

INSPECTION REPORT

OAKWOOD INFANT & NURSERY

COMMUNITY SCHOOL

Alvaston, Derby

LEA area: Derby City

Unique reference number: 112767

Inspection number: 193205

Headteacher: P A Edge

Reporting inspector: P D Eardley, 17871

Dates of inspection: 26 February – 1 March 2001

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and nursery school

School category: Community

Age range of pupils: 3-7

Gender of pupils: Mixed

School address: Waldene Drive
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Appropriate authority: The Governing Body

Name of chair of governors: J Hughes

Date of previous inspection: 7 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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19498	James Nugent	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
4306	Kris Sharma	Team inspector	Science Art & design Design & technology Under fives English as an additional language	How well are pupils taught?
15965	Warwick Ellis	Team inspector	Geography History Music Physical education Equal opportunities	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?
12805	Valerie McCartney	Team inspector	English Religious education Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Oakwood is a large infant and nursery school with 294 boys and girls aged between three and seven. Most pupils spend two or three terms part-time in the nursery before joining the reception year at the start of the term in which they are five. Twenty one percent of pupils are entitled to free school meals (slightly above average) and 12% (below average) are on the school's register of special educational needs. No pupils have English as an additional language. Attainment on entry to the school is below average for most pupils in language, literacy and mathematical development.

HOW GOOD THE SCHOOL IS

Oakwood Infant and Nursery School provides a satisfactory education for its pupils. Leadership by the head teacher and key staff is good and they are well supported by a strong and active governing body. Pupils' attitudes and behaviour are good and they enjoy going to school. The provision the school makes for pupils with special education needs is good and provision for pupils' personal and social development is very good. The school has given high priority to improving standards in English and mathematics over the past two years. Pupils achieve satisfactory standards of work in English and most other subjects because teaching is always satisfactory and almost half is good or very good. Pupils' standards in mathematics are improving but they need to be still higher. Pupils make satisfactory progress in the nursery and reception classes and good progress in Years 1 and 2. The head teacher creates an excellent climate of care and relationships in the school are very good. As a result pupils, staff and parents feel valued. The strong emphasis on promoting pupils' self-esteem is helping them to become successful learners. The school provides satisfactory value for money.

What the school does well

- Leadership of the school is good.
- Teaching is satisfactory and often good or better.
- Pupils' attitudes to school, and their behaviour are good. They enjoy going to school.
- Relationships within the school and pupils' personal development are very good.
- The provision for pupils with special educational needs is good.
- Pupils are well cared for by teachers and support staff.
- The partnership the school has developed with parents is very good.
- Provision for pupils' moral and social development is very good.

What could be improved

- Some aspects of the school improvement plan.
- Teachers' planning for the Foundation Stage.
- Standards in mathematics.
- The attainment of more able pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made satisfactory improvement since the last inspection, and good progress over the last two years. It is well placed to continue to improve. Pupils' standards in English have improved and broadly meet national expectations. Standards in reading, writing and spelling are now satisfactory but further improvement is needed in pupils' handwriting and speaking skills. Standards in mathematics have also improved and although they are still below national levels in tests they are much closer to them now in lessons. Planning is better because it provides for the differing abilities of pupils, builds on their previous experiences and ensures sound coverage of the National Curriculum. Teachers plan work for more able pupils but sometimes the work is still not sufficiently challenging. Planning in the Foundation Stage needs further improvement to take into account the introduction of the national Early Learning Goals. The school's arrangements for the assessment of pupils are better now than at the time of the last inspection. Assessment is now closely related to the National Curriculum and has built-in procedures so that pupils' academic achievements are carefully monitored. Pupils' records of achievement and termly individual records include comments on behaviour and personal development, presenting a rounded picture of their progress. The quality of teaching is much better than it was during the last inspection with all teaching now satisfactory and nearly half good or better. The school has improved the provision for pupils in the playground by marking out games which pupils are taught to use. Pupils are well supervised at break and lunchtimes. Staff and governors are much more closely involved in the production of the school improvement plan. The plan is detailed and has the right priorities, but some aspects of planning need further improvement.

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	E	D	C	well above average A above average B average C below average D well below average E
writing	D	E	D	C	
mathematics	E	E	E	D	

After a flat period standards improved in 2000. Standards in lessons in English and mathematics are higher than the most recent test results indicate and the school is well placed to continue to improve them. This is because of the improvements the school has made to the quality of teaching and the strong leadership provided by subject coordinators.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils are enthusiastic about school, work hard and show good levels of interest.
Behaviour, in and out of classrooms	Good: pupils behave well in lessons and this enables them to learn effectively.
Personal development and relationships	Very good: pupils take on responsibilities enthusiastically. They relate well to each other and to adults and are sensitive to the needs of others.
Attendance	Satisfactory: pupils are generally punctual and lessons start on time.

Pupils' attitudes are good and they enjoy going to school. They are enthusiastic, work hard and are interested in their lessons. They are good listeners and show sensitivity to and awareness of others.

TEACHING AND LEARNING

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

The quality of teaching is satisfactory and in almost half of lessons it is good or better. This is a significant improvement since the last inspection when teaching in one in five lessons was unsatisfactory. Teaching in the nursery and reception classes is satisfactory overall and there is some good and very good teaching, but planning needs to be better coordinated and have a stronger emphasis on what pupils should learn. Teaching in Years 1 and 2 is generally good. In English teaching is good and in mathematics it is satisfactory. Planning provides for the differing needs of pupils, although sometimes tasks for more able pupils should be more challenging. Teachers' questioning skills are good and challenge pupils to think hard about what they are doing. Teaching of pupils with special educational needs is good because teachers and learning support staff know them well and teach to the targets in pupils' Individual Education Plans (IEPs). Skills of literacy are well taught and teachers encourage their use across the curriculum, but more attention should be given to improving pupils' speaking and handwriting skills. Numeracy skills are soundly taught but pupils do not always make the best use of them. Pupils make satisfactory progress in the nursery and reception classes and good progress as they get older. Relationships are very good so that pupils feel secure in asking for help when they need it.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory: the curriculum meets statutory requirements. The school gives a high priority to raising standards in English and mathematics. Planning for the Foundation Stage needs some improvement.
Provision for pupils with special educational needs	Good: the school's provision is effective. Teachers plan carefully for pupils and they are well supported by the school's teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: provision for pupils' personal, social and health education is a strength of the school. The provision for pupils' moral and social development is very good.
How well the school cares for its pupils	Very good: the school has maintained high standards. Procedures for assessing and monitoring pupils' performance are good.

The school makes good use of visits and visitors to enrich the curriculum and involves older pupils in discussing ways in which some aspects of school life could be improved.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good: the head teacher and staff work well together and are committed to improving standards. The management of provision for pupils with special educational needs is strong.
How well the governors fulfil their responsibilities	Good: governors are active and provide strong support. They are well informed about the school's progress and work closely with the head teacher to make improvements.
The school's evaluation of its performance	Satisfactory: the school has good procedures for analysing National Curriculum tests and uses the results to make improvements. The school monitors standards of pupils' work but the monitoring of teaching needs to be more regular and systematic.
The strategic use of resources	Good: financial planning and administration are good. The head teacher and governing body budget systematically for the school's needs. The use of teaching assistants helps to support pupils' good progress.

The school has sufficient qualified teachers and support staff to meet the needs of the curriculum. Accommodation is well used and the range and quality of learning resources are good. The school provides satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Pupils like school, they behave well and make good progress.• The school works closely with parents and keeps them well informed about how pupils are getting on.• The quality of teaching is good. The school expects pupils to work hard and do their best.• Parents feel comfortable about approaching the school.• The school is well led and managed and is helping pupils to become mature and responsible.	<ul style="list-style-type: none">• The range of extra-curricular activities.• Some parents would like more information about how their children are getting on.

Inspectors agree with the positive points made by parents. The school is currently considering a range of extra-curricular activities including a lunchtime drama club. The school provides good information about pupils' progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Most pupils spend two or three terms part-time in the nursery before joining the reception year at the start of the term in which they are five. On entry to the nursery the skills of most pupils in speaking and listening, number and personal independence are not well developed. Attainment is generally below the levels expected for pupils of this age. By the end of their time in reception a substantial majority of pupils achieve the Early Learning Goals in personal, social and emotional development, knowledge and understanding of the world and physical and creative development. This represents an improvement since the previous inspection when attainment was below expectations in most areas of learning. Although most pupils make satisfactory progress in the Foundation Stage, a significant number do not achieve the expected levels in language, literacy and numeracy.

2 By the time pupils are seven attainment in English is broadly in line with the national average. The results of the 2000 National Curriculum tests indicate that although attainment in English was judged to be below the national average in reading and writing, the results were just below average in reading, and in writing the results were very close to the national average. The number of pupils achieving the higher level 3 in writing was in line with the national average. Over time, boys have made better progress in writing than they have in reading, although they do generally less well than girls. In comparison with similar schools, pupils perform just as well in English and achieve better results at the higher levels in writing. Whilst there has not been a gradual upward trend since the previous inspection there has been a very noticeable improvement between 1999 and 2000 because of the successful introduction of the literacy hour and the school's planned strategies to develop pupils' confidence and self-esteem. Literacy skills are well taught and teachers encourage their use across the curriculum.

