learn at a faster rate. There is no difference in the attainment of boys and girls. The school has set realistic targets for 2001 and early indications are that these have been exceeded.
87. Inspection evidence found that standards are slightly higher than the test results although they remain below those expected. One reason for the improvement is the grouping of pupils according to their ability. This is starting to raise standards of the higher attaining pupils. Lower attaining pupils benefit from extra adult support and

this is improving their performance. The teaching of numeracy skills is good and teachers introduce sessions with lively questions. Consequently, by the end of Year 2 most pupils are beginning to solve problems using mental calculation. Most know number facts to 20 and use multiplication and division with small numbers. They are starting to know their 2, 5, and 10 multiplication tables. Higher attaining pupils are confident in counting forwards and backwards in sequences such as 87, 82, ...that use a difference of five. They understand sharing into quarters and halves. Lower attaining pupils are secure in counting in 5's, 2's and 10's and are beginning to associate this counting with multiplication. They manage addition and subtraction relationships to 20 but have not fully committed these to memory. Teachers promote these skills in other subjects. For example, pupils make much use of graphs, tables and charts to represent information gathered in geography and they are confident in this type of representation. However, there is insufficient work on using and applying mathematical skills in real life situations and in the use of properties of shape or units of measurement. Higher attaining pupils in Year 1 use place value to 100, count in 5's to 50 and recognise times at half-past and quarter-past the hour. However, lower attaining pupils work mainly with numbers to 10 and use cubes to measure longer and shorter shapes. When working with money most pupils find change from 10p or 20p. But in one of the Year 1 classes, behaviour was not good and higher attaining pupils did not become involved in finding change from 50p which was well within their capability.

88. Teaching and learning in lessons seen was good overall. The best teaching observed was in Year 2 and pupils learn at a faster rate in these classes. All lessons follow the structure of the National Numeracy Strategy and strong and positive teaching gives pupils a sense of purpose and they give close attention during the introductions. They think hard about their responses and work hard. Good use is made of support staff to involve pupils with special educational needs in all parts of the lessons. A form of 'signing' is used to improve the understanding of those pupils with severe communication needs. Staff are beginning to use ICT to support work in data handling but limited resources means pupils do not always get sufficient practice in these skills. Questions are directed to pupils of all abilities at a suitable level and explanations are clear and matched well to the pupil's needs. As a result all pupils take an active part in lessons and make good gains in their knowledge and grow in confidence. For example, one pupil with special educational needs was heard to say 'I know how to do it!' when attempting to count backwards in 2's. Other pupils were keen to demonstrate their skills in counting in 5's after practising hard at playtime. Practical activities make lessons interesting and are very helpful in enabling pupils with special educational needs to understand new mathematical concepts. Analysis of pupils' books found that the marking of pupils' work is weak. It fails to offer constructive comments or help the pupil to know what was needed to improve the work. This is linked to some extent to teachers' lesson plans. These clearly identify overall objectives but do not include the particular skills that are to be learnt. As a result there is no focus for assessing the learning of the pupils and identifying the next steps that need to be taught. This means that tasks do not always build on previous learning, and occasionally higher attaining pupils are not sufficiently challenged. For example, most pupils in a Year 2 lesson used their knowledge of odd and even numbers and their ability to count in 2's and 4's whilst identifying numbers that would share into halves and quarters. This was a useful learning experience for them to practise their new found skills but higher attaining pupils were not challenged to use their skills in different situations. Practical problems, such as sorting sweets, groups into teams or of sorting schools into four class groups, that would offer the challenge of using knowledge in real life situations

were not used. A more positive feature of teaching is good management. The encouraging approach observed in the Year 1 class, that has a large number of pupils with behavioural needs, was successful. Consequently, an orderly behaviour was maintained. Parents expressed a concern about the small amount of work to be done at home. This is satisfactory and pupils are given 'zippy bags' of activities to be done on a regular basis.

