

INSPECTION REPORT

QUEEN MARY AVENUE INFANT AND NURSERY SCHOOL

Cleethorpes

LEA area: North East Lincolnshire

Unique reference number: 117733

Headteacher: Mrs D J Powell

Reporting inspector: Adrian Simm
21138

Dates of inspection: 26th - 29th November 2001

Inspection number: 193210

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant School

School category: Community

Age range of pupils: 3 to 7 years

Gender of pupils: Mixed

School address: Queen Mary Avenue
Cleethorpes
North East Lincolnshire

Postcode: DN35 7SY

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Appropriate authority: The Governing Body

Name of chair of governors: Mr M Smith

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-----------------|----------------------|---|--|
| 21138 | Adrian Simm | Registered inspector | Mathematics Design and technology Geography History English as an additional language | What sort of school is it? How high are the standards? How well is the school led and managed? What should the school do to improve further? |
| 19741 | Trevor Smith | Lay inspector | | Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 21910 | Gordon Longton | Team inspector | Science Music Physical education Religious education Special educational needs Equal opportunities | How good are the curricular and other opportunities offered to pupils? |
| 10347 | Rosemary Rodger | Team inspector | English Foundation stage curriculum Information and communication technology Art | How well are pupils taught? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Queen Mary Avenue Infant and Nursery School educates 340 boys and girls. This makes the school bigger than other schools educating the same age range. It is for pupils aged between three and seven years. This includes 82 part-time and 24 full-time pupils in the Nursery and 34 pupils in the Reception. The school serves a residential area of Cleethorpes made up of mostly terraced housing. Much of this is rented, which has changed significantly since the last inspection. Thirty seven per cent of pupils are known to be eligible for free school meals, which is higher than the national average. The number of boys and girls on roll is similar overall. Thirty per cent of pupils are on the school's register of special educational needs and require additional support for speech or communication, learning or behaviour difficulties. This is above the national average. Five of these pupils have a statement of Special Educational Need. Most pupils come from white British ethnic backgrounds. There are no pupils for whom English is an additional language. Most pupils have attended pre-school provision. Overall the attainment of pupils on entry to Reception is similar to that expected nationally. However, 23 per cent of pupils in Years 1 and 2, joined the school after the age of five and overall, their attainment on entry was lower than that expected for pupils of that age. A new headteacher was appointed in 1998. Since then, the school has taken part in national initiatives to raise pupils' standards in Information and Communication Technology (ICT). It has through the Comenius project, broadened pupils' understanding of cultures different to their own through links with schools in Italy and Denmark. The school gained the Investors in People (IIP) award in December 2000.

HOW GOOD THE SCHOOL IS

The quality of relationships within the school is good. The quality of teaching is sound and improving, and individual needs are met. Because of this, pupils' standards, whilst below average in comparison with schools nationally, are above average in comparison with schools where pupils come from a similar background. The school has made the type of improvement that would be expected on the standards being reached two years ago, which were low. The headteacher has made a very effective start to her leadership. She is fully supported by hardworking staff and the governing body. The school is well thought of by the parents and the community. There is a very clear vision for further improvement. The school provides an appropriate education for its pupils and achieves this with funding that is similar to most other schools. As such, it provides sound value for money.

What the school does well

- The headteacher has made a good start in moving the school forward. She has set a very clear educational direction to raise standards.
- Provides good quality teaching and learning in the Foundation Stage. It is high in the Nursery and provides pupils with a very effective start to their school life.
- Ensures that by the age of seven, boys and higher attaining pupils reach standards in mathematics that are typical of those achieved nationally.
- There is good provision for pupils' moral, social and cultural development that encourage pupils to have good attitudes to their work and effective relationships with staff and each other.
- Provides effective learning opportunities that are 'brought to life' through strong links with the community and very effective links with other schools including in Italy and Denmark. Pupils are growing up with a sound and developing understanding of the diverse society in which they live.
- There are effective links with parents that help pupils' achievement.

What could be improved

- Pupils' standards in reading.
- Girls' standards in mathematics.
- Standards in information and communication technology.
- The role of the subject leaders in improving the quality of teaching and learning.
- The use of information coming from the assessment procedures recently introduced to help raise standards further in all subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. It has retained its strengths in Nursery provision, links with parents, provision for pupils' moral, social and cultural development and its caring ethos. As a result of improved quality in teaching and learning, pupils' standards have improved following a dip in 1998/1999. It has introduced the national strategies for English and mathematics, improved assessment procedures in all subjects, completed the building of three extra classrooms and developed ways of evaluating all aspects of school life in deciding priorities for further school improvement. A new computer suite was introduced recently and whilst standards are rising, improvement has been only modest in the last four years. Resources for learning are nearly adequate now for all subjects. Whilst procedures to improve pupils' attendance have been effective, attendance is still low in comparison with other schools. Overall, improvement is sound.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1999 | 2000 | 2001 | 2001 |
| reading | E | D | E | B |
| writing | E* | D | D | A |
| mathematics | E | D | D | B |

| Key | |
|--------------------|---|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

Standards are similar to pupils nationally by the end of the Reception. Some higher achieving pupils exceed what is expected of them, particularly in creative development. This is an improving picture. Overall, results in recent years show a continued improvement in standards achieved by pupils at the end of Year 2, although this has slipped slightly in 2001 in reading. However, standards remain much higher than in 1999 when reading and mathematics were well below average and writing was in the lowest five per cent nationally. In comparison with pupils from similar backgrounds, pupils compare well. In relation to these schools, pupils attain standards that are above average in reading and mathematics and well above in writing. The school chose to set targets for improvement. This is part of the school's new approach to raising standards. Generally, the targets were based upon a sound analysis of pupils' previous levels. The targets were very nearly met for pupils gaining Level 2 in writing and mathematics, which are the expected levels for their age. In reading, the level was eight per cent short of the target. Pupils' current achievement reflects this picture. The percentage of higher attaining pupils attaining Level 3 in writing was above average and average in mathematics when compared to all pupils nationally. Boys' standards in mathematics are similar to schools nationally but this is not the case for girls whose standards are lower. Pupils generally achieve appropriately in all other subjects although attainment in information and communication technology is still below expectations.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|-------------------------------------|---|
| Attitudes to the school | Pupils have good attitudes to learning. They enjoy school and are keen to learn. |
| Behaviour, in and out of classrooms | Pupils behave well in lessons and around the school. They are polite and welcoming to visitors. |
| Personal development and | This is good. Pupils respect the views of others and they play and work |

| | |
|---------------|--|
| relationships | well together. There are good relationships between pupils, staff and other adults who work in the school. |
| Attendance | Attendance is improving but still remains below the national average. |

Pupils have good levels of initiative and personal responsibility. They are learning to give and accept constructive criticism when they work together in groups. They develop good levels of independent thought and are confident when contributing their own views to discussions. Whilst most pupils arrive at school on time, a small number of pupils are late and this interrupts lessons.

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 |
|------------------------|-----------------------|--------------|
| Quality of teaching | Good | Satisfactory |

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

Most teaching and learning during the inspection was satisfactory or better. Overall, it was good in the Foundation Stage and sound elsewhere. It was particularly strong in the Nursery, with Year 2 pupils and in mathematics throughout the school. It was good in science, design and technology and history and satisfactory in all other subjects. The teaching and learning in literacy are satisfactory although hampered to some extent by the lack of staff training and some weaknesses in the teaching methods used, especially in guided reading and the teaching of the sounds in words. In numeracy, teaching and learning are good with a high level of challenge and high expectations. Particular strengths in teaching and learning include; planning showing specific objectives for learning and teaching that meets the objectives; effective demonstration such as that to help Year 2 pupils understand the difference between past and present tenses in literacy; and relationships and behaviour management that are generally good in all classes. As a result, pupils learn because they are keen, interested and they concentrate. Pupils with special educational needs are generally well supported in lessons by classroom support assistants. Pupils are encouraged to take part and explanations are re-phrased to help make them clearer.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Overall, the curriculum is good and meets statutory requirements. It prepares pupils well for the next stage of their education. |
| Provision for pupils with special educational needs | The school has a clear policy for special educational needs and makes good provision for all pupils who are in need of extra help. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school is successful at developing pupils' relationships within a strong family ethos. Great importance is placed on providing opportunities to broaden pupils' understanding of the diverse society in which they live. Provision for spiritual development is satisfactory. |
| How well the school cares for its pupils | Arrangements for pupils' welfare and support are sound. Staff know pupils well and are successful in providing a safe and caring learning environment. |