3 The results of the 2000 National Curriculum test results indicate that attainment in mathematics was well below the national average and below those of similar schools. Attainment in lessons is still below the national average but it is closer to the expected level than that indicated by the most recent test results. This is because of the implementation of the National Numeracy Strategy, which has led to improvements in planning and teaching. In the last inspection standards for pupils in Year 2 were below national averages with significant numbers not reaching the expected level. Standards since then have remained low except in 2000 when the results for seven year olds in the national tests improved significantly. The school's rate of improvement between 1999 and 2000 was better than that achieved nationally and the school is well placed to continue this improvement. The 2000 test results also indicate that the number of pupils achieving the higher levels was well below the national average and below those of similar schools. Inspection evidence indicates that these pupils should do better.

4 Pupils make very sound progress in reading. Most are positive about books and enjoy shared reading. They are developing the skills needed to use a library and gain information. Standards in writing are improving. Pupils know about the use of full stops and capital letters and the most able pupils are beginning to use speech marks and commas. Pupils now write in a wide range of ways including stories and poems, but standards in handwriting are not good enough. Standards in spelling are developing well because of the systematic teaching of phonics and sight vocabulary. The vast majority of pupils have good listening skills. Most pupils are able to talk about things that interest them but are less good at using spoken language to question and explore ideas. The school is aware of this and plans good opportunities for pupils to develop speaking skills across the curriculum.

5 Most pupils make satisfactory progress in mathematics. By the time they are seven most are beginning to solve problems involving money and time and measure with reasonable accuracy. They can recognise, name and say something about the properties of two-dimensional shapes. Some can recognise, sequence and count numbers to 100 and a few can go beyond this. Pupils are being taught some methods for mental calculation but the range of methods should be wider. Even though they have been taught efficient methods for mental arithmetic pupils do not always use them in their work, often reverting to counting from zero on their fingers. This slows their progress and lessens their confidence in using number across the curriculum. Although attainment is better than at the time of the last inspection, further improvements are needed in pupils' ability with mental calculations and the recording of their work. Pupils' methods of recording do not always support their mathematical understanding. Throughout the school pupils' ability to estimate, and to check their own work is developing and more opportunities are provided for them to solve problems. This is an improvement since the last inspection. The progress of more able pupils is sometimes restricted because tasks are not sufficiently challenging. Numeracy skills are soundly taught but pupils do not always make the best use of them in other subjects.

6 The school set and exceeded targets for the proportion of pupils reaching level 2 and above in English and mathematics in 2000. Higher targets have been set for 2001 including a target for pupils achieving the higher level 3. Raising standards in English and mathematics was a key issue in the last inspection. The school has made satisfactory progress but standards in mathematics need further improvement.

7 Attainment in science meets national expectations and most pupils make at least satisfactory progress. Progress in investigative work is good. The school has been successful in improving pupils' skills in investigative work since the last inspection because the coordinator has been influential in stressing their importance and has provided good support for teachers' planning. In practical work pupils undertake a number of experiments, making predictions about what will happen, taking care to conduct a fair test.

8 Standards in information and communication technology (ICT) are in line with national expectations. This is an improvement since the last inspection when standards were judged to be broadly satisfactory but with some weaknesses. Throughout the school pupils use computers with growing confidence and enthusiasm. Most pupils are now able to save and retrieve their work. They collect information and present their findings, for example in block graphs. Pupils use word processing to draft stories, poems and newspapers and are beginning to use CD-ROMS and the Internet to locate information, for example in science.

9 In art and design pupils' attainment in making and recording first hand observations is above national expectations and their skills in using a variety of materials and processes matches the expected level. This is an improvement since the last inspection. Standards in design and technology (D&T), geography and history match the nationally expected levels and this is also an improvement. In music standards are in line with national expectations. It is not possible to make an overall judgement about standards in physical education (PE) because only gymnastics and one dance lesson was observed, but standards in these lessons were in line with those expected nationally. There is insufficient evidence to make a judgement about standards in religious education (RE), but displays, photographic evidence and teachers' planning indicate that the school is well placed to promote good standards.

10 In Key Stage 1 pupils make good progress. Pupils with special educational needs (SEN) also make good progress because of the good provision and the good ethos of the school, which is supportive of inclusion. Pupils try hard and want to do their best. They know the targets on their Individual Education Plans (IEPs) and those with behaviour targets are

motivated by the rewards they receive for success. The school's good provision results in pupils' high self-esteem which helps them to learn.

Pupils' attitudes, values and personal development

11 Pupils' attitudes to school are good and they enjoy going to school. They are enthusiastic, work hard and are interested in their lessons. Behaviour is good and there have been no exclusions during the past year. Pupils usually behave well in class and this enables them to learn effectively. The attention of a very small number of pupils can wander when they are not fully occupied but teachers know them well and encourage them back to work. Pupils are well aware that good behaviour will be rewarded and they are avid collectors of stickers, stamps, certificates and 'brilliant bricks'. Teachers work very hard to promote good behaviour and they use praise effectively to encourage pupils.

12 During personal, social and health education lessons (PSHE), pupils are good listeners and show sensitivity and awareness of how their actions affect others. This has a positive impact on other areas of the curriculum, for example in English where pupils feel confident to express their feelings about characters in stories. Pupils react well and carry out their tasks diligently when given the opportunity to undertake a wide range of responsibilities. Parents value highly the school's caring ethos and pupils show they care through their work habits and in the way they help others. Pupils feel valued and know that their ideas and feelings are important. They relate well with one another and to the teachers and other adults who work with them. They work well in pairs and small groups and readily share resources.

13 Pupils with SEN make good progress, particularly in those areas that relate to attitude and personal development. This progress is the result of good provision and the inclusive ethos of the school. Pupils try hard and want to do their best. They share fully in class activities. In withdrawal groups, where pupils feel more confident, they are particularly eager to participate and enjoy their success. Pupils know the targets on their IEPs and those with behaviour targets are motivated by the rewards that mark small steps in their progress. They are pleased with themselves when they succeed. The very good provision for the personal development of pupils with SEN results in a growth in confidence and self-esteem which makes them more ready to learn.

14 Although pupils like coming to school attendance is only broadly in line with the national average. The school is dealing with this situation and has introduced positive initiatives, including excellent cooperation with external agencies, to improve attendance. Registers are monitored effectively and registration time is well used, creating a calm and purposeful start to sessions. In one class for example, pupils were able to respond to the marking of attendance and dinner registers using simple phrases in other languages. This raises pupils' interest and focuses their attention on the teacher who can then move smoothly into the first lesson. This is an improvement since the previous inspection.

HOW WELL ARE PUPILS TAUGHT?

15 The quality of teaching is satisfactory overall and in almost half of lessons it is good or better. During the past two years the school has improved the quality of teaching. No unsatisfactory lessons were observed and this is a significant improvement since the previous inspection when teaching in one in five lessons was unsatisfactory. The proportion of very good teaching has also improved. Teaching is satisfactory in the Foundation Stage and generally good in Key Stage 1.

16 The teaching of pupils with SEN is good because teachers know the pupils very well and are very familiar with the targets on the IEPs. These targets are very well used, particularly in literacy and numeracy, to ensure that pupils are given activities which in the great majority of cases match their needs. In lessons teachers use support staff effectively and ensure that all pupils are able to participate.

17 Within the Foundation Stage the quality of teaching varies. In the nursery and in one reception class teaching is satisfactory and sometimes better. In another reception class teaching is good or very good. Planning in the nursery focuses too much on activities and not sufficiently on the Early Learning Goals. It does not take sufficient account of the 'stepping stones' linked to each component of these goals. Teachers in the reception year have successfully adapted their teaching to accommodate the National Literacy and Numeracy Strategies. All adults in the Foundation Stage focus on pupils' personal and social development and this is helping them to become better learners.

18 Teaching in English is good and this is an improvement since the last inspection when many weaknesses were identified. Teachers are clear about what they want pupils to learn and planning reflects very closely the requirements of the Literacy Hour. Teachers use technical vocabulary confidently and accurately so that the pupils are beginning to acquire this for themselves. Tasks are generally well matched to the ability levels in the class although in some lessons tasks could be made more challenging in order to encourage pupils to achieve more highly.

19 Teaching in mathematics is satisfactory and this is also an improvement since the last inspection. Teachers are becoming more familiar with the National Numeracy Strategy and this has resulted in a higher proportion of direct teaching of mathematics. Teaching in the main part of the lesson is satisfactory although in a small number of lessons the proportion of direct teaching is lower and too much time is taken in simply supervising pupils. There is still too much reliance on worksheets and this restricts the way in which pupils use written methods to help them develop their mathematical understanding. Planning is detailed, of good quality and takes into account the different ability of pupils, but tasks for more able pupils could be harder and more open-ended to increase the level of challenge.

20 The quality of teaching of science is satisfactory or better and has improved since the last inspection. Planning is good because it builds on previous teaching and ensures coverage of the programme of study. Teachers have good subject knowledge and effectively promote the use of correct scientific vocabulary in lessons. Teachers' questioning skills are effective in extending pupils' scientific thinking and in improving pupils' attainment, particularly in experimental work. No overall judgement can be made about the quality of teaching in history, geography, art and design and ICT because too few lessons were observed in these subjects, although the teaching seen was satisfactory or better. As in the last inspection teaching remains good in RE. In music, PE and D&T it is satisfactory and often good.

21 Planning is now good and this is a significant improvement since the previous inspection. Planning meets the differing needs of pupils and seeks to build on their prior knowledge. More able pupils are withdrawn for work on thinking skills, but the work given for the higher attaining pupils in some lessons does not make sufficient demands of them because the tasks are not open-ended enough to challenge them. In a minority of lessons the tasks provided do not encourage pupils to explore and go beyond the tight boundaries set by teachers so that the progress made by some pupils is not as good as it should be. Teaching which challenges more able pupils was a key issue in the last inspection report. Although the school is making determined efforts to address this it still remains an issue.