89. The management of mathematics is good. The results of national test results have been analysed and a perceived weakness in shape space and measure has been recognised as an aspect needing to be developed in the teaching of the pupils. School targets have been agreed using the results of national tests and are useful in evaluating the school's performance. A system of tracking the performance of pupils year by year is developing. This is to be used to identify attainment at the end of Year 1 and enable projections to be made about performance at the end of Year 2. Assessment information is not used to set individual targets so that pupils and parents understand what needs to be done to improve.

SCIENCE

90. The results of teacher assessments in 2000 at the age of seven were well below both the national average and the average of schools with a similar intake. These results are not as high as the previous year. The main reason for this is that the school has become an enhanced resource facility and more pupils attend the school with statements of special educational need. Inspection findings show that current standards of work are higher but remain below average. In view of the fact that children enter the school with standards that are well below those expected for children of their age, achievement is good.
91. The satisfactory standards identified in the previous inspection have not been maintained. However, the changing nature of the school's intake makes it impossible to provide a valid comparison. A quarter of the children have special educational needs and, of these, nearly one-third have formal statements of need. These children make good progress in relation to the targets in their individual education plans.
92. Another reasons for standards not being as high as in the previous inspection is the limited amount of time now allocated to the teaching of the subject. All aspects of the National Curriculum are taught but insufficient time is given to investigations and there is no common format for recording investigations. Teachers provide work for the differing abilities in their classes but it is not always effective and higher attaining pupils are not always challenged sufficiently in their work. The proportion of children achieving higher levels by the age of seven is close to the national average in most aspects of science, but below in experimental and investigative science.
93. By the age of seven, most pupils have a basic understanding of the growth and reproduction of living things and the conditions basic to their survival. Pupils classify living things according to observable similarities and differences. They know that differences in local environments affect which animals and plants are found there. Pupils name the main parts of a flower and know that water is needed for plant growth. They also know the main external parts of the body and realise the importance of a healthy diet and exercise. Pupils understand materials can change and have different qualities. Activities such as bending and stretching, and

heating and cooling, are used to investigate what happens to different materials. Through practical activities, pupils gain an understanding of electric circuits and how bulbs work in various circuits. They understand how to test and record results. For example, they carry out investigations to discover how far a car will travel down a ramp and test to see if different surfaces affect the speed. Their mathematical skills enable them to record results in a variety of formats. Pupils are less secure at setting up their own investigations or predicting findings and comparing their results.

94. Teaching is good overall. This maintains the position at the last inspection. The rate of learning reflects the teaching. Teachers' knowledge and understanding are good and they teach basic scientific skills effectively. Lesson planning is brief, but teachers ensure that pupils understand what they are going to learn in lessons. Consequently, pupils are interested and keen to achieve the objectives of the lesson and they apply intellectual effort to their work. Teachers make good use of resources to engage pupils' interest and develop their knowledge and understanding. Pupils draw on their literacy skills as they produce labels, carry out research from books and the Internet, listen and debate, develop their vocabulary and report on results. Opportunities for all pupils to use computers to express their data are few. Teachers ensure all pupils play an active part in the lessons and check that questions are matched to pupils' understanding. As a result pupils are confident trying out scientific investigations. Teachers offer advice as pupils are working and this is effective in clarifying any misunderstandings and moving pupils on in their learning. The management of pupils is effective and the good behaviour and relationships that prevail promote good learning. Support staff contribute effectively to pupils' progress. Pupils' work is generally marked, but very few comments are made to help pupils to have sufficient knowledge of their own learning or how they might improve. Individual targets for improvement are not set and pupils are not clear about what standards they should be aiming for.
95. The management of the subject is good. Although the co-ordinator has not yet had the opportunity to monitor teaching and learning, an audit has been carried out that identifies areas for improvement. Since the last inspection, the policy and planning guidelines have been revised and resources improved. New systems to assess attainment when topics are completed are included in the new guidelines. As yet these systems are not firmly established in the school, which is one reason for the lack of challenge for higher attaining pupils.