The school works closely in a good partnership with parents. Parental 'workshops' are offered from time to time and many parents join their children in the classrooms for a short, 'shared' learning-session before the start of the school day. This gives parents also, the opportunity to discuss anything with the

staff. There are effective measures to deal with any form of harassment or bullying, should these arise. The important basic skills of literacy and numeracy are emphasised strongly for the children in the Foundation Stage, as are the development of personal and social skills. The teachers of these children lay a firm foundation for their learning further on in the school. The school is rightly proud of its recent developments in information and communication technology provision and good plans are in place to move this on further and regain ground lost in the past. Revised ways of checking on pupils' progress and in deciding what else they need to learn have been introduced recently. However, these procedures have not been in place long enough for the school to use the data yet to help to raise pupils' standards further.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | This is good. The headteacher has 'pulled-together' well the strengths of her staff and has set out to ensure these are focused on raising pupils' standards. Staff with management responsibilities have played their full part within the time available to them so far. |
| How well the governors fulfil their responsibilities | The governors' contribution to developing the school is sound although some responsibilities, including statutory ones, have not been fully covered. |
| The school's evaluation of its performance | The headteacher is very clear what the school does well and what else needs to be done. Governors and staff are part of the process of self-evaluation, which is working well. |
| The strategic use of resources | Sound planning ensures that the school's priorities have been funded fully from year-to-year. The school has only just started looking formally at linking costs to planning for major priorities for the future. |

The school's staffing, accommodation and learning resources are adequate in all subjects except English where there are too few appropriate books for guided reading. The school currently enjoys the support of governors who understand the school's strengths and are clear about what else needs to be done. However, they have not yet ensured that their annual report to parents is complete and accurate, that written risk assessments of all activities and procedures are in place, or that they have formally considered and actioned all recommendations from the last auditor's report in July 2000. The purpose of the school carrying forward £63,979 from the end of the financial year 2000/2001, has only just been formally minuted. The school has plans for subject leaders to be more fully involved in monitoring teaching in the classroom and this will happen in those subjects that become the next focus of the school's improvement plan. The school looks at the data it has in detail and compares its standards with other schools. It is looking to introduce a computerised system to help with this. Staff know how well pupils are progressing individually including in much detail about all pupils with special educational needs. The school consults with parents on possible major changes to school life such as retaining hot lunchtime meals instead of moving to sandwiches. The school has the drive and commitment to develop further and the planning is in place to support this. The school is good at ensuring that it gets best value from its spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • The good quality of teaching. • The ease with which the school can be asked for help. • How well the school is led and managed. | <ul style="list-style-type: none"> • The range of activities outside of lessons. |

| | |
|---|--|
| <ul style="list-style-type: none">• The support the school offers children in helping them to grow up to become mature and responsible.• The closeness of the school's links with parents. | |
|---|--|

Inspectors generally agree with what please parents about the school. Whilst teaching is sound overall, the quality has improved since the last inspection and it is particularly strong in the Nursery and Year 2. Regarding what a very small percentage of parents would like to see improved, inspectors consider that the school offers an appropriate and developing range of activities outside of lessons, which are enhanced well by a broad range of day-trips.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children achieve appropriately in the Nursery so that overall, attainment of the Reception children shortly after they start, is what would be expected for children of this age. Standards are generally average by the time children leave the Reception classes. Children are likely to have achieved all of the Early Learning Goals with a number of higher achieving pupils exceeding them, particularly in creative development.
2. A significant number of older pupils join the school after Reception and at the moment, this represents 23 per cent of pupils in Years 1 and 2. A high majority of these pupils had attainment on entry that was lower than that expected for pupils of their age. **Although all pupils, including the later arrivals, achieve appropriately, their attainment by the end of Year 2 contributes to the school's overall standards being generally below average in comparison with pupils of the same age nationally in English and mathematics.**
3. **The school chose to set targets for improvement this year, including in English and mathematics for pupils in Year 2. This is part of the school's new approach to raising standards. Generally, the targets were based upon a sound analysis of pupils' previous levels.** The targets were very nearly met for pupils gaining Level 2 in writing and mathematics, which are the expected levels for their age. In reading, the level was eight per cent short of its target. The percentage of higher attaining pupils attaining Level 3 in writing was above average and average in mathematics when compared to all pupils nationally.
4. **Overall, results in recent years show a continued improvement in standards achieved by pupils at the end of Year 2,** although this has slipped slightly in 2001 in reading. However, standards remain much higher than in 1999 when standards in reading and mathematics were well below average and writing was very low in comparison with all pupils nationally. However, in comparison with pupils who come from similar backgrounds, the school compares well. **In relation to these schools, pupils attain standards that are just above average in reading, above in mathematics and well above in writing.**
5. **All pupils with additional learning difficulties also achieve appropriately with some attaining the expected Level 2 by the end of Year 2.** The school's analysis of the results in mathematics points to pupils frequently having difficulties with problem solving and the understanding of questions that require reading and reasoning skills. These are correctly being targeted for development to improve standards even more.
6. There is not a significant difference in attainment between the boys and the girls in reading and writing in the last three years. **However, in mathematics in the last two years, boys have exceeded the standards of girls in the school and all pupils nationally.** During the same period, girls' standards were also lower than other girls nationally.
7. **Pupils with special educational needs are identified very quickly when they**

enter Nursery and Reception. They achieve as well as they are able and respond well to the targets set in their individual educational needs programme. Pupils with special educational needs make sound progress by the end of Year 2 and usually attain standards, which their teachers expect of them.

8. **Pupils throughout the school are confident learners.** Most have good attitudes to work, which helps them to make appropriate progress in most lessons and in their personal development. Achievement of pupils currently in the school in English, mathematics and science, is generally sound. Boys progress well in mathematics. Pupils' standards are satisfactory also in art, design and technology, geography, history, music, physical education and religious education. Numeracy skills are used appropriately in a broad range of subjects. This was evident, for example, in the use of a traffic census, tally charts, and weather symbols and keys in geography. Literacy skills in a broad range of subjects are more variable across the school and whilst developing, they should be better. Overall, personal development is good but pupils do not yet use the school library sufficiently to further develop their independent research skills.
9. **Standards in information and communication technology remain unsatisfactory** although the introduction of the new computer suite has improved provision immensely and helped pupils extend their use of computers for different purposes such as word processing and drawing. Staff supervise closely, pupils' access to the internet. Pupils' skills are building-up soundly across the school as a result of the increased confidence in staff following their initial training in school, but the further training provided for staff through the New Opportunities Fund was disjointed and insufficiently effective to move the school on further.
10. **By the end of their time in the Nursery and Reception classes, the children have achieved well and their attainment is appropriate.** The organisation of the early years curriculum, the use of assessment information to plan for the children's individual learning needs and the good quality of teaching together contribute strongly to the progress the children make. This progress is positively influenced by the children's own enthusiasm for learning, which they have acquired from the start.
11. In the last two years, **overall standards have either been maintained or improved in most subjects by the end of Year 2. Pupils' achievement in the Nursery and Reception remain strong.** The school has introduced many new initiatives in the last two years including:
 - new approaches to planning and assessing pupils' work;
 - the introduction of the national strategies for literacy and numeracy;
 - improved teaching and learning through more formal monitoring of classroom practice;
 - a more extensive range of learning opportunities.
12. This has paid off in improved standards in writing, and to some extent in mathematics, particularly for the boys and higher attaining pupils. Many of the school's targets in the school improvement plan are designed to raise standards and need time for the results to show in practice.

Pupils' attitudes, values and personal development

13. **Pupils enjoy coming to school and have positive attitudes to learning.** This picture is broadly similar to that reported at the last inspection. In class, they usually listen well when their teacher, or others, are speaking and are generally keen to answer questions or offer opinions of their own. They settle quickly and apply themselves well when given tasks to do, and usually work steadily and productively. Attitudes and behaviour are very good in the Foundation Stage.
14. **Behaviour elsewhere in school remains good, both in and out of class.** Pupils fully understand the system of discipline operating in the school, and usually react well to it. Bullying is not a problem, and no incidents were observed or reported during the inspection. There have been no exclusions in recent years. Pupils genuinely care for their school.
15. Pupils' personal development also remains good. **Relationships between pupils and between pupils and staff are strong, and make a significant contribution to the quality of education provided.** Pupils are polite and friendly, and work well together in lessons, when asked to do so. They show respect for each other's feelings and understand the impact of their actions on others. Children in the Nursery and Reception classes settle well into school life and start to develop good work habits. They share and take turns without fuss, and pursue activities without constant direction from their teacher. Pupils work well on their own when opportunities are provided for them. They willingly accept any responsibilities offered to them in class and take on more duties around school as they grow older. For example Year 2 pupils help to look after the younger ones at break times.
16. **Attendance, which was a key issue at the last inspection, is improving but still remains below the national average.** Unauthorised absence remains low. Punctuality is generally good. Whilst most pupils arrive at school on time, a small number of pupils are late and this interrupts lessons.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching and learning was very good in eight lessons, good in 22, satisfactory in 23 and unsatisfactory in three. The quality of teaching in the Nursery and Year 2 was particularly strong.
18. **Strengths in teaching and learning include:**
 - planning showing specific objectives for learning;
 - tasks provided to meet the objectives for lessons;
 - effective demonstration such as that to help Year 2 pupils understand the difference between past and present tenses in literacy. The actions used to demonstrate the differences helped the pupils to understand the difference between 'ing' and 'ed' word endings;
 - Pupils with special educational needs are generally well supported in lessons by classroom support assistants. Pupils are encouraged to take part and explanations are re-phrased to help make them clearer;
 - Relationships and behaviour management are generally good in all classes;
 - Pupils learn because they are keen, interested and concentrate when teaching is good.
19. **The teaching and learning in literacy are satisfactory.** The quality of teaching in literacy is hampered to some extent by the lack of training and some weaknesses in the teaching methods used, especially in guided reading and the teaching of the

sounds of words. The strategies recommended by the National Literacy Strategy are not used sufficiently in a systematic way. Planning is completed daily and not weekly as recommended by the Strategy. This means that it is more difficult for staff to see the weekly overview of learning or to see how pupils progress day by day. The useful assessment sheet devised by the English co-ordinator to assess progress in reading is not used consistently throughout the school.