22 Teachers' questioning skills are good and invite pupils to think hard about what they are doing. In the introduction to most lessons teachers keep pupils alert by their effective questioning and exposition, but in a minority of lessons introductions are too long and this restricts the time that pupils have to complete their work. Teachers' management of pupils' behaviour is good. Teachers encourage pupils to work well together and provide opportunities for them to work in pairs and small groups. Relationships between teachers, support staff and pupils are very good. As a result pupils feel secure in asking for help when needed. The use of support staff is effective. They are well planned and organised and their contribution to pupils' learning is very good.

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

23 The quality and range of opportunities offered to pupils meet statutory requirements in all National Curriculum subjects and RE. In recent years the school has developed a curriculum plan which embraces national schemes of work and ensures that planning is focused on the National Curriculum programmes of study. In the nursery the curriculum covers all the required areas of experience, although the planning of activities needs to be improved. A clearer focus is required on the skills, knowledge and understanding which pupils are expected to gain.

24 The school gives high priority to raising standards in English and mathematics and has successfully adopted the national strategies for teaching literacy and numeracy. The previous inspection report indicated the school was beginning to gather data from National Curriculum tests and teachers' own assessments, and was using these to make some changes to planning. This is now well established. The information is analysed in terms of strengths and weaknesses, the relative performance of boys and girls and of higher and lower attainers. Changes are made to provision as a result of these analyses and the school is beginning to evaluate how effective the changes have been. Planning and assessment were key issues in the last inspection and the school has made good progress on both.

25 Specialist skills of the staff are used effectively to provide strong support to teachers with their planning. Joint planning in year groups and the involvement in planning of teachers with expertise ensures that lessons are generally well structured. Pupils with SEN make good progress as a result of effective planning and good support from teachers and teaching assistants. The needs of most pupils are met well, but inspection evidence indicates that in mathematics teachers' expectations of the higher attainers are too low. In science, history, geography and English the closed nature of some tasks limits what some pupils, particularly higher attainers, could achieve.

26 All pupils have equal access to the curriculum. The school's inclusive policy works well. The support given to pupils with SEN ensures they have full access to the curriculum. However, on occasions a small number of pupils is withdrawn from core and foundation subjects to receive extra support for literacy. The effect of this is minimised by rotating the subjects from which pupils are withdrawn and integrating them on their return. This generally works well although when pupils miss the teaching at the start of lessons they make less progress. The daily quiet reading sessions are not a positive experience for some pupils because some books are too difficult for them to read without adult support. This prevents a number of pupils becoming absorbed in their reading.

27 At present the school has no extra-curricular activities and parents have expressed a wish for the school to provide some. The school has already canvassed Year 2 pupils to see if they would like to take part in a lunchtime drama club and their response has been very enthusiastic. The school makes good use of visits in RE, history and geography to enrich the

curriculum and deepen pupils' understanding. Visitors to the school include storytellers, theatre groups, musicians and artists. The English curriculum has also been enriched by the school's participation in national initiatives such as a poetry day and National Book Week.

28 The school's provision for personal, social and health education (PSHE) is a strength. It is well planned through each of the age groups so that pupils' experiences are coherent and include units of work devoted to anti-bullying and anger management. These units are shortly to be evaluated. Discussion with several groups and agencies associated with the school indicates that pupils' behaviour has improved significantly in recent years, in part due to the emphasis given to PSHE. The school successfully involves pupils in deciding on aspects of school life which need to be improved and about what action needs to be taken. For example in a Year 2 PSHE lesson pupils identified situations in school when they needed help and support. This became the agenda for a discussion. The pupils proposed appropriate sources of help and support. The teacher acted as scribe and word-processed the minutes of the meeting, posting these up in the classroom the following day and asking pupils to consult them when similar difficulties arose in future.

29 The school makes provision for sex education, health education and drugs misuse which is appropriate to the age and maturity of the pupils. Access to the Internet has just been established and staff are undertaking training so that in future pupils will have the opportunity of world wide contact as a resource for learning.

30 The quality and extent of the school's links with pupils' families is also a strength. Liaison of both a formal and informal nature is very good and parents are well informed about curriculum provision. The school maintains close links with the neighbouring junior school to which almost all pupils transfer. The transfer arrangements are effective so that pupils change schools with significantly less anxiety than would otherwise be the case. The two schools have collaborated on teaching spelling and RE to improve continuity for pupils. Parents expressed their satisfaction with the school's arrangements both for induction and transfer.

31 The provision for pupils' spiritual development is satisfactory. Assemblies provide appropriate opportunities for pupils to reflect on important issues such as sharing. Through the syllabus for RE pupils consider the different beliefs of other faiths, for example in one lesson they handled Hindu artefacts with care and reverence.

32 The provision for pupils' moral development is very good. Staff consistently expect high standards of behaviour, an awareness of right and wrong and consideration for others. Teaching in subjects such as PSHE and geography, for example when environmental issues are considered, also supports pupils' awareness of moral issues.

33 The social development of pupils is very good. Teachers often plan opportunities for paired and small group work and pupils cooperate well in decision making. They share resources without rancour and in whole class discussions they listen to one another respectfully. Teachers present a very good model to pupils. It is rare that voices are raised. However, they do establish clear behavioural boundaries and almost always explain calmly the reasons for any unacceptable behaviour.

34 Pupils' cultural development is satisfactory. The school makes good use of visits and visitors to help pupils understand ethnic and cultural diversity. This is supported by a good range of books about different homes and world religions and their major celebrations. Subjects such as art and design, music and geography help pupils to understand the work of artists, musicians and environments which are very different in character from the pupils' own. These experiences broaden pupils' understanding of the world around them.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35 The school has maintained the high standards of care for its pupils which were reported at the last inspection. The relationships between teachers and support staff and the pupils are a strength and pupils turn to staff readily when they need help. The school has good security systems and effective arrangements for maintaining the safety of the premises so that pupils and staff work in a safe environment. Appropriate use is made of outside agencies such as the Educational Psychology Service, Education Welfare Officers and Social Services. The nature of their involvement and any action taken is carefully documented.

36 Parents feel welcome in school and well informed about their children's progress. The extent and quality of these relationships are a strength and represent a significant improvement since the last inspection. The school has appropriate systems to promote good attendance, which are carefully monitored by the head teacher. Parents told us they know they will be contacted if their children are persistently late. They are also aware the matter will be handled sensitively and that their children will not be blamed for being late. Child protection arrangements fully comply with statutory requirements. Staff have been trained and are aware of the necessary procedures.

37 Pupils are happy in school. Very good and effective arrangements are in place to teach pupils to be respectful to one another and bullying is very rare. The school maintains a record of any incidents, the causes and the actions taken. The extensive PSHE programme makes an important contribution to pupils' behaviour, their relationships with one another and their attitudes towards dealing with any difficulties. Many opportunities have been created for pupils to undertake classroom responsibilities and attached to some of these are job descriptions which become more detailed and exacting as pupils move up the school. These opportunities help pupils grow in their confidence and self-reliance.

38 The school's assessment arrangements are better than at the time of the last inspection. They are now firmly rooted in the National Curriculum programmes of study and units of work have built-in assessment systems so that pupils' academic achievements are carefully monitored. Records of achievement and the termly individual records include comments on pupils' behaviour and personal development, presenting a rounded picture of pupils' progress. The school analyses the data from national tests in English and mathematics, using the information to make changes to provision in order to remedy weaknesses. It is beginning to evaluate systematically the impact these changes are having on standards. For example, the school is tracking the progress of some pupils now in the junior school to see if their attainment has been raised as a result of modifications to teaching when they were still in the infant school.

39 Pupils' special needs are regularly assessed and reviewed. All pupils who have SEN have IEPs. These are very good because the targets are specific, realistic and manageable. It is clear what support is in place to help the pupil meet the targets. The targets are known to pupils and parents and both are involved in the review of IEPs. The targets address behaviour as well as learning and are effective because the pupils make good progress, particularly in their personal development. Learning support staff are carefully deployed on the basis of pupils' needs and timetabled appropriately. Regular review ensures that the support is directed effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40 The school's partnership with parents is very good and this is an improvement since the last inspection. Parents who attended the meeting prior to the inspection were overwhelmingly positive in their praise for both the education their pupils receive and for the way in which the school has improved over the last two years. For example one family journeys across the city to ensure their children can attend this school and most parents feel the school has high expectations of its pupils. Parents feel able to approach the school with any problems that they have.

41 The school offers good opportunities for parents to attend sessions explaining curricular initiatives so they can become effective helpers in their children's learning. Parents are invited into school each half term to work with their children in a special activity morning. Parents are also informed about the areas of the curriculum being studied so they can contribute in school or with their children at home. A significant number of parents (22%) who returned questionnaires would like the school to provide more activities out of lessons. The school is currently considering a range of extra-curricular activities including a lunchtime drama club.

42 The school provides good information for parents about how their children are getting on and this promotes an effective partnership with the school. The reports issued at the end of each year are detailed and give parents useful information about the progress their children make. They include helpful information about targets and this is an improvement from the previous inspection. The amount of homework expected of children varies according to year group and is appropriate for their age. The school arranges early information meetings for parents so they can have an impact on pupils' achievements before the end of the year.