ART AND DESIGN

96. Standards of work in art and design are above those normally expected for pupils at the age of seven. This represents good achievement for all pupils, including those with special educational needs. The high standards identified in the previous inspection have been maintained and the school provides a stimulating range of activities for pupils to enjoy.

97. During the inspection the focus was on design and technology and no art and design lessons were seen. Judgements are based on reviewing the school's portfolio of work and the attractive displays of art around the school. The strength in the subject is the wide range of experiences planned for pupils. A focus on providing tasks at which everyone can succeed is in keeping with the school's philosophy of including everyone in all activities. For example, the use of brightly coloured pipe cleaners to make simple figures led to an attractive display and all had successfully achieved movement in their character. Pupils in Year 2 give close attention to detail when drawing spring flowers, which are then used to create a collage. Very impressive pictures have been produced when pupils have had a picture stimulus and had to provide a suitable background. Pupils clearly understand the importance of the background. A range of artists is reviewed. For example, pupils use effective strokes and colours to create a picture in the style of Monet. The design element is evident in pupils' African masks made in papier-mache after first drawing their designs. These experiences make a positive contribution to pupils' cultural development. Pupils are challenged with tasks that are usually seen in older pupils. For example, they explore ideas about shape and patterns after a visit to a local church and record their ideas in sketchbooks. The use of photographs to demonstrate these shapes is an effective teaching strategy. Pupils have opportunities to work in groups and the textile work produced with the help of a visiting artist is of a high quality and provides an attractive display in the school hall.
98. There is not enough evidence to make a judgement on teaching. Looking at the quality of pupils' work shows that teachers have high expectations, learning is good and occasionally very good. Pupils take great pride in their work. Lessons are obviously prepared diligently using high quality resources. Skills have been carefully taught in order to produce the attractive work seen. Teachers effectively link to other subjects. For example, Year 2 pupils have produced very colourful pictures of the Fire of London.
99. The management of the subject is good. A portfolio of examples of work has been compiled that effectively monitors standards of work in different classes.

DESIGN AND TECHNOLOGY

100. The school has made satisfactory improvement since the last inspection. It has introduced the revised curriculum for design and technology and teachers include activities to develop the essential skills of designing, making and evaluating. Currently standards of work and achievement are satisfactory. Pupils with special educational needs are making good progress relative to their previous learning.
101. Pupils learn from a wide variety of activities in a structured scheme that ensures a full range of materials and skills are used. They use design technology in subject areas such as science when they investigate 'pushes and pulls' and make moving figures. They use ICT for computer aided design when making three-dimensional robots from boxes. Year 2 pupils use construction kits confidently and are currently designing and making wheeled vehicles. They are using fixed axles with moving wheels or fixed wheels with moving axles. They use tools, such as scissors and saws, with confidence and measure lengths of dowel to use as axles. Problems of fixing wheels and axles to the body of the vehicle are solved effectively and pupils are imaginative in the purpose of their vehicles from three wheels for a light vehicle to six wheels for a heavy load-carrying vehicle. Further problems of support are

solved when several pupils decide to mount a heavy cannon on the front of their tanks. Their thinking develops from gluing to a cantilever mounting system that supports the weight of the cannon effectively. However, there is a uniformity about some of the techniques that are used that suggests too much direction by teachers. Pupils could not readily explain the use of a triangular shape to support axles on the vehicles nor could they develop ideas about the strength of triangles in construction. Accurate use of measurement was not seen in the cutting of axles to match the width of the bodywork.