20. **There is a high level of challenge and high expectations in numeracy.** Here, teaching and learning are good. In one very well-planned opening to a lesson using the National Numeracy Strategy approach, pupils' with differing levels of knowledge were given slightly different tasks to work out as quickly as they could. These were pitched at the right level and the pupils succeeded when given 'a bit of thought'. The whole lesson was 'lifted' by the fun approach used by the staff. The pupils used 'known actions' to accompany their counting 'on and back' between 0 and 100, they knew a 'rap' song to help them remember the difference between rows and columns on a '100' square and used 'bingo' names for many of the numbers. The pupils could not 'fail' to join in; it was so much fun.
21. **Some other weaker aspects of teaching and learning include:**
- overlong introductory sessions leaving too little time for pupils to complete the work set;
 - on occasions, the pace of lessons is rather slow and pupils are not encouraged to take part fully, which leads to disinterest and lack of progress.
22. **Teaching of pupils with special educational needs is appropriate.** They are well-supported by classroom support assistants who effectively encourage pupils to take part in lessons and help to develop pupils' confidence. On occasions, the additional support is less effective, because they have not been clearly briefed about their role. In a Year 2 class, there are some potentially difficult boys who have a greater share of the teacher's attention than some of the girls. This is not yet monitored to ensure the girls are fully involved in the lessons. The school has not identified any pupils who have particular talents or gifts. Lesson planning usually makes reference to specific planning for less able pupils, but is less consistent in indicating extension activities for higher achieving pupils.
23. Pupils are identified as soon as possible in the Nursery or when they begin at the school. Teachers work towards clear targets that are set. Pupils on Stage 2 of the Code of practice are assessed by the special needs co-ordinator (SENCO), who decides what assistance is required. The SENCO and the class teacher discuss the pupils' individual education plan based on targets that need to be worked on. Long term plans and short-term targets are shared with pupils. Short steps are essential to help pupils realise that progress is being made. Class teachers work hard and receive good support from all support staff.

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

24. The school provides a broad and balanced curriculum of good quality. It promotes pupils' intellectual, physical, social and personal development and prepares them well

for the next stage of their education.

25. Planning for the curriculum is based on nationally accepted schemes of work, which the school has adapted effectively to suit the needs of its pupils. Appropriate opportunities for staff training are built into the school's action plan and effective use is made of teachers' interests and expertise. All subjects now have a policy and a scheme of work. These provide good guidelines for teachers' planning and include clear and concise learning objectives, which teachers now share with pupils at the beginning of lessons. The school has made good progress in addressing the key issue from the previous inspection concerning the improvement in the curriculum for information and communication technology. The computer suite has been built; resources improved and teachers have received training as part of a national initiative, although this was not as effective as had been hoped.
26. The National Numeracy Strategy has been implemented successfully throughout the school. The teachers' planning for numeracy is good. They clearly identify practical activities and tasks for pupils with differing abilities in classes and have established a range of effective assessment procedures. The new co-ordinator for literacy is finalising arrangements to improve the teaching and assessment of literacy.
27. The curriculum for the Foundation Stage is well planned. Detailed daily plans ensure coverage of all the Early Learning Goals. The reception staff plan to build effectively on pupils' learning in the Nursery. It is clear what children are expected to learn both in the teacher-focused activities and in the activities the children choose to do themselves.
28. The school is taking part in the Comenius project and have developed very close links with schools in Italy and Denmark. Several staff have visited schools there and pupils send and receive photographs, videos and information about each other's countries. Pupils exchange written work and art and sometimes fax their work which helps them improve their skills in information and communication technology. They are clearly given good opportunities to understand the culture of other countries. This exciting development in the curriculum also helps the pupils' geography studies and their understanding of the wider world.
29. There are good opportunities for pupils to take part in extra curricular activities. The school choir practises regularly and takes part in concerts and church services as well as performing for older people at Christmas. Pupils take books home from the school library, the local football club provides training in soccer for pupils which is so popular that three sessions of ten weeks have been organised during the year to accommodate all those pupils wishing to take part. Pupils keep fit in the skipping club with equipment provided by the British Heart Foundation to encourage pupils to take part in exercise. The curriculum is also enhanced by educational visits such as The Sheffield Magna Science museum and the Lincoln Life museum. The Nursery children experience travelling by different means such as by coach and train. Year 2 pupils visit a power station as part of their science studies. The whole school is involved in local singing festivals.
30. All pupils have access to the curriculum and this is a good feature of the school. Pupils with special educational needs are well supported so that they can work alongside their peers to take advantage of the curriculum offered. Provision for pupils with statements is good. When necessary the curriculum is carefully adapted to their needs so that their individual education programmes are met. The school moves quickly to take effective action when there is a need.

31. The governors have not yet decided on a policy for teaching sex education but teachers answer questions sensitively if they arise. Attention is paid to the importance of a healthy lifestyle and to drug misuse through the science curriculum. The contribution of the community to pupils' learning is good. For example, the school has good links with the local churches and staff have visited the local synagogue to learn more of Judaism to help improve the pupils' religious education programme. Local businesses show interest in the school and have helped to provide the new fence round the school and provide prizes for school functions.
32. The programme for personal, social and health education being offered to pupils is satisfactory. During lessons and in assemblies pupils are offered a variety of ideas about how to develop themselves, and how to deal with issues that arise in their young lives. The curriculum for religious education meets statutory requirements. The school nurse visits the school regularly and gives support to pupils where necessary. The curriculum aims to develop pupils' abilities to relate to others, to work for the common good, to respond to opportunities, challenges and responsibilities, and to cope with change. This supports the pupils' spiritual, moral, social and cultural development well.
33. The school's link with the neighbouring junior school is very good. The headteachers meet on a regular basis, subject co-ordinators exchange information about the curriculum and Year 3 teachers from the junior school meet their new classes during the summer term which helps to make the pupils' transition to the junior school free from anxiety and stress. The school organises a weekly mother and toddler group and adult education classes for parents. Parents value these initiatives.
34. **Provision for pupils' spiritual development remains satisfactory**, and continues to be fostered mainly through brief moments of reflection in assemblies and religious education. Arrangements for collective worship meet statutory requirements.
35. **Pupils' moral development remains good.** They are taught from the outset what is acceptable and unacceptable behaviour and quickly learn to distinguish right from wrong. Teachers are good role models, and work hard to foster caring attitudes that enable pupils to respect each other as well as their school environment. Stories in assembly are used well to promote values such as kindness and the importance of helping each other.
36. **Pupils' social development remains good.** Strong relationships exist throughout the school and make a positive contribution to the quality of education provided. Pupils feel that staff care genuinely for them and are confident to approach them with any worries or concerns. Pupils are polite. They work and play well together. They are encouraged to take on more responsibility as they grow older, for instance, when the older ones help to look after the younger ones. Their awareness of the needs of others is raised when they take part in events to raise money for various charities.
37. **Pupils' cultural development remains good overall.** Out-of-school visits provide good opportunities for pupils to learn about their own area. Established links with schools in Italy and Denmark through the Comenius Project help to widen their understanding of other European countries. Pupils have some opportunities to learn about other cultures through art and religious education, but opportunities for them to develop a greater understanding of Britain as a multi-cultural society, are limited.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. **Procedures for ensuring pupils' general welfare remain sound.** A suitable health and safety policy is in place but not fully implemented because formal written risk assessments have not yet been carried out. These, however, are planned to take place in the near future. Nevertheless, current working practices are generally good. Child protection arrangements remain effective.
39. **Procedures for monitoring pupils' personal development are good.** As part of this, pupils' attendance is now monitored much more thoroughly than at the time of the last inspection. Registers are maintained properly and there are suitable arrangements for investigating all unexplained absence. These include making prompt contact with parents on the first day of absence if their children's attendance is giving cause for concern, and if a satisfactory explanation has not been received.
40. **The personal support and guidance provided for pupils continue to operate effectively.** Teachers know their pupils well, get on well with them and work hard to build self-esteem and levels of confidence. Praise and rewards are used well to encourage effort, and significant achievements are celebrated in assembly each week at the 'Star Parade' to which parents are also invited. Measures to promote and maintain high standards of behaviour and discipline work effectively and are implemented consistently by all members of staff. This ensures pupils act sensibly and that lessons run smoothly. Clear guidelines are in place to handle incidents of bullying, but there are no formal procedures in the discipline policy for excluding pupils, if ever this course of action should prove necessary to adopt.
41. Procedures for assessing attainment and progress are satisfactory overall. The assessment policy is clear and contains helpful guidance to teachers on the monitoring of pupils' performance. Assessment in the Foundation Stage is sound. Informative daily plans, include assessment opportunities for the Nursery children. This information is transferred to an individual assessment record to show achievement towards the six areas of learning. The day-by-day assessment is good and well organised to ensure there is consistent assessment of children as they progress through the Foundation Stage. The outcomes of the assessment inform the individual assessment record and are recorded as a date and a symbol to show achievement of the Early Learning Goals. However, this does not provide a fully comprehensive picture of the achievements of each child and is less useful to the next teacher than a written record of achievements. A national baseline scheme provides very useful information about the progress throughout the year for Reception pupils in personal, social and emotional development, communication, language and literacy and mathematical development.
42. In September 2001 the school began to use a new assessment system which the assessment co-ordinator and all staff developed during the summer term. There are now effective systems in place for monitoring mathematics and all foundation subjects. However, these systems have not yet been in place long enough to be useful in guiding curricular planning.
43. Assessment procedures in mathematics are good throughout the school. Detailed procedures and records of learning are in place. National assessment results are analysed and teachers make use of the information to guide their planning for future learning. This ensures that pupils have support, where required, and are challenged appropriately. Provision of extra teaching for pupils identified as experiencing difficulties in a subject has effectively raised standards achieved by these pupils. Ongoing daily assessment in lessons is effective, so that pupils have individual help and their teachers are aware of the progress that each one is making.