43 Partnership with parents is a strength of the school's arrangements for pupils with SEN. They feel involved with the provision and are able to talk with teachers informally about their child's targets. The school is aware of the significant impact on progress of parental involvement and is continuing to develop this partnership. Parents generally value the school's open approach and feel welcomed and listened to. A very active parents' association has recently been established and contributes to some of the social and financial needs of the school. Parents value the opportunity to contribute towards the school's improvement through questionnaires sent out by governors and the head teacher. The effectiveness of the school's partnership with parents has a positive impact on the progress pupils make in school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44 The present head teacher has been in post for a little over two years, and leadership and management by the head teacher and key staff is good. Working closely with the staff and governors the head teacher has successfully developed an ethos in which pupils are valued, well cared for, behave well, are enthusiastic about coming to school and are keen to learn. The head teacher has also been successful in communicating the aims and visions of the school, which address the personal and social development of pupils as well as their academic progress. Together the head teacher and staff share a strong commitment to school improvement. The newly appointed deputy head teacher has already begun to establish longer term priorities, for example the professional development of staff.

45 The head teacher has appropriately delegated leadership responsibilities to subject coordinators and other key staff with management responsibilities. Subject coordinators are well supported by the head teacher. Their roles and responsibilities are clear and time is provided for them to carry out key tasks related to the school improvement plan. Results of National Curriculum tests in reading, writing, mathematics and science are analysed and the findings used to establish priorities for improvement. The results are also effectively used to

set non-statutory targets for English and mathematics. The school exceeded its targets for 2000 and has set appropriately higher targets for 2001. Subject coordinators keep up to date with developments in their subject area and have been influential in providing advice about planning and teaching in their subject areas. As a result teachers are becoming more confident in teaching subjects where they have less expertise.

46 The head teacher works closely with the governing body and keeps them well informed. Governors are active and provide good support. They work hard and are successful in their aim of being a critical friend for the school. Planned programmes of regular meetings, committees and working parties enable them to be fully involved in personnel, financial, premises and curriculum matters. The staff work closely with governors to ensure the health and safety of the pupils. Individual governors have visited the school to observe the implementation of the National Literacy and Numeracy Strategies. A planned programme of reports by subject coordinators ensures that governors are fully aware of curriculum matters. Governors are also informed about the results of national tests and have an accurate and well-informed view about the school's strengths and weaknesses. This is an improvement since the last inspection. Governors fulfil their statutory responsibilities. Arrangements for appraising the work of the head teacher are effective and the governing body has set appropriate targets for her.

47 The leadership and management of the provision for pupils with SEN are a strength of the school. The coordinator is well-organised and effective systems have been established for record keeping. This enables the school to have a clear overview of the provision and to ensure that areas for development are appropriate. The governing body is increasingly well informed about the provision and the governor with responsibility for SEN is very knowledgeable and supportive. Leadership ensures that teaching and support staff have sufficient expertise to plan for pupils with SEN. Support staff are carefully deployed and valued as important members of the team. Resources allocated to the school to provide for pupils with SEN are used well and additional funding is carefully targeted.

48 The school is establishing a sound process for monitoring teaching and has been well supported by the LEA's literacy and numeracy consultants. The head teacher and some coordinators, particularly in English, mathematics and ICT have observed teaching and provided some helpful feedback to teachers, but have also identified the need to improve their own classroom observation skills. As yet monitoring is not systematic enough and feedback is not clear enough. Establishing systems for monitoring teaching and learning was a key issue in the last inspection and over the last two years the school has made satisfactory progress.

49 The school's planning process has been greatly improved since the last inspection by involving staff and governors more closely. The head teacher, governors and subject coordinators carry out an annual audit and this is used to establish the priorities of the school improvement plan. The current plan covers a period of only one year but contains appropriate priorities, including English, mathematics, ICT, PE and music. The plan is fully costed, linked to the school's budget and the action to be taken to bring about further improvement is clear. Progress of the plan is carefully monitored. Although the success criteria are linked to standards, they are not specific enough to be fully effective in helping the school evaluate the impact of the actions taken. The next improvement plan is at a draft stage and includes priorities over a longer period of time, but it does not yet contain an overview of priorities beyond one year or make clear the order of the priorities.

50 The school has sufficient qualified and experienced teachers to meet the demands of the curriculum for all pupils. There is good support for pupils with SEN. The school's arrangements for the implementation of performance management are going well. Provision for the induction, support and professional development of staff is good and relates to both the priorities of the school improvement plan and to the individual needs of staff. The requirement to

share the outcomes with other staff and to evaluate the impact of training on the teacher's performance ensures that the school achieves maximum benefit from these opportunities.

51 Financial planning, administration and control are good and the recommendations in the latest auditor's report have been acted upon. The head teacher and governing body has sensibly reduced a significant underspend to an appropriate level over the past two years. The governing body budgets systematically for all expenditure, and plans to improve aspects of the accommodation are appropriate. The school is beginning to make good use of the principles of best value in considering spending decisions. The school has made effective use of questionnaires to consult parents and make improvements, for example parents have been consulted over changes to the teaching of English and mathematics. The school is beginning to make good use of new technologies. Administrative systems are now computerised and the day to day running of the school is carried out efficiently by the office manager. All staff now use computers for curriculum planning and the school is linked to the Internet. When taking into account the very low unit costs of the school, the improvements made since the last inspection and the standards achieved, the school provides satisfactory value for money.

52 The school has sufficient accommodation for the present nine classes and the nursery. The accommodation is well maintained internally and kept clean and in good condition by the caretaker and his team. Spare accommodation is well used to withdraw and teach pupils with SEN. Access to the building has been improved through the provision of a ramp and handrails. Playground areas are small, but pupils are well supervised by teachers and midday supervisors. The school's arrangements for split assemblies, breaktimes and lunchtimes ensure that these areas do not become overcrowded. Improving the provision for pupils at lunchtimes was a key issue in the last inspection. The playground is well marked out with games and pupils are taught how to use them. The school has made good progress on this key issue.

53 The school makes good use of the two halls for assemblies, PE, music and drama. At times the particular open plan design of the main school building makes it difficult for some pupils to hear during lessons, particularly when PE or music is taking place. The school has worked hard to overcome this problem by careful timetabling. Staff are sensitive and try to keep noise to an appropriate level. The governing body is aware of this problem and is considering some internal improvements to the building. Resources in all subjects are good or better and have improved significantly over the past two years because of the detailed audits which have been carried out, followed by careful spending decisions.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54 The governing body should include the following key issues in its post-inspection plan.

Sharpen the effectiveness of the school's improvement plan by:

- providing staff and governors with a clear overview of the priorities beyond one year (paragraph 49);
- ensuring that the priorities are ranked in order of importance (paragraph 49);
- improving the evaluation criteria so they are more quantifiable and measurable (paragraph 49);
- using the evaluation criteria to evaluate the impact of the actions taken on raising pupils' standards of attainment (paragraphs 48, 49, 95 and 110).

Improve the attainment and progress of pupils in the Foundation Stage by:

- planning a scheme of work to improve continuity and progression between the nursery and reception classes (paragraphs 66, 105 and 109);
- improving the quality of planning by identifying clear learning objectives which embrace the 'stepping stones' of the Early Learning Goals (paragraphs 23 and 65);
- improving procedures for the monitoring and evaluation of standards and teaching (paragraphs 48, 49 and 66).

Improve pupils' attainment in mathematics by:

- teaching pupils a more effective range of methods for mental calculation and encouraging their use in lessons (paragraphs 5, 19, 77 and 80);
- teaching pupils a wider range of methods for recording their work to improve their mathematical understanding (paragraphs 5 and 78);
- increasing the proportion of direct teaching during lessons (paragraphs 19 and 78).

Improve the attainment of more able pupils by:

- providing tasks which are harder and more open ended in all subjects, but especially in English and mathematics (paragraphs 5, 18, 19, 21, 25, 72, 75, 79, 81, 98, 101, 103 and 117).

Other issues that the school should consider:

- improving pupils' speaking skills (paragraphs 4, 56, 57, 69, 79 and 92);
- improving pupils' handwriting skills (paragraphs 4 and 71).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	21	28	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	216
Number of full-time pupils known to be eligible for free school meals		38

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y1
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		26

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.4
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	43	44	87

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	30	33
	Girls	40	41	43
	Total	69	71	76
Percentage of pupils at NC level 2 or above	School	79 (65)	82 (68)	87 (78)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	34	38
	Girls	41	43	42
	Total	69	77	80
Percentage of pupils at NC level 2 or above	School	79 (69)	89 (74)	92 (77)
	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	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	183
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)	9
Number of pupils per qualified teacher	22
Average class size	24

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	102

Qualified teachers and support staff: nursery

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

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

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

Financial information

Financial year	1999/2000
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	£
Total income	478613
Total expenditure	486299
Expenditure per pupil	1525
Balance brought forward from previous year	41267
Balance carried forward to next year	33581

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

322

Number of questionnaires returned

122

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	3	0	0
My child is making good progress in school.	55	41	1	0	3
Behaviour in the school is good.	47	43	5	0	5
My child gets the right amount of work to do at home.	46	40	5	1	8
The teaching is good.	64	32	2	0	2
I am kept well informed about how my child is getting on.	50	40	7	1	2
I would feel comfortable about approaching the school with questions or a problem.	75	22	2	1	0
The school expects my child to work hard and achieve his or her best.	66	32	0	0	2
The school works closely with parents.	48	46	3	1	2
The school is well led and managed.	57	39	1	0	3
The school is helping my child become mature and responsible.	63	34	2	0	1
The school provides an interesting range of activities outside lessons.	24	23	18	4	31

Summary of parents' and carers' responses

Parents raised no other significant issues and at the meeting with the registered inspector they were very supportive of the school.