102. Teaching and learning are satisfactory overall. Analysis of pupils' work and lesson observations reveals a full curriculum for design and technology with an interesting range of experiences planned. Activities are clearly structured so that pupils design, make and evaluate. Teachers effectively use discussion to extend pupils' understanding of the purpose of selected methods and their suitability to achieve the required design features. Resources are plentiful and readily available. As a result pupils have opportunities for decision making and for the use of trial and error in solving their problems of assembly. They become absorbed in their work and use materials confidently. Year 1 pupils willingly discussed the properties of fruit and the need for washing hands and fruit in their lesson about designing a fruit salad. However, they were not able to link their observations about the fruit that they were testing to the merits of a fruit salad. This is a common weakness in lessons with staff focussing more on the activity than on the learning of skills. Similarly, when constructing wheeled vehicles the accurate use of measure was not developed sufficiently and there was more emphasis on making rather than the skills used in the making.
103. Management of the subject is good. The new planning guidelines have ensured full teaching of the curriculum to include food and construction.

GEOGRAPHY

104. By the time pupils are seven their standards of work are above those expected for their age. Pupils' achievement overall is good and pupils with special educational needs make good progress. Improvement since the last inspection is good. Standards have been raised from satisfactory to good.
105. By the age of seven, pupils have a good knowledge of the school environment, the immediate locality and the natural world. They make plans and maps of the school and their route to school, drawing on knowledge gained from walks around the school, the school grounds and the local area. Pupils in Year 1 develop their skills in mathematics as they produce bar graphs to show how pupils travel to school. They conduct a traffic survey, produce a pictogram of the results and consider how the area could be made safer. Pupils in Year 2 become familiar with contrasting areas of the United Kingdom, as they compare life on the Scottish Island of Struay. They visit the seaside resort of Skegness and contrast it with Derby. They develop their ICT skills and research skills as they seek information on the Internet about seaside resorts in the past, in order to compare seaside resorts today with those in Victorian times. Their geographical vocabulary increases, as they describe these differences. They trace the origin of postcards 'received' from Rammie Bear, as he 'travels' to other places in this country and abroad. The curriculum is further enriched through a short residential visit to Sherwood Forest where pupils develop their geographical skills as they explore the features of the area. They increase their scientific knowledge as they study the major oaks and other trees. Their

historical skills are developed, as they investigate life as an ice-age hunter at Cresswell Crag.

106. Teaching is good and the rate of learning reflects the teaching. This represents an improvement since the last inspection when teaching was satisfactory. Teachers' knowledge and understanding is good and they teach the basic skills thoroughly, with the result that pupils' acquisition of knowledge, skills and understanding is good. Lesson planning is brief, but teachers ensure that pupils understand what they are going to learn and what they are expected to achieve. As a result, most pupils are motivated to apply intellectual and creative effort to their work. Teachers make good use of resources, including information and communication technology, books, globes, maps, photographs, artefacts and pictures, to engage pupils' interest and develop their research skills. Skilful questioning in lessons extends pupils' knowledge and understanding and ensures the involvement of all pupils. The management of pupils is good, and the good behaviour and good relationships that prevail promote learning. Tasks are set for differing ability groups but the lack of a formal assessment system leads to higher attaining pupils not always being sufficiently challenged. Support staff contribute effectively to pupils' progress by providing effective advice and help in lessons.
107. The management of the subject is good. The new co-ordinator has an overview of teachers' planning and pupils' work and plans to monitor teaching and learning. Since the last inspection, the policy and planning guidelines have been revised and resources have been improved. Plans show that these will be further enhanced, particularly with regard to ICT, to support the new, government planning guidelines.

HISTORY

108. By the time pupils are seven standards of work are average. The standards identified in the last inspection have been maintained. Considering pupils' low levels of attainment as they start school, achievement overall is good. Pupils with special educational needs are supported effectively in lessons and make good progress.
109. By the age of seven, pupils are beginning to recognise the distinction between past and present in their own and other people's lives. They understand aspects of the past beyond their living memory. They discover why we hold an annual Remembrance Day and how we know about the Great Fire of London. They seek the answer to the question, 'Why do we remember Florence Nightingale and Mary Seacole?' They study seaside holidays in the past, with particular reference to Skegness. Historical skills are developing and pupils pose historical questions and find the answers. During a short residential visit to Sherwood Forest, they visit Cresswell Crag and learn about life as an ice-age hunter. They make rubbings of cave paintings and look at the jawbones of some animals to identify them. They compare the skull of an ice-age hunter with their own skull. They consider the differences in the clothes worn at that time and today. Pupils in Year 1 understand what homes were like in the past, particularly in Victorian times and how they differ from homes today. They use their skills in ICT to represent the types of houses in the locality, i.e. flats and terraced, semi-detached and detached houses. They identify differences between old and new toys, find answers to simple questions about the past and begin to develop a sense of chronology as they place toys and household objects in order, using language related to the passage of time.