44. Assessment in English is developing throughout the school but some work remains to be done. The new English co-ordinator and the assessment co-ordinator are finalising assessment procedures to monitor progress and improve standards. The results of National Assessments at the end of Year 2 and ongoing testing are carefully analysed, clearly documented and used well to identify challenging yet achievable targets each year. Trends are analysed over the years and good use is made of the information gathered to help the setting of school targets. The process is also used to identify areas for improvement. For example, the school has identified the need to improve reading and writing across the school.
45. The assessment in other subjects is in varying stages of development. Procedures are beginning but they are not yet fully implemented. They have not been in place long enough to use effectively to identify pupils' strengths and weaknesses and to adapt teaching accordingly. Day-to-day assessment is conscientious in all subjects and pupils receive good advice and guidance from teachers during lessons. For example, in a Year 2 science lesson, the teacher noted that pupils had not completed the work as well as expected so she reorganised the next science lesson to overcome the problem.
46. The assessment of pupils with special educational needs is good. Initial assessment is quickly followed by individual education plans for pupils, to tailor learning and provision to pupils' needs, using whatever support is required. Regular reviews assess pupils' progress and developments in their learning. There are good working relationships with outside agencies. For example, the local education authority's learning support service and the speech therapy service.
47. There are good procedures to monitor and support the personal development of pupils, which is based on the teachers' knowledge of individual pupils and close links with parents, for example, during the daily ten-minute sessions when parents come into the classroom and work with their children before school begins.
48. Overall, the school cares for its pupils appropriately. Its procedures for assessing attainment and progress have improved since it was first inspected, but they are not consistent across all subjects. The school is now in a good position to put this into effect.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Response to the questionnaire was relatively low, and only a few parents attended the Parents Meeting. Nevertheless, their views about the school were mostly positive and broadly similar to those expressed at the last inspection.
50. The school remains fully committed to getting parents more involved in their children's education and has maintained good links with them through doing this. Share Time activities, for example, which take place in all classes before school starts operate very effectively, are very well supported and provide good opportunities for parents and teachers to talk with each other. Workshops and courses, which enable parents to gain a greater understanding of their children's learning are held frequently in school, and arrangements for receiving new pupils into the Nursery are enhanced

through the offer of a home visit before they start school. Reading diaries are used effectively, particularly in the Reception classes, and these help to maintain regular contact with pupils' homes. Parents also give good support to educational visits and other activities, such as school productions and events organised by the Parent Teachers Association.

51. Parents continue to be kept well informed about their children's progress. There are ample consultation evenings throughout the year, and the quality of pupils' annual reports is good. They give a clear indication about achievement as well as identifying areas where improvements could be made. A regular flow of newsletters and correspondence also keeps parents fully informed about life generally in school, although this does not usually contain details about the work done in class. The prospectus is satisfactory but the governors' annual report to parents could be a lot better. It does not meet statutory requirements, lacking many items of necessary information. The school has close relationships with parents of pupils with special educational needs. Parents of pupils for whom individual education plans are in place are supported effectively by the special educational needs co-ordinator. Parents of pupils with statements of special educational need are always invited to meetings to review provision and pupils' progress and an increasing number now accept the invitation. Parents of pupils with special educational needs are properly involved and kept fully informed about all developments.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. **The school is successful in meeting its published aims of providing a full and appropriate education for its pupils in a clear, moral framework.** These are strengths of the school recognised by parents responding to the parents' questionnaire for the inspection. **This is as a result of very capable leadership by the headteacher.** This leads to effective co-ordination by those staff in the school who have been given time so far to become involved in supporting and advising colleagues such as the mathematics co-ordinator, the co-ordinator of special educational needs and the teacher leading the Foundation Stage. Leadership and management of the Foundation Stage are very good. Staff are especially well deployed to provide maximum learning opportunities for the children in the Nursery. Structures are appropriate and procedures run very smoothly.
53. The school's income to spend on its pupils is average in comparison with schools nationally. At the time of the last inspection in March 1997, it was reported that the school had a surplus of money of £59,991. Whilst this has fluctuated since then, **by the end of the financial year 2000/2001, the surplus had increased to £63,979, which was 10.5 per cent of its budget.** The school's financial audit in July 2000, supported the school's budgetary planning. However, the report recognised that the governors had not formalised their plans for how the surplus was to be spent and this has only happened recently. **One or two other recommendations from the audit report are still to be resolved.** The predicted carry-forward from the end of the current financial year shows a reduction to less than eight percent of the budget. **At the moment, the governors are seeking quotations for work to be carried out on the school building. Once this is built into planning, the projected surplus will reduce to less than five percent, which is a far more appropriate amount.**
54. **The school has improved appropriately since the last inspection.** Amongst other improvements, the school has:

- introduced the national strategies for English and mathematics and improved subject planning in all other subjects;
- completed a 'new-build' project to help reduce the number of pupils in each classroom, replace the mobile classrooms that used to stand separately to the main building, provide a computer suite and improved the school foyer, offices and library facilities;
- developed ways of evaluating all aspects of school life in deciding priorities for further school improvement;
- ensured that parents are consulted over major changes in school organisation such as the recent dilemma over keeping hot school meals;
- gained funding to be part of the Comenius Project so that the school could build up close links with schools in other countries in order to widen pupils' cultural understanding. This has worked well;
- raised standards in English, mathematics and science from a level well below average in 1998/99. The school recognises that more needs to be done to raise standards even further;
- gained Investors in People status, which is a nationally recognised accreditation of the good support offered to all staff in developing their strengths as a team for the good of the pupils.

55. **The headteacher is leading and managing this process well and is very clear what the school needs to do to improve further.** This is clearly set out in school improvement planning. Particular areas for development include:

- to focus on pupils' reading skills and comprehension work;
- to raise pupils' achievement in mathematics;
- to develop pupils' information and communication technology skills and the use of those skills in a widening range of subjects. The school has already started to improve staff's knowledge despite not benefiting fully from the New Opportunities Fund training, which was insufficiently matched to the school's requirements;
- to use in practice the new assessment procedures recently introduced;
- to give subject co-ordinators time to become more involved in seeing how the standards, teaching and learning in their subjects can be improved;
- to extend the outside play equipment;
- to continue with a range of building improvements.

56. All other staff with management responsibilities are playing their full part within the time scales that have been allocated to them so far. The support of pupils with additional learning difficulties is given appropriate priority and this is reflected in the additional allocation from the school budget and the efficient use of specific funding for pupils with special educational needs (SEN). Much has been done in the last two years to improve standards in writing and mathematics. The mathematics co-ordinator has analysed the school's national assessment results carefully and recognised just how well the boys' standards have risen in the last two years. The school has not yet got round to analysing what else can be done to improve girls' standards. The school is intending introducing a computerised system this year, which will help with the evaluation of similarities and differences in pupils' standards. The organisation of support for pupils with special educational needs (SEN) is particularly good. The special educational needs co-ordinator is well organised. She works with staff to provide the best possible service. She has established very good links with all staff and support services. The governing body is closely linked with the school's provision for pupils with SEN.