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

AREAS OF LEARNING FOR PUPILS IN THE FOUNDATION STAGE

55 Pupils enter the nursery with attainment which is below average in language, literacy and mathematics. By the time they leave the reception classes a substantial majority of pupils achieve the Early Learning Goals (ELGs) in personal, social and emotional development, knowledge and understanding of the world and physical and creative development. This represents an improvement since the previous inspection when attainment was below expectations in most areas of learning. Although most pupils make satisfactory progress in the Foundation Stage many do not achieve the levels expected for their age in language and literacy and in mathematics by the time they enter classes in Year 1.

Personal, social and emotional development

56 Most pupils achieve the ELGs by the time they start Year 1 and this represents good progress. Pupils are keen to learn and their level of concentration improves as they move through the key stage. Their enthusiasm is visible, for example when listening to stories that are well read. Pupils are developing a sense of right and wrong. Adults provide good role models and offer opportunities for pupils to discuss the consequences of their actions. Pupils work and play together in a range of situations and treat each other well. Older pupils in reception classes are capable of working purposefully on their own. Regular *'show and tell'* sessions provide good opportunities for pupils to talk about things that are important to them. For example, pupils talk about *'the things I like best at home'* and *'my favourite colour is ... because...'* or *'I feel proud because...'* but a significant number of pupils, particularly in the nursery, do not speak confidently.

Language and literacy

57 Most pupils attain the ELGs but a significant number do not. In both the nursery and reception classes pupils enjoy listening to stories and also enjoy shared reading in literacy lessons. Pupils' speaking skills are generally insecure. Most can take turns in conversations and discussion, particularly when adults supervise them. Most show good manners by saying *'thank you'* and *'please'* but weaknesses in spoken language emerge clearly when pupils take on roles during independent play. Whilst they listen well, only a small number ask questions and make relevant comments about what they have heard.

58 Pupils in the reception classes recognise the initial sounds of words and can link them with the appropriate letter. Adults make letter and sound work meaningful by asking pupils to identify letters in their names. Most pupils understand the idea of sequence in a story, because adults repeatedly reinforce this. Pupils are becoming confident in looking at a story and predicting words that have been covered up. Towards the end of the Foundation Stage pupils are becoming aware that information can be found in non-fiction text. For example, in one reception class they looked up *'menus'* and found a range of useful information to make decisions later on when setting up a cafeteria. Some pupils can make phonetically recognisable attempts at spelling.

Mathematical development

59 Most pupils attain the ELGs by the time they start Year 1, but a significant number do not. Most enter the reception classes with a limited knowledge of number. They begin to count up to 10 and most can count beyond this. Most pupils' mathematical vocabulary is developing well because this is well taught. For example, in one reception class pupils were using 'more' and 'less' confidently and in most cases accurately. They were also demonstrating a sound grasp of counting forward and backwards. Pupils are introduced to subtraction and addition and they understand that adding two numbers together makes the number 'bigger.'

Knowledge and understanding of the world

60 Most pupils achieve the relevant ELGs by the end of the Foundation Stage. Pupils are beginning to find out about their immediate environment in the nursery and adults build on this when older pupils are taken for walks in the local area. These walks provide good opportunities for pupils to talk about what they like or dislike. In both the nursery and reception classes pupils successfully learn about people in the community. For example, visits from a dentist and police officer provided practical opportunities for first-hand knowledge and understanding of the work that they do. Pupils learn about buildings of the past and how they differ from the buildings that they know. They are keen to look at their family photographs and make sense of their personal histories. Their work on Diwali helps them begin to know about other cultures and beliefs.

61 In both the nursery and in the reception classes pupils carry out a range of investigations. They look closely at a variety of leaves and are able to say something about the patterns they can see. They are able to identify some similarities and differences in human faces and have fun looking in mirrors. In the reception classes pupils find out which objects float and sink and most are able to explain why. They are also able to use a magnifying glass to look closely at materials. As they make models of their homes they are able to develop their cutting and joining skills.

62 The use of ICT is a growing strength in the Foundation Stage. Pupils use the computer regularly and adults ensure that all pupils gain confidence in handling the software. In the nursery and later in the reception year most pupils are gaining competence in controlling the mouse effectively. Most pupils are familiar with the use of listening stations and get excited when they follow the text of a story as it is being read.

Physical development

63 By the end of reception year most pupils will have achieved the ELGs. They can run and jump and in the reception classes they learn how to move using different parts of their body. The control and coordination of movements improve as they progress through the Foundation Stage. The outdoor provision remains limited but the school has plans for adapting the available space in the near future. The school works hard to overcome the limitations, for example by ensuring that a range of small equipment is used regularly to enrich pupils' outdoor experiences.

Creative development

64 Most pupils achieve the ELGs. Throughout the Foundation Stage pupils successfully explore a range of materials and media. Self-portraits show effective exploration of shape. Printing with a range of media, including natural and made objects is of good quality. Collage work reflects patience and attention to detail by pupils. Sometimes tightly set tasks and the lack of adult intervention and focused feedback restrict pupils' learning. Pupils can sing simple songs from memory. In one lesson in the nursery adults used singing effectively to reinforce pupils' counting.

Teaching

65 Teaching in the Foundation Stage is satisfactory overall. This represents an improvement since the previous inspection when one in five lessons was judged to be unsatisfactory. In the nursery and in one reception class almost all the teaching is satisfactory. In another reception class teaching is always good or better. In the reception year both teachers have successfully adapted their planning to accommodate the National Literacy and Numeracy Strategies. Some lessons have clear objectives, although for structured play they are less clear. However, planning in the nursery focuses too much on activities and not sufficiently on the ELGs. It does not take sufficient account of the 'stepping stones' linked to each component of these goals. As a result adults in the nursery are not always sufficiently focused on what pupils should learn and opportunities are missed. All adults manage pupils well and enjoy good relationships with them, which means pupils stay on task and work at a good pace.

Curriculum provision

66 The curriculum takes into account all six areas of learning and the school's emphasis on pupils' personal and social development is appropriate because it is helping them to become better learners. The introduction of the Foundation Stage and the ELGs in September 2000 provided a significant challenge to staff. Staff are beginning to tackle this challenge through joint planning and there is a strong commitment to improve provision but there is not yet a sufficiently clear overview about what is required to be able to plan a coherent range of experiences for pupils. The Foundation Stage would benefit from a stronger emphasis on the monitoring and evaluation of standards and teaching. The school is aware of these issues and is making the Foundation Stage a priority in the next school improvement plan.

ENGLISH

67 Attainment in English is broadly in line with the national average. The results of the 2000 National Curriculum tests indicate that although attainment in English was below the national average in both reading and writing, standards were just below in reading and in writing they were very close to the national average. The number of pupils achieving the higher level 3 in writing was in line with the national average. Teacher assessments of listening indicate that attainment is in line with the national average and the evidence from the inspection confirms this. The school's results in English match those of similar schools. Over time, boys have made better progress in writing than they have in reading although in both they generally do less well than girls. In 2000, girls significantly out-performed the boys in both reading and writing.

68 Standards in English, in particular in writing, were judged to be below national averages in the last inspection but have since improved. Whilst there has not been a gradual upward trend there has been a very noticeable improvement between 1999 and 2000. Inspection evidence indicates that this improvement is likely to be maintained because of the successful introduction of the Literacy Hour and the effective action that the school is taking to address identified weaknesses. These measures are supported by the school's planned approach to improving pupils' self-esteem and confidence. This is helping pupils manage their own behaviour so that they can become more effective learners. This is particularly true of the pupils

with SEN who flourish in the withdrawal groups. There is a purposeful, working atmosphere in the school that encourages pupils to do their best. They listen attentively and work well.

69 Most pupils have weak speaking and listening skills when they enter the nursery. By the end of the Foundation Stage they have made good progress in listening but still have a limited vocabulary. Good progress continues in Key Stage 1 so pupils become more confident and active listeners. The vast majority of pupils have good listening skills and are able to talk about things that interest them and show some awareness of audience. There is less evidence of pupils attaining the higher levels and using language to question and explore ideas. Good progress is made because teachers have a clear focus on what pupils need to do to improve and they plan opportunities across the curriculum for paired and collaborative work. The school has identified the need to further develop purposeful opportunities for speaking and for assessment criteria to track progress. This is a sensible priority.

70 Pupils make very sound progress in reading. They are developing skills which enable them to use a library and gain information from books. Most are very positive about books and enjoy the shared reading sessions. They know how books are organised and talk about the features of books with confidence. Teachers know how to teach phonics effectively and pupils are developing a good awareness of how words are structured so that they can divide up words for both spelling and reading. Spelling is developing well. Successful reading is supported by a systematic approach to the acquisition of a sight vocabulary. Teachers are good at helping pupils to be explicit about their strategies. The choice of books for guided reading is effective because the level of the text is well matched to the group. Most pupils make appropriate choices in these sessions although some, particularly the less able, select books which look simple but are beyond their abilities and prevent them practising their emerging skills. Pupils who have difficulty learning to read do not always get the reinforcement and repetition that they need to make good progress.