110. Teaching and learning are good overall. This represents an improvement since the last inspection, when they were satisfactory. Due to timetabling arrangements, it was not possible to observe any lessons. Evidence was obtained from an examination of pupils' work, the policy and scheme of work, teachers' planning, photographic evidence, current displays and a discussion with the co-ordinator. All teachers make strong links with history in their geography lessons. It is clear from the evidence that teachers' knowledge and understanding is good and that they teach historical skills well, with the result that pupils' acquisition of knowledge, skills and understanding is good. Lesson planning is brief, but pupils' work shows that they know what is expected of them. They apply intellectual and creative effort to their work. Teachers make good use of resources, including the limited number of computers, books, artefacts, photographs and pictures, to engage pupils' interest and develop their historical enquiry skills. Appropriate methods of matching pupils' work to their ability are used, but the lack of a formal system to assess progress leads to higher attaining pupils not always being sufficiently challenged.
111. The management of the subject is good. The experienced co-ordinator has an overview of teachers' planning and pupils' work and also monitors teaching and learning. Since the last inspection, the policy and scheme of work have been revised and resources have been improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. Although standards in information and communication technology (ICT) are below average at the end of Year 2 there has been good improvement since the previous inspection. Pupils are now learning all the skills in the more demanding programme of study and have access to computers in every classroom. Inspection evidence shows all skills are carefully taught and each pupil has learning experience of all techniques. However, there are still insufficient resources in the school for pupils to gain frequent and regular experience in skill development. This restricts the use of these skills in supporting learning in other subject areas. As a result most pupils are hesitant in using the keyboard and are unsure of the use of many important keys when they are editing work. Overall achievement is satisfactory. Higher attaining pupils in the Year 2 classes are capable and confident in the use of software and these pupils are used to support other pupils in their learning. As a result of the school's clear policy on inclusion pupils with special educational needs make good progress with the support of the specialist teachers and the policy of taking part in all activities within the classroom.
113. By the end of Year 2 pupils change text, access the Internet for weather reports or information about Skegness, research databases such as Encarta, use graphics to create pictures, do independent writing and represent information from surveys in graphical form. Younger pupils create three-dimensional pictures in design and technology, use a digital camera and write stories. The breadth of experience is wide and imaginative in demonstrating the use of ICT in support of learning in other subject areas. But all learning is 'tutored learning' and, when they work alone, most pupils are not sufficiently familiar with the operation of the software to proceed independently. Since the provision of equipment is recent it is to be expected that older pupils have had limited experience and that younger pupils are working at levels that are almost as expected for their age.
114. Observation of lessons in other subject areas and analysis of pupil's work shows that teaching and learning are satisfactory overall. Teachers are aware of the need

to provide opportunities for the use of ICT in many subjects and they teach the whole programme of study. However, they miss opportunities for greater learning by the pupils by 'controlling' the learning of the pupils through demonstration sessions. For example, they introduce the whole class to the workings of the software or the requirements of the activity but then delay the 'hands on' learning until a later date. As a result the pupils have forgotten much of the instruction and are soon in need of assistance. This inefficient use of time means that other activities are interrupted and fewer pupils experience the activity in a given time. This is in part due to the lack of sufficient hardware to teach skills to whole class groups but it is also due to weakness in teaching methods that do not make best use of opportunities for using the resources. Computers were not used in most of the lessons observed during inspection. A few teachers do not see the importance of using ICT at every opportunity and for all types of work including free writing.