57. **The school currently enjoys the support of a governing body** who understand the school's strengths and are clear about what else needs to be done. Overall, their contribution to the school is sound. In addition to the governor with responsibility for special educational needs who visits the school and gives good support, some other governors visit the school frequently particularly the chair and vice-chair of governors who work tirelessly for the benefit of the pupils. However, the governors have not yet ensured that:
- their annual report to parents is complete and accurate;
 - their premises and health and safety committee meets regularly and that written risk assessments of all activities and procedures are in place;
 - they have formally decided whether or not the school should teach sex education;
 - all of the recommendations of the last auditor's report have been fully considered and actioned.
58. The governors are becoming more effective at monitoring the day-to-day financial control of the school and comparisons and more detailed quotations are sought when carrying out major purchases. A very efficient school administrator helps them significantly in this. Governors are fully involved with all staff in evaluating the school's work and in prioritising school improvement planning. This way of working was one of the benefits stemming from gaining the Investors in People Award. All of their work helps them to gain a good impression of the school's strengths and areas ready for development.
59. **Teachers' planning for lessons is monitored closely by the headteacher** and subject leaders are aware of what is planned for in subjects for different year-groups. Teachers working with the same year-groups plan together in detail to make sure that pupils cover the same work regardless of class. This ensures that agreed areas of learning are covered, planned for appropriately and suitably different depending on the level of attainment of the pupils. Staff have been monitored teaching particularly with regards to the formal procedures for checking the effectiveness of their professional performance and in connection with the literacy and numeracy strategies. Newly qualified teachers (NQT) have been monitored also as part of their induction process in the school, which is appropriately organised. This also gives NQTs the opportunity to plan with more established staff and to observe other staff teaching. This is continuing. Subsequent discussions with those staff observed helped to raise awareness of individual strengths and how teaching can be improved. **The school has plans for subject leaders to be more fully involved in monitoring teaching** in the classroom and this will happen effectively in those subjects that become the next focus of the school's improvement plan. **This will lead to greater consistency in teaching across the school.**
60. **The school has increased the number of teaching and classroom support assistants (CSAs) in the last two years and is now well staffed.** Teachers are suitably qualified and provide a balance of experience and expertise. They are appropriately supported by a good number of suitably qualified CSAs and in the Nursery, qualified nursery nurses. The quality of administrative support, caretaking, cleaning and midday help is also good, and this ensures the school runs smoothly. All staff have suitable job descriptions, which are reviewed regularly and reflect their current roles and responsibilities.

61. **There is sufficient accommodation to teach the planned curriculum effectively.** Classrooms are generally spacious and suitably furnished. The school now also has a well-equipped computer suite. Displays around the school are attractively mounted and contain a sound range of examples of pupils' own work. The grounds are well maintained, and outdoor provision is further enhanced by good access to playing fields belonging to the adjoining Junior school. The school is able to provide wheel chair access to most areas of school although the fullness of access is not described in the governor's annual report to parents.
62. **Resources to support learning, which were identified as a key area for development at the last inspection, have improved significantly, and are now satisfactory overall.** There are ample computers to teach information and communication technology, but resources for English are not yet adequate because there are not enough books in classrooms. Resources are, however, well managed and easily accessible.
63. The school looks at the data it has in detail, sets numerical targets for itself overall and for individual pupils and compares its standards with other schools. **The school works hard to achieve the goals it sets itself.** It knows how well pupils with special educational needs are progressing individually. The school measures itself at times in other ways such as by questionnaires to parents. The headteacher, governors and staff recognise what is working and what else needs to be done. They have the drive and commitment to develop further and the planning is in place to support this. The school is good at getting the best value from its spending decisions.
64. **The school has developed appropriately since the last inspection** with an income that was similar to most other schools. Standards have generally increased or been maintained, the quality of teaching has improved and pupils' attitudes and behaviour are good, which allows teachers to teach and pupils to learn. Apart from standards in writing and mathematics and the overall quality of teaching, which have improved, **the school knows that the impact of many of its developments has yet to be fully seen.** One example is the introduction of a revised assessment

system to help staff plan and set individual learning targets for the pupils. The school currently gives an acceptable education to its pupils and provides sound value for money. It has the capacity to improve further and knows how to do this.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Raise all pupils' standards in reading by:*
(Paragraphs 4,55,77 and 78)
 - i) Teaching guided reading more effectively;
 - ii) Improving the range of strategies pupils use to try to read words they do not readily recognise;
 - iii) Providing training for staff;
 - iv) Enhancing the literacy areas in all classrooms and improving the range and display of books for pupils to read.
- (2) Raise girls' standards in mathematics.
(Paragraphs 6 and 83)
- (3) Raise all pupils' standards in information and communication technology both in their skills and the way those skills are put to use in a range of subjects.*
(Paragraphs 9,55,107 and 108)
- (4) Develop the role of subject co-ordinators to include further: *
(Paragraphs 59,82,92,99,107,114,119 and 122)
 - i) the monitoring and evaluation of pupils' progress to see if it is as good as it could be;
 - ii) ensuring the quality of teaching and learning is as high as it could be and consistent across the school.
- (5) Evaluate and use the information that the school has started to collect on pupils' knowledge and understanding in all subjects, so that the school is clearer that its development planning is resulting in increased standards.*
(Paragraphs 42,44,45,55,92,99,102,107 and 109)

In addition to the Key Issues above, the following less important issues should be considered for inclusion in the school action plan:

- Ensure risk assessments of activities are carried out including those in the QCA subject guidance; *
(Paragraphs 38,57 and 99)
- Improve attendance further; *
(Paragraph 16)
- Ensure the Governing Body's Annual Report to parents, carries all of the information to which parents are entitled.
(Paragraphs 51 and 57)

* These areas have already been recognised by the school in their school improvement planning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 56 |
| Number of discussions with staff, governors, other adults and pupils | 33 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | - | 8 | 22 | 23 | 3 | - | - |
| Percentage | - | 14 | 39 | 41 | 5 | - | - |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents just under two percentage points.

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 65 | 198 |
| Number of full-time pupils known to be eligible for free school meals | N/A | 69 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 1 | 4 |
| Number of pupils on the school's special educational needs register | 1 | 69 |

| 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 | 29 |
| Pupils who left the school other than at the usual time of leaving | 23 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 7.3 |
| National comparative data | 5.2 |

Unauthorised absence

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

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

Attainment at the end of Key Stage 1 (Year 2)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | | 2001 | 44 | 41 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 31 | 37 | 41 |
| | Girls | 32 | 32 | 34 |
| | Total | 63 | 69 | 75 |
| Percentage of pupils at NC level 2 or above | School | 74(81) | 81(81) | 88(93) |
| | National | 84(83) | 86(84) | 91(90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 33 | 39 | 42 |
| | Girls | 31 | 34 | 37 |
| | Total | 64 | 73 | 79 |
| Percentage of pupils at NC level 2 or above | School | 75(80) | 86(85) | 93(83) |
| | National | 85(84) | 89(88) | 89(88) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | - |
| Black – African heritage | - |
| Black – other | - |
| Indian | - |
| Pakistani | - |
| Bangladeshi | - |
| Chinese | - |
| White | 164 |
| Any other minority ethnic group | - |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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) | 10.45 |
| Number of pupils per qualified teacher | 19 |
| Average class size | 24.75 |

Education support staff: YR – Y2

| | |
|---|-----|
| Total number of education support staff | 8 |
| Total aggregate hours worked per week | 146 |

Qualified teachers and support staff: nursery

| | |
|--|------|
| Total number of qualified teachers (FTE) | 2 |
| Number of pupils per qualified teacher | 32.5 |
| Total number of education support staff | 5 |
| Total aggregate hours worked per week | 111 |
| Number of pupils per FTE adult | 9.6 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 0 |
| Number of teachers appointed to the school during the last two years | 1 |

| | |
|--|---|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 1 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 2000/2001 |
|----------------|-----------|

| | £ |
|--|---------|
| Total income | 610,445 |
| Total expenditure | 598,834 |
| Expenditure per pupil | 2,117 |
| Balance brought forward from previous year | 52,368 |
| Balance carried forward to next year | 63,979 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|------|
| Number of questionnaires sent out | 304* |
| Number of questionnaires returned | 35 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 69 | 29 | 3 | 0 | 0 |
| My child is making good progress in school. | 60 | 34 | 0 | 0 | 6 |
| Behaviour in the school is good. | 54 | 37 | 0 | 0 | 9 |
| My child gets the right amount of work to do at home. | 43 | 29 | 3 | 6 | 20 |
| The teaching is good. | 91 | 3 | 0 | 0 | 6 |
| I am kept well informed about how my child is getting on. | 60 | 31 | 6 | 3 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 80 | 20 | 0 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 60 | 34 | 3 | 0 | 3 |
| The school works closely with parents. | 63 | 29 | 0 | 0 | 9 |
| The school is well led and managed. | 74 | 20 | 0 | 0 | 6 |
| The school is helping my child become mature and responsible. | 66 | 29 | 0 | 0 | 6 |
| The school provides an interesting range of activities outside lessons. | 37 | 34 | 14 | 0 | 14 |

* The date of the inspection meant that the number of pupils in the school did not include pupils who start in the Nursery in the spring and summer. As such, the number of parental questionnaires issued does not match the total number of pupils when the school is full.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. The provision for children in the Foundation Stage is a strength of the school. This is the same as at the time of the last inspection. The Foundation Stage comprises children in the Nursery and Reception classes. These children get a good start to their education. Standards achieved by the time children leave the Reception are generally typical of children the same age elsewhere in all areas of learning. When the children start in the Nursery, attainment is below average, but the children make good progress in the Nursery and start the reception class with standards that are average overall, in all areas of learning. Satisfactory progress is made through the reception year and pupils are likely to meet the Early Learning Goals in all areas of learning by the time they start Year 1.
66. Children start in the Nursery after their third birthday and transfer to the Reception in the term in which they are five. The transition is well managed, as planning systems and liaison between the Nursery and the Reception classes are good. Children in the Nursery attend for half a day and in the term before they transfer to the Reception they attend the Nursery all day. In the Nursery, the children work in groups with one of five members of staff who each take responsibility for weekly planning within the overall teaching activities and for checking the pupils' progress.