71 Since the last inspection standards in writing have improved very gradually, but in the last two years the rate of improvement has risen markedly. Pupils are now making better progress because teachers demonstrate what to do, share writing with pupils and provide them with frameworks to structure their own attempts. They write in a wide range of styles that includes poetry. Good progress has been made in re-telling stories, writing instructions and in characterisation. The generation of word lists works well to increase pupils' vocabulary and supports them in other curriculum areas. Pupils know about the use of full stops and capital letters but use them inconsistently. The most able pupils are beginning to use speech marks and commas. The range of strategies to teach handwriting lacks coherence and is ineffective so that standards in handwriting are not good enough. Few pupils have a fluent script when writing independently. Pupils use ICT to present their work but presentation of work in books is sometimes untidy and older pupils and more able pupils are not always encouraged to take sufficient care.

72 Teaching is good. This represents an improvement since the last inspection when many weaknesses were identified. Teachers are clear about what they want pupils to learn and this is closely linked to the requirements of the Literacy Hour. Teachers use resources that are motivating and methods that engage the pupils. As part of characterisation work based on "*Jack and the Beanstalk*" pupils in Year 2 were delighted to welcome "*Jack's mum*" to answer some questions. Teachers use terminology confidently and accurately so that the pupils are beginning to acquire this for themselves. In the best lessons teachers provide a rich experience for pupils by integrating information about genre, text conventions and reading strategies without detracting from the main point of the lesson. Tasks are generally well matched to the ability levels in the class although in some lessons tasks could be made more open-ended in order to encourage pupils to achieve more highly. Literacy skills are well taught and teachers encourage their use across the curriculum. The phonic work undertaken by pupils in Year 2 with SEN is

too demanding and does not relate well to the programme those pupils undertake with the special needs support teacher.

73 Pupils with SEN receive carefully planned support in class and in withdrawal groups. Work is closely matched to the targets on the IEPs. These targets are well known to all those working with the pupils and to the pupils themselves. In classes, teaching assistants help pupils to think for themselves through good questioning and discussion. Teaching in the withdrawal groups is good and enables the pupils to make progress and gain in confidence. For some pupils the progress is slow but appropriate. Good records are kept and liaison between the teaching assistants and class teachers is effective. Resources for pupils with SEN are good because they help them to learn through tactile and visual experiences. There are some promising developments in the use of ICT for pupils with SEN.

74 Coordination of English is good and ensures consistency throughout the school. There is a shared sense of purpose. The school has set targets for attainment at the end of the Key Stage 1. In 2000 these targets were exceeded and have been raised for the current year. The school has a good understanding of what it does well and what needs to be improved and appropriate actions are identified. Regular formal and informal assessment of pupils is undertaken and this is used to set targets for groups and for individuals. Pupils and parents know what these targets are and provision is made to help pupils meet these targets. Teachers have a very good knowledge of the levels at which the pupils are currently working, and marking tells pupils what they need to do to improve. The school is establishing a monitoring process and has been well supported by the LEA's literacy consultant who has monitored and evaluated teaching and prepared the coordinators to take on this role. The curriculum is enhanced by regular visits from a professional storyteller and by the school's enthusiastic participation in national initiatives such as World Book Day and National Poetry Day.

MATHEMATICS

75 Standards for pupils in Year 2 at the time of the last inspection were below national averages with significant numbers not reaching the expected level. Standards since then have remained low except in 2000 when the results in the national tests improved significantly. The school's rate of improvement between 1999 and 2000 was better than the national rate, although standards remained well below the national average and below those of similar schools. The 2000 test results also indicate that the number of pupils achieving the higher level 3 was also well below the expected level and below those of similar schools. However standards are improving and the inspection evidence indicates that although they are still below the national average, in lessons they are now closer to the expected levels. This is because of the implementation of the National Numeracy Strategy (NNS) and improvements to planning and teaching. The school is well placed to continue this improvement. Most pupils make satisfactory progress. Pupils with SEN make good progress because they are well supported, but more able pupils could do better with more open-ended and challenging tasks.

76 By the time they are seven most pupils are beginning to solve problems involving money and time, and use standard measures with reasonable accuracy, for example in measuring length. This is an improvement since the last inspection. They can describe the properties of two-dimensional mathematical shapes. Some can recognise, sequence and count numbers to 100 and a few can go well beyond this. Some can add and subtract numbers to 40 quickly and confidently, which is an improvement since the last inspection when this was restricted to numbers below 10. Most pupils can count on and back in twos, threes, fives and tens from different starting points and most have a sound understanding of place value when working with two digit numbers. Some more able pupils understand the place value of three digit numbers and are beginning to understand inverse operations when adding and subtracting.

77 Teachers' assessments in 2000 accurately identified number as being the weakest aspect of pupils' mathematics. Pupils' range of methods for working out calculations mentally is improving, for example in doubling or halving numbers although the range is not as wide as it should be. Too often pupils do not have the confidence to use the methods they have been taught and revert to counting on their fingers beginning at zero. This slows their progress in lessons and their confidence in using number in other subjects. Throughout the school pupils' ability to estimate and to check their own work is developing and more opportunities are provided for them to solve problems. This is an improvement since the last inspection.

78 The quality of teaching is satisfactory. Teachers are becoming more familiar with the NNS and this has resulted in a higher proportion of direct teaching of mathematics although there is still too much reliance on worksheets. This reliance restricts the way in which pupils' use written methods to help them develop their mathematical understanding. Planning is detailed, of good quality and takes into account the different ability of pupils. Teachers provide good explanations about tasks and as a result pupils know what is expected of them and settle down to work quickly. Time is generally well managed and the pace of lessons is good. Teaching in the main part of the lesson is satisfactory although in some lessons the proportion of direct teaching is lower and too much time is taken in supervising pupils rather than teaching them.

79 Teachers' expectations of pupils' attainment and of their behaviour are high but could be higher for more able pupils. More able pupils have been withdrawn for work on 'thinking skills' which involves some mathematical tasks and this provides useful challenge. In lessons, although more difficult work is given to them, tasks could be harder and the use of more open-ended questions would provide greater challenge. Teachers use a good range of strategies, for example in demonstrating ideas or in using resources including number lines and grids. Teachers are careful to explain and encourage pupils to use appropriate mathematical vocabulary. In most lessons teachers use a good range of questions to assess what pupils know but often miss opportunities to encourage pupils to explain their methods. When this does happen pupils sometimes struggle to explain themselves clearly because they are restricted by their speaking skills. The end of most lessons is used well to assess pupils' progress and to correct any mistakes.

80 Pupils respond well to their mathematics lessons and their interest levels remain high. Most work independently in pairs or small groups, handle resources sensibly and are keen to answer questions. They behave well and particularly enjoy practical work although they do not always make use of the resources available to help them. Pupils use mathematics well in other subjects, for example when collecting information about birthdays in topic work to produce block graphs using a computer. Numeracy skills are soundly taught but pupils do not always make the best use of them in other subjects.

81 Leadership and management of the subject is good and there is a strong commitment to improve standards. Training has been provided for the staff and this has improved their subject knowledge. The school is following the National Framework for Teaching Mathematics and this is helping to improve progression. Teachers work well together in planning teams to share their knowledge and expertise. This supports teachers well but at times greater confidence is needed to go beyond the lesson plan when suitable opportunities arise. The school has made effective use of external support. Demonstration lessons by the LEA's numeracy consultants and visits to classrooms by the coordinator and head teacher have improved teachers' confidence and knowledge. A designated governor has also visited the school to observe mathematics lessons and parents have valued the opportunity to attend a curriculum evening. The school has made good use of individual target setting for pupils and sets non-statutory targets for the school. In 2000 the school exceeded its target for pupils attaining level 2 or above and has set an appropriately higher target for 2001 including a target for pupils achieving the

higher level 3. Overall the school has made satisfactory progress since the last inspection in this subject.

SCIENCE

82 In the last inspection pupils' standards in science were judged to be satisfactory. Teachers' assessments in 2000 judged pupils' attainment to be close to the national average and above this for similar schools. Teachers assessed the number of pupils attaining the higher level to be well above the national average for similar schools. Standards seen during the inspection in lessons and in pupils written work match this assessment. The school has been successful in improving pupils' skills in investigative work, because the coordinator has been influential in stressing its importance.

83 Most pupils, including those with SEN, make at least satisfactory progress. Progress in investigative work is good. By the age of seven, pupils have a good understanding of similarities and differences. They have examined a range of materials and are able to sort them out by their properties including textures. Most pupils know what '*transparent*', '*opaque*' and '*translucent*' mean and they can explain these terms accurately and with confidence. Pupils know that squashing, bending, twisting and stretching can alter the shape of some materials. They test the properties of a range of materials and are able to predict what will happen. They can name everyday appliances that use mains electricity and they are aware of its potential dangers.

84 In practical work, pupils undertake a number of experiments. For example they investigate a variety of fabrics to find out which one would be the hardest wearing. They work well together in small groups to conduct a test by rubbing materials with sandpaper to find out what will happen. They learn how to conduct a fair test by taking into account the number of rubs attempted and the grade of sandpaper used. In another investigation pupils made predictions about which ball would roll the furthest and they recorded their findings on a block graph. A recent visit by a theatre company enabled pupils to learn more about the properties of solids, liquids and gases. Pupils thoroughly enjoyed this experience which made a significant contribution to their knowledge and understanding.

85 The quality of teaching is satisfactory and sometimes better and this is an improvement since the last inspection. Planning has been improved, builds on previous teaching and learning and ensures a broad coverage of the programme of study. Teachers have good knowledge and effectively promote the use of correct scientific vocabulary. Introductions to lessons are well planned and this enables pupils to engage with their work but sometimes they are too long and this restricts the time that pupils have to complete the task. Teachers' questioning skills are effective in extending pupils' scientific thinking and have been influential in improving pupils' attainment, particularly in investigations.