115. At present the post of co-ordinator for ICT is unfilled. A new member of staff has been appointed to take on the role in September. However, there is a development plan for ICT and funds are available to increase resources and teachers' skills.

MUSIC

116. Overall standards in music are satisfactory. The quality of pupils' singing is often good, reflecting good achievement for many pupils. Pupils with special educational needs are fully involved in all aspects of music and make good progress. Teachers check closely that pupils with formal statements that identify communication difficulties get sufficient attention and they achieve much in these lessons. The standards identified in the previous report have been maintained.
117. By the end of Year 2, pupils know a good range of songs from memory and enjoy including the actions. In assemblies a teacher playing a guitar often accompanies the pupils and they sing in unison tunefully. Pupils enter assemblies to recorded music and are reminded of the composer. During the inspection pupils enjoyed listening to 'Peter and the Wolf' with a focus to listen for the different animals. Music from other culture is used and pupils have listened to Gamelan music as part of their topic on Indonesia. This aspect of music adds considerably to pupils' cultural development. Only one lesson was seen in Year 2 during the inspection. In this lesson the great majority of pupils listened attentively to music and identified sections that represented different types of weather. For example, they talked about thunder, wind and lightening at suitable parts in the music. They understand that different moods and feelings can be represented in music and decided the quieter music was when the sun was shining. Pupils compare the different types of music. They described the first part as 'louder' and 'busier' than the second section. When selecting percussion instruments pupils suggested which type of music their instrument could represent. During the lesson there was no evidence of pupils making improvements to their work or in composing their own music. Other evidence on display shows that pupils in Year 1 have composed simple tunes. They have drawn pictures in response to music. For example, a few link the music to their feelings and draw smiley faces whereas others use colour and shape to interpret the speed and volume of the music. Examples of pupils' work in Year 2 show satisfactory standards in composition. Pupils have worked in groups responding to picture cards to play their own composition using chime bars and clapping.

118. Overall teaching and learning are satisfactory. Planning follows a detailed scheme of work but lesson plans are brief and it is not always clear what it is pupils are to learn in the lesson. A good focus is placed on singing which has a positive impact on the pupils who have language and communication difficulties. The use of songs with actions ensures they are fully involved and learn at the same rate as their classmates. In assemblies and lessons the management of pupils is good. As a result pupils respond with good behaviour and enjoy singing and playing instruments.
119. Management is satisfactory. The co-ordinator is new and is in the early stages of identifying aspects for development. These areas of development are being identified through observing teaching and learning and discussions with staff. Assessment is an area identified for further development.

PHYSICAL EDUCATION

120. Standards at the age of seven years are good and this represents good achievement for all pupils, including those with special educational needs. All pupils benefit from the help and encouragement of specialist support. Pupils with communication skills and limited powers of expression take a full and successful part in the lessons. Standards have improved since the last inspection.
121. By the end of Year 2 pupils respond well to a strong rhythm and move vigorously in time to the music in an aerobic style warm up sequence. They imaginatively create their own series of movements that identify and appropriately respond to key moments in a dramatic piece of music. Another group of lower attaining Year 2 pupils listened closely to the music but found some difficulty in keeping time whilst moving around the room. Year 1 pupils appreciate the need for 'warm up' routines for physical education lessons and then move into confident bouncing and catching of a ball. Pupils develop accurate skills of throwing and show an awareness of moving into space in order to receive a pass. Pupils with special educational needs are fully involved. Support staff take part in the lesson and check on any behavioural issues as they arise. This leads to learning at the same rate as other pupils.
122. Teaching and learning are good. Lessons are conducted at a brisk pace and this gives pupils a real sense of purpose about their activities. They learn about the need for vigorous activity and follow enthusiastically the good lead from their teachers. During warm up sessions there are frequent change of direction and movement. This maintains pupil's interest and they work hard and listen carefully to instructions that are clear and carefully explained. Teachers understand the purpose of the lesson and set the pupils imaginative tasks and use music of high quality for dance. However, although they use demonstrations of good work from the pupils, they do not make the most of opportunities to explain what it is that is so good about the example and so do not raise standards further. During lessons on games skills teachers use demonstration effectively. They remind pupils of skills already learned and use time limits to maintain the concentration of pupils as they concentrate on their throwing and catching to achieve success and gains in confidence and accuracy.
123. Management of the subject is good. The curriculum is varied and covers all the requirements of the National Curriculum. Strong, positive leadership is given to benefit less confident members of staff. Resources have now been improved