Personal, social and emotional development

67. Children in the Nursery and the Reception are well supported in this area of learning. They learn to develop good relationships with each other because of the good models provided by the staff who work with them. Taking responsibility and developing independence are given a high priority in the Nursery. The quality of teaching is good. Children are encouraged to behave well, to take turns and to share in their play. They share books with each other very sensibly. When children start in the Nursery their social skills are limited, but by the time they leave the Reception they are confident and enjoy their work and have achieved the Early Learning Goals.

Communication, language and literacy

68. A high priority is given to this area of learning, especially speaking and listening. In the Nursery, children are encouraged to explore materials using their senses, for instance, as they made bread children learned some key words linked to baking and mixing. Reception children are encouraged to ask each other questions in whole class discussions to recall past events. This effectively encourages listening and communication skills.
69. Nursery children are taught to handle books with care and they learn how to hold books and turn pages carefully. They are encouraged to draw the characters in well-known stories and begin to write or copy a sentence underneath their picture. Reception class children learn rhyming words and can track the words in a story read by the teacher. By ordering words into a sentence they develop their reading skills. A well-focused guided reading activity helped a small group of children read simple books accurately. This was especially effective because the book was well matched to the abilities of the children and they achieved success in the reading they did. The

more able children in the reception classes read simple books, but they have no strategies to read words they do not know. By the end of the Reception, children are generally achieving what is expected of them in reading, writing and communication skills. Children are well supported by their parents who share books regularly.

70. The National Literacy Strategy is used sensibly in the Reception classes. Children are encouraged to take part in the word level activities and with the help of good resources, learn the names and sounds of initial letters. The quality of teaching is good. All staff have a good knowledge of the 'Stepping Stones' of progress towards the Early Learning Goals.

Mathematical development

71. The quality of teaching in this area of learning is good. There are some examples of very good teaching in the Nursery where there are excellent opportunities provided to promote children's numeracy skills. Daily counting of the children present in each group is used to help children begin to understand adding on and taking away in a practical way. They learn to understand key vocabulary, such as 'more than' and 'less than' because of the well focused demonstration and instruction by the teaching. Children recognise numbers to ten and recognise several two-dimensional shapes. Reception children are provided with a range of mathematical activities and generally follow the structure of the National Numeracy Strategy. Where the children are supported by the class teacher they make good progress, but several groups struggled to work independently because the tasks required the support of another adult. Children achieve what is expected of them by the end of the reception year.

Knowledge and understanding of the world

72. When they start in the Nursery, children have very limited knowledge of the world around them. They are encouraged to develop their senses through investigating the properties of various natural substances, such as lemons and onions. Such experiences develop their language and encourage talking to each other. Man-made objects used to develop a sense of touch help children to learn new vocabulary. Children use the computers with confidence and considerable dexterity. They achieve expected levels of skill controlling the mouse and following the instructions for various games.
73. In the Reception children are provided with a weekly session to cover this area of learning. The children learn about the traditions of other cultures by celebrating Diwali. They have made Mendhi and Rangoli patterns. The local woods were used to explore the features they liked and disliked about the environment. Their 'imaginative play area' in the classroom is a post office and effectively helped the pupils to learn about the work of a postman. The involvement of the teacher in this aspect of the children's work enhanced it because she was able to model what happens in a real post office and develop the children's understanding. By the time they leave the Reception, children achieve all that is expected of them including in information and communication technology.

Physical development

74. The staff are aware that the outdoor area is not used well to develop this area of

learning for Reception pupils because they do not have a dedicated space. Nursery children have an area, which is reasonably spacious and used daily. Much of the learning is incidental and may not appear on the planning, but nevertheless, children move around with confidence and in safety. A good example, of incidental learning took place on a very windy morning. The children waved streamers around in the wind and observed the effects of the wind. There are many ongoing activities which develop children's dexterity in using tools with increasing control.

75. The Reception classes make up for the lack of an outdoor area by using the hall for dance, apparatus and games sessions. Staff are aware that sitting for too long is inappropriate and provide regular keep fit activities to keep children interested and to help them concentrate on their activities. In the hall, children learn to follow instructions as they travelled along apparatus using different parts of their bodies. The quality of teaching is good throughout the Foundation Stage and children generally achieve the Early Learning Goals in this area of learning by the end of the reception class.

Creative development

76. Children meet the expectations of this area of learning by the time they leave the Reception class. The Nursery has a dedicated creative area in which there is a focused teaching activity every day. There are several areas for imaginative play. In the Reception, one morning each week is allocated to this area of learning. This organisational structure works well as there is very focused teaching provided for the children to learn new skills. In the Nursery, children are taught how to hold a pair of scissors and learn to cut around a circle. At first this is with support, and gradually with increasing independence. Collages are made using a good range of topical resources, such as sequins and glittery paper. Children learn to mix paints and to explore ways of making patterns. Children explore the properties of various materials and made Diva pots from clay in the Reception to celebrate the festival of Diwali. A high priority is given to promoting imaginative skills. In the Nursery, children set off on a holiday journey with all the paraphernalia needed. They enjoyed taking on the role of holidaymaker. The post offices set up in the Reception classes encouraged the children to take on roles and co-operate with other children. Achievement in this area of learning is good, due to the well- focused, good teaching.

ENGLISH

77. Standards are generally below average throughout the school and should be higher, particularly in reading where there is some underachievement, which the school has identified as a priority. Standards have improved since those reported in the last inspection when assessment results showed pupils to be well below national expectations. The underachievement is first identified in the assessments pupils complete as they leave the reception year. The quality of teaching and learning was satisfactory overall. There were some good examples in Year 2 although some unsatisfactory examples in Year 1. The recently appointed subject leader has a good understanding of the areas for development and is keen to introduce training to improve the teaching of reading which could be better throughout the school. Standards in writing have improved due to the attention given to it since the current headteacher took up post. Pupils with special educational needs are well supported by classroom support assistants and make reasonable progress.
78. Pupils do not learn to read as well as they should due to weaknesses in the planning

of the subject and a lack of focus in some lessons. Staff have not kept up to date with teaching methods recommended by the National Literacy Strategy. Consequently, pupils do not know the sounds of letters well enough to help read unknown words. Staff tend not to use the full range of methods to teach pupils to read accurately, fluently and with good understanding. There is heavy reliance on a commercial scheme to teach the basic names and sounds of letters. Pupils do not have sufficient opportunity to extend their knowledge of sounds and words, for example, through the word games recommended by the National Literacy Strategy. The teaching of reading in guided reading sessions, is not taught well-enough because there are too few appropriate books and those selected are too difficult at times for pupils to read independently. The progress of the pupils is not assessed consistently according to the school requirements and teachers do not help pupils to apply the full range of reading strategies such as reading to the end of a sentence to read a difficult word or encouraging guessing what an unknown word says. Pupils are encouraged insufficiently to re-read when they have not understood or to persist when they encounter difficulties.

79. However, features of the good teaching include:
- specific learning objectives shared with the pupils;
 - efficient use of the classroom support staff to work with pupils with special educational needs throughout all parts of lessons; and
 - clear well-focused demonstrations and explanations, which help pupils to learn.

For example, in a Year 2 lesson, pupils understood the difference between the past and present tense because of the very clear explanation and demonstration to mime the differences. In such lessons, expectations are high and pupils achieve.