86 Science is well led and managed. The coordinator is well aware of the strengths and weaknesses of the subject and provides good support to teachers, for example in their planning. This enables teachers who lack confidence and expertise in science to teach effectively. The coordinator has meticulously organised the resources so that staff are aware of what is available to them and use them well.

ART AND DESIGN

87 Only two lessons were observed during the inspection but a wide range of work was seen. Pupils' attainment in making and recording first-hand observations is above national expectations and their skills in using a variety of materials and processes to express ideas match the expected levels. The school has maintained its standards since the last inspection. Pupils, including those with SEN make at least satisfactory progress.

88 In lessons pupils look closely at the shape of objects and use their observations to represent them accurately in their drawings. Some pupils have used viewfinders to assist their observations. Self-portraits drawn by six and seven year olds are of high quality and show their developing skills in observation. By the age of seven most pupils have learnt how to mix colours successfully. They work with chalk and charcoal to create images which show an understanding of light and dark tones. Pupils thoroughly enjoy their work. For example when talking about their observational drawings of leaves collected from the local environment they explained the processes they went through to create the drawings and talked about the enjoyment they experienced in completing their work. Pupils apply themselves well because the tasks they are given capture their imagination. In Year 2 pupils have effectively extended their learning in art and design by using the local environment as a source of inspiration for first-hand observation and record line, shape, colour and texture. Little three-dimensional work was seen during the inspection. Pupils use computers and learn how to use the menu bar to select pencil or paint functions and manipulate a mouse to create pictures.

89 Teaching was satisfactory with some good features in the two lessons seen during inspection. Planning is clear and linked to the National Curriculum requirements. This is an improvement since the previous inspection. Pupils now use sketchbooks regularly and this helps teachers to track their progress. Their drawing shows a developing maturity in pencil control and greater confidence in expressing their ideas with clarity.

90 The coordinator provides enthusiastic leadership and management of the subject. A policy and a scheme of work now ensure full coverage of the programme of study. The collection of pupils' work has helped the coordinator monitor the range of work undertaken in classrooms. It has also provided the coordinator with a view of the quality and standards of work being produced across the school. Long-standing links with artists in residence are proving very beneficial to the school because pupils are able to develop an understanding of the work of artists by working alongside them. This has also increased teachers' confidence.

DESIGN AND TECHNOLOGY

91 Pupils' attainment in D&T is broadly in line with national expectations. Although only three lessons were observed during the inspection, a substantial amount of photographic evidence, displays of work and pupils' finished products were scrutinised. The school has improved since the last inspection when attainment was satisfactory, but only in a restricted range of areas of the subject. Pupils, including those with SEN, make the expected progress. Although higher attaining pupils undertake the same work, they are expected to produce work of higher quality.

92 Work seen in lessons related to the use of construction kits to find different ways of making vehicles with wheels that turn. Pupils are used to handling construction kits and can manipulate, select and fit together the components which best fit their imagined or drawn designs. They examine different mechanisms, for example wheels and axles, to find out how they work. In designing and making with kits some pupils spend too much time on fixing decorative additions to their models and too little time on the real purpose of the activity. This reduces the time needed for evaluation. Nevertheless most pupils are able to develop and talk about their ideas. They are also able to communicate their ideas by drawing the components that they used to complete their assignment. Pupils have begun to undertake evaluations of what they have made but this is sometimes limited by their ability to articulate ideas.

93 By the age of seven most pupils have had the opportunity to make products of good quality with Lego and models of houses from boxes. They are developing a range of practical skills, for example when making fabric pictures from a drawn design. Food technology also now

features in the curriculum, for example pupils designed and made a pizza.

94 In the two lessons observed teaching was satisfactory or better. Generally teachers make their intentions clear to pupils. Teachers' questioning skills are good and draw out meaningful responses from pupils which demonstrate the extent of pupils' understanding. The coordinator helps with planning so that it is effective, and provides practical help and guidance to teachers.

95 Leadership and management of the subject are sound. The coordinator has completed a scheme of work to ensure continuity and progression across the school. The teaching of design skills are planned for and systematically developed. The school has begun to collect work and photographic evidence as well as talking to pupils about their finished work. This has enabled the coordinator to develop a general view of strengths and weakness and the school now needs to evaluate this.

GEOGRAPHY

96 By the end of Key Stage 1 standards in geography are in line with those expected nationally. Only one lesson was observed but on the basis of the work submitted for analysis and that displayed around the school pupils make sound progress, particularly in their mapping skills. In the nursery, experiences with carpet road maps and tabletop buildings and road lay outs help pupils to develop a sense of plan view and small-scale representation. In later years they draw simple classroom diagrams and by the end of the key stage most pupils can construct simple maps using symbols to identify physical features such as roads, lakes and buildings. They can make comparisons between their own environment and contrasting areas such as Katie Morag's fictional Scottish island home and nearby Barrow-on-Trent. Younger pupils can make sensible observations about local shops, the appropriate routes to reach them and the range of goods they sell. A few pupils can express opinions about the advantages and disadvantages of living in a very different environment, how land and buildings serve different purposes and how forms of transport differ in other communities.

97 The evidence drawn from pupils' work indicates that standards are better than at the time of the last inspection. A significant reason for this is the improvement in curriculum provision, which is now closely linked to the National Curriculum programme of study and provides a more coherent experience for pupils as they move up the school.

98 Teachers make good use of the school's extensive guidance on lesson planning and the established system of planning in year groups. This enables those with particular expertise to have a strong influence over provision and also supports continuity between year groups. Teachers plan effectively and assessment is used well, both informally, and through the assessment systems which are built into each unit of work. These are used well to inform the next phase of planning. Marking is effective. It is positive in tone and often gives pupils guidance on how to improve their work. The analysis of pupils' work indicates that often the same written tasks are given to almost all pupils in the class. While pupils with SEN are supported well and helped to succeed, the highest attainers are capable of writing more freely and contributing more of their own ideas. The school needs to review the way tasks are framed to ensure they do not act as a limitation on the attainment of some pupils. Since only one lesson was observed no overall judgement can be made on the quality of teaching.

99 The school makes good use of local visits, for example to a nearby rural village and to the East Midlands Airport. These enrich the curriculum and deepen pupils' understanding of contrasting environments and human influences upon land use. The coordination of geography is good and the inspection evidence indicates that significant improvements have been made since the time of the last inspection.

HISTORY

100 By the end of Key Stage 1 standards in history are in line with those expected nationally. Most pupils are developing a sense of the passage of time by sequencing events such as those leading to the execution of Guy Fawkes. They show an understanding of differences in their own lives from those of an earlier period, for example, when making suggestions about what the Pilgrim Fathers would have taken with them on their long sea journey, and when comparing Victorian kitchen equipment with that used in their own homes. Most pupils can raise sensible questions when handling or being shown artefacts from the past. A few pupils can use their understanding of an earlier period to write with insight about it. For example, they can imagine crossing stormy seas in a sailing boat and what life would have been like working in a Victorian kitchen. A few pupils can suggest appropriate sources from which they can gather information about different periods, such as books, photographs, the Internet and talking to the elderly. Standards are broadly similar to those reported in the last inspection.

101 Pupils make good progress because of the interest they show, particularly when looking at artefacts, and because of their good behaviour. Pupils with SEN also make good progress as a result of the help they receive from teachers and support staff. Higher attainers are sometimes limited by the restrictive nature of some tasks.

102 Pupils have positive attitudes to history. They raise interesting questions, for example, about shopping now and in an earlier period when looking at artefacts. Pupils work well on written tasks, faltering only when they are uncertain about what is expected of them.

103 No overall judgement can be made about the quality of teaching because too few lessons were observed. However, planning is good. Generally teachers have clear purposes for lessons and ensure that pupils have opportunities to record their ideas both through drawing and writing. This is an improvement since the last inspection when pupils had few opportunities to record so that the teachers' assessments of progress were less secure. Teachers manage pupils' behaviour well. The working atmosphere is good and all pupils can work undisturbed. The scrutiny of pupils' work indicates that some written tasks, although appropriate for most, do not offer higher attainers the opportunity to express their own ideas in greater detail. In the lessons observed resources were of good quality and were used well, generating pupils' interest and deepening their understanding.

104 The school has recently adapted the history curriculum to take account of the national guidelines. This ensures that, in contrast to what was reported at the last inspection, the curriculum is now firmly embedded in the statutory programme of study. The subject is well coordinated. Planning and pupils' progress is monitored carefully and assessments are used to indicate how teaching needs to be adapted to remedy weaknesses. For example, recent assessments revealed a weakness in pupils' questioning skills. Teaching styles have been adapted as a result and the school has devised the means to check whether the changes do lead to improved standards.

105 At present there is little link between the experiences provided in the Early Years and the curriculum for history in Key Stage 1. To raise standards further the school needs to establish good coordination and coherent provision throughout all year groups.

INFORMATION AND COMMUNICATION TECHNOLOGY

106 Standards in ICT are in line with national expectations. This is an improvement since the last inspection when standards were judged to be broadly satisfactory but with some weaker aspects. Most seven year olds attain what is expected of them and most are able to save and

retrieve their work. Pupils' skills have also improved in using computers to collect information and present findings. For example they produce block graphs of a survey of birthdays. Throughout the school pupils use computers with growing confidence and enthusiasm. By the time pupils are seven most can control a mouse effectively and use it to access menus and use toolbars. They use computers to draft text in shared poetry writing and to construct a newspaper about a teddy bears' picnic and include pictures.