considerably. The hall is well equipped with appropriate equipment for balance, climbing and supporting that is challenging and suitable for the height of the pupils. It is attractive and in good condition. Small equipment is plentiful, colourful and of good quality. This is a big improvement on the resources noted in the previous report.

RELIGIOUS EDUCATION

124. By the age of seven standards are in line with those expected by the locally agreed syllabus and achievement is good. Strengths in standards are pupils' spiritual awareness and their understanding of the need to be tolerant of others and appreciate how their behaviour can affect others. Standards identified in the previous inspection have been maintained. There has been improvement in other areas and the school has resolved the weaknesses in limited artefacts and visits and these are now good. These improvements have proved particularly beneficial for pupils with special educational needs and especially those with language and communication difficulties. By visiting churches and handling artefacts they get a real insight into the subject and make good progress in extending their knowledge and understanding of religious education.
125. Whole school assemblies often include stories from the Bible and pupils understand that these often have messages for them about the way they live. For example, pupils listened to the story of Zacchaeus and showed amazement when Jesus knew his name although he was hiding in a tree. During a time of quiet reflection after the story pupils thought about people they might have hurt and how they could make amends for this. That many pupils had given due thought to this was evident in their response, such as, 'share with them' care for them'. In Year 2 pupils learn about how Hindus worship. The lesson made very good use of artefacts and took pupils through the rituals followed in preparation for prayer. This led to very good learning as pupils maintained interest throughout the lesson. Pupils appreciate that these resources are very precious and handle them sensitively. Higher attaining pupils compare some of these resources with Christianity. Examples of work reflect the school's emphasis on developing a caring community. In Year 2, pupils discuss the importance of belonging to a family and what makes them happy and sad. As part of their studies in personal and social development pupils discuss their own characters and what they like in other pupils. They suggest ways of helping the less fortunate, such as, 'when he was poorly I did some shopping'.
126. Only two lessons were seen. Teaching was very good in one lesson and satisfactory in the other. Taking into consideration teachers' planning and the examples of pupils' work teaching and learning are good overall. Lessons start with music that sets a calm atmosphere to lessons. This was very effective in Year 1 when the teacher used music that calls people to prayer in the mosque. Although a few pupils found it difficult to respond and some embarrassed sniggers occurred, the great majority respected the music as being special for followers of Islam. A variety of activities maintained the interest of pupils in Year 2. By wrapping the artefacts in paper the teacher very effectively captured pupils' interest and all pupils, including those who find it difficult to concentrate for long, were fully involved in the 'guessing' activity. As a result many pupils recalled the names and purposes of the artefacts when they had time to look at them more closely. Teachers prepare thoroughly so that they have a good knowledge of the topics they are teaching. In response to the last inspection the school arranges several visits and teachers plan these carefully

including links to other subjects. For example, during a visit to the local church as well as looking at the religious nature of the building pupils in Year 2 also focussed on shape and pattern as part of their art and design work.

127. Management of the subject is satisfactory. The co-ordinator is new to the management role and has yet to monitor teaching and learning. A day is set aside for this in the near future. Future priorities are suitable. They include more focus on assessment, looking at ways to record pupils' progress as recognised in their oral contributions to lessons as well as written work. The subject makes a significant contribution to pupils' spiritual and cultural development. Teachers also grasp every opportunity to extend pupils' speaking and listening skills through discussion and drama.