80. Writing is improving due to the attention given to it in the literacy hour. The handwriting scheme used in school is consistently and effectively implemented and pupils have developed a good level of fluency in their writing, by the time they reach Year 2. Pupils use capital letters and punctuation mostly correctly. Higher attaining pupils use connectives such as 'but' and 'after'. The range of writing is generally satisfactory with examples of labelled diagrams in science and the beginnings of diary-writing in the recounting of a trip to see 'Harry Potter'. Teachers' own writing is a good model for the pupils. There is a lack of progression in writing from the reception classes to Year 1. The range of writing completed in Year 1 is limited. For example, pupils have no examples of little story books, using the basic book conventions of layout, title or author's name or lists of instructions, all of which are included in the first term of the National Literacy Strategy for Year 1. The use of information and communication technology to support the subject is inconsistent. It is satisfactory in Year 2 where pupils learn to word process as they make notes.
81. A range of effective strategies has been introduced to encourage parents to be more involved in helping their children to read. Twice weekly, parents come into school and share library books with their children and support recording what was enjoyable about the books read. Pupils also have a home-school diary in which parents comment on their child's progress in reading. The dialogue between teacher and parent has the potential to help parents know what to do to help their child improve. The library is well resourced, but was underused during the week of the inspection. Some books in the classrooms are in need of replacement.
82. The co-ordinator has a clear action plan to improve standards in reading, which is part of the school's improvement plan. Currently, only informal checking of planning and teaching has taken place. While the school follows the National Literacy Strategy

as recommended, the way the curriculum is planned has some drawbacks. The lack of a weekly overview to show what pupils are expected to learn in reading, writing, spelling and handwriting means that tracking the progress of pupils is more difficult.

MATHEMATICS

83. Overall, the attainment of pupils reaching the expected Level 2 in national assessments is below that expected in comparison with the national average at Year 2 in 2001. This was the same in 2000. However, both of these years were an improvement from the results at the time of the last inspection and as recently as 1999, when standards were well below those expected for pupils of this age. Therefore, standards have improved. In comparison with schools where pupils come from similar backgrounds, the results in 2001 are good and above those standards expected for similar Year 2 children. The trend in the last two years shows boys' standards overall, at least equal to other boys nationally and ahead of the national level for all pupils. This is not the case for girls whose knowledge and understanding is over a term's progress behind the boys. The number of Year 2 pupils attaining Level 3, which is higher than that expected for pupils of this age has increased significantly in the last year and this too, is now close to the national average. However, at the same time, the number of pupils not reaching the expected Level 2 increased. This is partly due to an increase in the number of pupils needing different work and additional support to help them with additional learning difficulties. Many of these pupils start at the school in Year 1 with some starting as late as Year 2, which does not give the school much time to improve standards before the assessments take place. However, in the time available, pupils with learning difficulties make progress and achieve appropriately. Standards have improved at the school because of the emphasis placed on improving the quality of teaching and learning. This has been as a result of the introduction of the National Numeracy Strategy with the effective support of numeracy consultants from the Local Education Authority.
84. Teaching and learning was good overall, with a very good example at Year 2. By the end of Year 2, pupils showed an increasing knowledge and understanding of basic number facts. Evidence from their work books shows that most pupils understood place value of tens and units, and how to add and subtract up to at least ten. Higher attaining pupils work successfully on this to 100 including the use of money and are clear that subtraction is the inverse of addition. In one very well-planned opening to a lesson using the National Numeracy Strategy approach, pupils' with differing levels of knowledge were given slightly different tasks to work out as quickly as they could. These were pitched at the right level and the pupils succeeded when given 'a bit of thought'. The whole lesson was 'lifted' by the fun approach used by the staff. The pupils used 'known actions' to accompany their counting 'on and back' between 0 and 100, they knew a 'rap' song to help them remember the difference between rows and columns on a '100' square and used 'bingo' names for many of the numbers. The pupils could not 'fail' to join in; it was so much fun. In all lessons, learning support assistants and where available, parent-helpers, supported as necessary, particularly in the group-work planned for the middle activity in the lesson. They were clear about their role and this supported most pupils working in groups at their own levels. On occasions with classes at Years 1 and 2, depending on the level of adult support, one or two groups of pupils worked independently. The pupils responded well to this and tried hard with their work whilst the adults were concentrating on specific teaching points with other groups. Groups are rotated during the week so that all pupils have the focus of the teacher's time equally. On occasions, the work set for the independent groups was not quite matched to the pupils' ability and some struggled. With very strong opening and closing sessions to lessons, the group-activity part to

the lessons is not yet working fully successfully.

85. The work of Year 2 pupils in the past shows that they:
- learned to work with number bonds to 100;
 - measured accurately in centimetres to at least 10 centimetres;
 - worked out change from at least ten pence;
 - told the time on analogue and digital clocks to the nearest 15 minutes; and
 - recognised and named simple two dimensional shapes such as a pentagon and hexagon.
86. Higher attaining pupils worked beyond this. For example, they measured from simple maps and worked more precisely in telling the time. Pupils currently on the register of special educational needs know the names of basic two-dimensional shapes and repeat shape-patterns successfully. They add numbers accurately to 10 and complete 'missing number' tasks to 50. All pupils increase their knowledge in the use of differing strategies when adding and subtracting numbers. This is supported very well by comments in pupils' reports to parents by advising parents that, for example, 'your child needs help in touching objects as she counts'. In their work pupils apply these methods to solve simple problems. They frequently succeed in this once they understand what is expected of them. The school's own evaluation is that pupils need more support with this type of work.
87. The mathematics curriculum has improved since the last inspection and has a good structure with a good balance between the teaching of facts and knowledge, and the opportunities for pupils to put their learning and numeracy skills into practice in day-to-day situations. The subject leader monitors other teachers' planning and teaching in a formal way to improve the consistency in standards. Staff working with particular year-groups also plan together to further ensure consistency. This is particularly useful for staff new to the school. This year, the school chose to set targets for improvement for pupils in Year 2. This is part of the school's new approach to raising standards. The targets were based upon a sound analysis of pupils' previous work, which included picking out and targeting areas pupils found more difficult, such as problem solving. The targets were very nearly met for pupils gaining Level 2. The school is in the process of finding and then introducing a computerised management information system, which will allow far speedier analysis of numerical data. For example, the school has not yet analysed its information for strengths and differences in the attainment of boys and girls. Approaches to assessing pupils' knowledge and understanding have been changed and improved. Whilst the procedures are now in place, they have not been in use long enough to be useful yet in helping to plan lessons to more fully to cover areas of pupils' learning showing up as weak. Teachers ensure the good use of numeracy skills in other subjects although the use in numeracy of ICT skills has still to be more fully developed.

Overall, good progress has been made in improving pupils' standards and in the planning, co-ordination and on-going assessment of pupils' standards.

SCIENCE

88. By the time pupils reached the age of seven in 2001, teachers judged that the proportion of pupils reaching the expected levels was close to the national average, and well above the national average when judged against similar schools. While this is an improvement over the previous year's results, the school accepts that teachers' over estimated the success of their pupils and a more accurate estimate would have placed the school's results as above that of similar schools. The inspection evidence indicates that the majority of pupils in Year 2 are on target to attain similar results by the end of the academic year 2001 - 2002.
89. This improvement in the pupils' results in 2001 can be explained by the strong and effective emphasis on teaching scientific skills, which has been developed in all classes throughout the school.
90. The majority of pupils in Year 1 build soundly on the investigative skills and knowledge they have acquired in the Foundation Stage. During the inspection pupils in all the Year 1 classes were observed making comparisons of light sources using a variety of torches. Other pupils carried out experiments to show that objects cannot be seen in the dark but need a source of light. Another group of pupils compared a picture of a street in the daytime and at night, noting the differences and beginning to understand how important light is. Pupils rotate between groups making sure that they all have an equal opportunity to experience all the activities. The pupils in Year 2 continue to build soundly on earlier work. By the age of seven, pupils have begun to learn that investigation is needed in order to find out answers to questions. In a much-enjoyed series of lessons, pupils in all three Year 2 classes worked on the same problem. To predict an outcome, to decide on a fair test and to measure and record the results on a prepared table. They carried out an experiment to test which of five model cars, travelled furthest as they moved down a fixed ramp with various degrees of incline and different surfaces. In all three classes lively discussions indicated that pupils think carefully about the problem of devising a fair test. With the help of their teachers, they eventually decided how the experiment should be conducted and carried out the experiment very carefully recording their results in the form of a written table. This gave pupils good links with their listening and speaking skills as they debated how to conduct the experiment and with mathematics as they measured the distance travelled and recorded their results. Pupils also study the life cycles of frogs and butterflies. They keep a diary of when they grew sunflowers. They classify materials into natural and man made. The use of information and communication technology to support this work is underdeveloped.
91. Pupils enjoy the subject, are careful in handling the resources and other equipment and work well within groups or in classes as a whole. Teaching was never less than satisfactory and in over half of the lessons observed, it was good. This has a beneficial effect on learning and on pupils' attitudes towards the subject. The planning of lessons is detailed and provides a good mixture of explanation by the teacher and practical work. Pupils with special educational needs are given work suited to their abilities, always linked to the whole class curriculum and supported well by teachers and teaching assistants. As a result, they make good progress in their learning. Positive features are the good quality of these assistants and their full briefing and involvement in the lesson.