107 In the two lessons observed teaching was good. Teachers have good subject knowledge and give helpful demonstrations when revising or introducing new software to pupils. This enables pupils to recall what they already know and to develop new skills. Teachers' demonstrations include the saving and retrieving of work, which is an improvement since the last inspection. Teachers plan in year group teams which is very helpful in increasing their confidence and providing consistency. The feedback from visits to classrooms and of teachers' planning by the ICT coordinators is also effective in improving confidence.

108 Pupils have good attitudes when learning to use ICT. During whole class demonstrations they behave well, listen attentively and ask sensible questions to help their understanding. This was particularly the case when Year 2 pupils learned how to use a CD-ROM. They also draw on their own experiences, for example when reviewing the paint spray function of a graphics programme, pupils commented, "*I remember that from last time*" and "*I have used that on my computer at home.*" Pupils in Year 1 are developing a portfolio of their work by saving selected examples on the computer. This will be continued when they are in Year 2.

109 The management and leadership of ICT is very good. Two teachers, who work in different year group teams share the role. Leadership is characterised by an energetic, enthusiastic and shared commitment to improvement. Both coordinators have attended training to improve their own skills and confidence and have encouraged other teachers to do the same with some success. Coordinators have visited classrooms to provide guidance and help. The school's ICT curriculum plan is helpfully broken down into units of work for each year group and this is helping teachers' termly planning. As a result, pupils have a broad range of ICT experiences and they make good progress. For example pupils use a digital camera to take photographs, download them into a computer and combine the images with text which they write. At present the link in planning between the Foundation Stage and Years 1 and 2 does not provide for sufficient continuity and progression. To raise standards further the school needs to establish coherent provision throughout all the year groups. Some progress has been made on using the Internet, for example in accessing information to help pupils find out about materials including metals.

110 The school has carried out an audit of ICT and used the results to construct a detailed action plan. The audit has identified strengths and weakness and the action plan has improved resources and pupils' access to computers. Further training is planned and will include teaching assistants to increase their skills and expertise. The weaknesses identified include planning for ICT in the Foundation Stage and pupils' use of the Internet. The implementation of the action plan is carefully monitored but the school's evaluation of the impact on pupils' standards is weak.

MUSIC

111 Standards in music are in line with those expected nationally by the of Key Stage 1. Pupils in the nursery can sing simple action songs tunefully, matching the words and patterns in movement. By the end of the key stage most pupils understand terms such as 'pitch' and how instruments can produce a variety of sounds when played in different ways. They know and use a wide range of tuned and untuned percussion instruments and can suggest the broad

groupings to which each one belongs, according to whether it is blown, plucked, beaten or shaken. Pupils sing tunefully in assemblies. Over half the pupils in Year 2 choose to attend a weekly lesson on recorders in school time and almost all can produce clean notes when playing simple melodies. A few pupils have a very good sense of pitch and can repeat accurately the shape of a sung melody, sometimes involving difficult changes of pitch. Standards in music and the sound progress pupils make are similar to those reported in the last inspection.

112 Pupils have positive attitudes to music. They listen attentively to teachers and respond very well when, for the sake of neighbouring classes, the open plan nature of the school requires them to moderate their exploration of sounds when using percussion instruments. They cooperate well, taking turns to play and handle instruments with care. Behaviour is good.

113 The quality of teaching is satisfactory and often good. Some teachers have a good knowledge and understanding and those who are less confident make good use of the shared planning so that their teaching is effective and pupils make sound progress. Teachers' explanations are clear. Lessons are purposeful and pupils understand what is expected of them. The very good management of behaviour makes an important contribution to pupils' progress. In a few lessons pupils take turns to explore the range of sounds which can be made by an instrument. This slows the pace of learning and lessens pupils' interest as many have to wait a considerable time for their turn. In lessons which take place in the small hall and where the disturbance to other classes is less of a problem, pupils should be encouraged to find a space and explore the range of sounds in a structured way without waiting turns. The high quality of relationships and pupils' good and considerate behaviour ensure profitable exploration, interest and progress.

114 The coordination of music is good. Expertise is shared through the provision of lesson materials, joint planning and the monitoring of provision. Pupils' musical experience is broadened by the planned programme of music used in assemblies, live music played by visitors to the school and the contribution music makes to the two concerts per year which are given for parents.

PHYSICAL EDUCATION

115 It was possible to observe only a limited range of PE lessons during the inspection. These included several gymnastics lessons, one of dance with younger pupils but no games lessons. It is not possible therefore, to make an overall judgement about standards in PE. By the end of the key stage most pupils can create and repeat simple sequences involving jumping and landing, travelling using different parts of the body and balancing. They can extend these sequences into climbing, balancing and jumping using fixed and portable apparatus. They show understanding of some of the bodily changes that take place at the onset of exercise. Younger pupils can respond in dance to changes in the dynamics of a musical stimulus, listening and thinking carefully so as to match the changing patterns. A few pupils are adept at linking gymnastic sequences skilfully and finishing them with control. In the activities observed standards are in line with those expected nationally. This represents a similar picture to that in the previous inspection in which all the observations were of games.

116 Pupils make sound progress as they move up the school. They develop a greater range of movement and an increasing control over the transitions in movement sequence. Pupils thoroughly enjoy their PE lessons. They cooperate well and share the space during floor work. They also share the fixed and portable apparatus unselfishly. Behaviour is good and pupils can make independent decisions, within the task set, when creating sequences of gymnastic movements.

117 The quality of teaching is satisfactory and often good. This is a significant improvement

since the last inspection. In part this results from the improved planning systems which ensure that expertise is shared. Teachers have clear objectives for lessons and their explanations are clear so that pupils know what is expected of them. Very good relationships and good behaviour management ensure that pupils work hard and think carefully when inventing movement patterns within the task set by the teacher. In some lessons the tasks are too teacher-directed so that pupils do not have sufficient opportunity to explore possibilities for themselves.

118 Most teachers use informal assessment well. They make specific comments to pupils about the quality of their work, which helps them to improve it, and they involve other pupils effectively in offering thoughtful evaluations on one another's performance. For example one pupil who was unable to participate was asked by the teacher to observe and report back to the class on the quality of their work. His observations were picked up and developed both by the teacher and other pupils, helping to improve the quality of landings and the range of pupils' responses.

119 Recently the school has been supplied with a full range of new fixed and portable apparatus. Teachers and pupils are still getting used to it and at present the time taken to erect it is too long in some lessons. Teaching time is lost and pupils cool down again after their active floorwork. The school needs to establish safe means, taught and implemented consistently, by which pupils can erect and dismantle the apparatus themselves with minimal teacher intervention.

120 The coordination of PE is good. Clear guidance is given to teachers on the content of lessons, which is based on the national guidelines. Liaison with teachers is good so that planning is adapted according to strengths and weaknesses in pupils' work. Resources are plentiful, in good condition and are labelled using both words and symbols. This helps pupils who may not be able to read well to access and return resources independently.

RELIGIOUS EDUCATION

121 There is insufficient evidence to make an overall judgement about standards in RE because of the few lessons observed and the limited work sample. In the previous inspection standards were judged to be broadly in line with the Derby City LEA Agreed Syllabus. Inspection evidence from displays, discussion, photographs and a scrutiny of planning indicates that the school is very well-placed to promote good standards in RE and that coverage is good. Pupils have learnt about the practices of people from different faith traditions, in particular Hindus and Christians. Pupils can recount or re-tell religious stories, such as the Christmas story. They understand that some places are special and that particular artefacts are special to religious communities. In the lessons observed pupils showed a developing respect for the artefacts that they handled. The pupils have been able to think about moral issues, such as playing fairly, and older pupils have learnt about rules that are important to religious groups.

122 Teaching in RE is good. A particular strength is the way in which teachers help pupils to learn by engaging all their senses using excellent resources. Pupils in Year 2 had a rich experience of Hindu artefacts because they were able to see, smell and feel them whilst listening to Indian music which created an atmosphere of reflection. This method is effective because it enables all pupils, and especially those with SEN, to participate fully. Knowledge of the special needs of individual pupils enables teachers to plan carefully for their inclusion. Teachers are good at encouraging pupils to remember what they have previously learnt in order to understand their new experiences but some pupils find this very difficult. Teachers show sensitivity in their teaching, both in their response to what the pupils say and in the way in which they talk about different faith practices. The effect of this is to encourage similar attitudes in the pupils who respond positively and work cooperatively.

123 The school has now completed a scheme of work which is very good. It is entirely in line with the Derby City LEA Agreed Syllabus. The scheme is well balanced across both attainment targets, is detailed and should ensure both coverage and progression. Suggested lesson plans give additional support to teachers. The decision to focus on two major religions is sensible. The school is now clear about the distinctive elements of RE and PHSE and ensures that the two are linked only when to do so enhances the pupils' experiences. For example, when discussing the concept of belonging, pupils talked about issues to do with bullying. A good start has been made on the assessment of pupils' progress and although the school recognizes that some further work is needed, the procedures should result in a form of assessment that is both manageable and informative. The lack of any recorded work in the present Year 1 is a weakness and monitoring of the subject does not yet relate to teaching and learning.

124 The coordination of the subject is effective because the coordinator is knowledgeable, provides good support for teachers and has a very accurate view of the subject's strengths and weaknesses. Plans for future development are clearly focused on raising standards. A strength of the subject is the use of resources. The school has an excellent and varied collection of resources which include Christian representations from other cultures. These resources provide sensory experiences for the pupils which enhance their learning. Good use is also made of resources within the community. Pupils have visited places of worship and welcomed visitors from the Hindu Open Centre to talk about practices in their faith community.