92. Teachers provide a logical sequence of work by following the National Curriculum programmes of study. The subject knowledge of teachers is good overall and this results in good explanations. Teachers develop the use of simple scientific vocabulary in all science lessons. Most lessons move at a brisk pace, which helps to sustain the pupils' interest. Assessments are carried out according to the new scheme, which has only just been revised and implemented. The results are recorded and will be used to inform future plans once the system has become established. All teachers have appropriate high expectations of pupil behaviour. The co-ordinator has not had an opportunity to monitor teaching but the policy and scheme of work have been revised and resources have been improved.

ART AND DESIGN

93. Standards are now broadly average, which is a decline since the previous inspection when standards were judged to be above average. Much less time is allocated to the subject now than in the past and pupils do not have sufficient opportunity to acquire the wide range of skills necessary to produce high quality work. Good use is made of information and communication technology to support the subject in Year 2. Pupils showed they could design a Christmas card and improve the quality of their work, although some pupils had very limited skills to be able to achieve expected levels. To improve this, the pupils work in pairs with a more competent pupil helping one of lower attainment. This strategy is effective.
94. The quality of teaching and learning is satisfactory overall. The use of the Qualifications and Curriculum Authority scheme ensures there is progression from year to year, although there is little adjustment made to reflect the wide range of abilities in some classes. Resources are limited, and, at times, inappropriate approaches are used such as in portrait drawing which limited the potential for pupils own expression by using ready drawn outlines.
95. There are some high quality displays of observational paintings of natural objects and displayed work to support other subjects. Pupils learn to use an appropriate range of media and generally make satisfactory progress.

DESIGN AND TECHNOLOGY

96. The school's previous inspection judged standards to be in line with those expected nationally by the end of Year 2. The school has maintained appropriate improvement since the last inspection. Although little teaching of design and technology was seen during the inspection and individual evidence of pupils' previous work was minimal, displays around the school and discussions with teachers and pupils provided sufficient information to show that standards are similar to those found in many other schools.
97. As they move through Years 1 and 2, the pupils are given a range of worthwhile experiences, which develop their design and technology skills and introduce them to the process of designing, making and evaluating in a range of different situations. One display showed good use of materials that are normally discarded or recycled to make models that the pupils had tried hard to finish in different ways by using paint or by gluing on different materials. Whilst the designs for this project were not on display, evidence of other design-work for making badges and fruit salads points to this usually being an integral part of the school's work and achieved by pupils to a sound level. Their work shows an adequate standard of skill in using and joining materials,

for example, to make Christmas lanterns or vehicles with simple working axles. All pupils achieve appropriately including those with special educational needs.

98. In the two lessons seen, teaching and learning was satisfactory in one and good in the other. Overall, teaching and learning is good. As pupils become more knowledgeable about the properties of materials and how they can be used, their plans for making models become more sophisticated. The pupils with special educational needs make sound progress and receive good quality support from the teachers and when available, learning support assistants and parent-helpers, to help them to achieve success. The main difference seen in the two lessons was the amount of adult support for children's learning. This was not available in a Year 1 lesson but two adults as well as the teacher supported small groups in the main teaching activity of a Year 2 lesson. Both lessons opened well with a very focussed discussion that allowed pupils to consider the designing and making needs of their activity. In the Year 1 lesson, this drew well on pupils' recollections of the story upon which their moving picture was to be based. In the case of the Year 2 lesson, pupils thought carefully about the design needs of an alternative vehicle for Santa to use that would for example, be comfortable and give him cover on a rainy night. However, during group work, each group in the Year 2 lesson had an adult closely involved, which supported pupils' learning far better. Also, the Year 1 lesson was timetabled for half as long again as the Year 2 lesson. On this occasion, the full time was not used with pupils finishing their set objectives before the end of the lesson. Teachers' knowledge of individual pupils' levels and how best to encourage them to learn all lead to good attitudes from pupils to lessons. This was obvious in the way pupils co-operated with each other and how they responded to the challenge of an activity, by working thoughtfully and carefully. Their patience and keenness to work greatly enhanced their learning. Pupils' making skills do not yet fully match their design ideas and this is not fully taken into account in planning for lessons. The subject contributes well to the pupils' personal development and social skills as a result of being given good opportunities to develop their own ideas whilst working and sharing equipment with other pupils in their groups.
99. The school has developed the curriculum appropriately since the last inspection when there was no scheme of work or long term plans. These have been developed and the subject leader has ensured that there are now sufficient resources for the planned curriculum. She reviews teachers' planning, leads subject-evaluation sessions with staff twice a year and evaluates pupils' standards informally by seeing their completed work from time-to-time. Time for the subject leader to monitor and support teachers in their classrooms during lessons, has not yet been timetabled by the school. It has plans for this to happen soon. Appropriately revised assessment procedures have just been introduced but have not yet had time to produce information to help staff to track improvement in pupils' skills and design-ability and plan even better to develop these further. Teachers take great care in lessons to remind children about how to use the tools safely but as yet, written risk assessments are not in place to support this. For example, in food tasting activities, how to ensure that any food allergies that pupils' may have, are properly recognised and planned for so that they can take a full and safe part in the lesson.

GEOGRAPHY

100. Geography is taught in rotation with history and was not timetabled during the inspection. Because the school rightly places great emphasis on discussion and the development of pupils' speaking and listening skills, little written evidence was available of prior work. Also, the school's new assessment and recording procedures have not been in place long enough to provide evidence of pupils' achievement. The

judgements on this inspection were made from discussion with staff, an arranged interview with a group of children, scrutiny of work displayed around the school and progress reported to parents in pupils' annual reports. From this, pupils' standards by the end of Year 2 are judged to be about average, which is the same as the last inspection. Higher and lower attaining pupils achieve appropriately in their learning and make sound progress.

101. Pupils in Year 1 who have moved through from the Reception, know their way around the school and have experienced trips out using different types of transport. They come to appreciate the difference between town life and that in the countryside. This work is linked well to mathematics in carrying out a traffic census and 'tally chart' about 'what a busy street'. They know that postcards are sent from different places and countries around the world. They recognise that scenes showing long sandy beaches and palm trees would not be sent from anywhere in England. During Year 1, pupils discuss and record simply, their recollections of their journey to school and mark one or two important landmarks such as 'the park' or a set of shops they know. By the end of Year 2, pupils have made weather observations, using their own designed symbols to record this. They have researched and sketched the features of differing places such as moorland and the sea side. They describe in conversation, a range of similarities and differences in the scenery, buildings and land use of places visited on holiday. Throughout the school, pupils are enthused by taking 'Barnaby Bear' on holiday with them. So keen are pupils to do this that often, many of his 'relatives' travel separately with different pupils! They all send back postcards or take photographs that form the basis of further discussion. Also, the school's good links with schools in Denmark and Italy offer additional opportunities to understand life in other countries. Work is exchanged. All of this broadens pupils' understanding of cultural differences within Europe.
102. Since the last inspection, geography has not been a priority for development in the school, although the school has worked hard to incorporate the recommended guidelines of the Qualifications and Curriculum Authority into its programme of work. The subject co-ordinator monitors teachers' planning to ensure that the pupils get a good spread of experience. However, the recording of formal assessment to help teachers recognise if pupils are achieving and at what level, whilst part of normal practice, has only just been fully introduced.
103. The subject promotes literacy and numeracy appropriately. Pupils are confident to use geographical vocabulary and are able to use different methods to record their findings such as graphs and keys. The pupils benefit from teachers having available or providing sufficient resources, which have improved since the last inspection. The subject co-ordinator is very active in a discussion group with other schools that helps to provide regular opportunities for sharing ideas about how geography can be developed further. Overall, improvement since the last inspection is satisfactory.

HISTORY

104. From limited evidence, the school's previous inspection judged standards to be above average in relation to those expected nationally by the end of Year 2. In this inspection, standards are about average. Because the school rightly places great emphasis on discussion and the development of pupils' speaking and listening skills, little written evidence was available of prior work. Also, the school's new assessment and recording procedures have not been in place long enough to provide evidence of pupils' achievement. The judgements on this inspection were made from three

lessons observed, and discussion with staff and pupils. However, it is clear that as pupils move through the school, they are given a series of worthwhile experiences. They develop their understanding of differences between their own lives and those of people in the past. Higher attaining pupils' knowledge, understanding and perception in thinking through scenarios were impressive. For example, about whether a picture of Florence Nightingale could be a photograph or a drawing.

105. The subject is 'brought alive' by visits to places of interest such as the Toy Museum at Lincoln and the Victorian Laundry at Normanby Hall. An appropriate range of artefacts, books, photographs, drawings and documents add to the interest. In Year 1, whilst pupils guess the age of a range of different 'teddy bears', they know about some facts to do with 'bears through the ages' and are accurate at placing them in order of age, using criteria such as appearance and what they are made of. They learned appropriately about the process of telling the age of artefacts. For Year 2 pupils, the focus during the inspection was on Florence Nightingale. Pupils have a broad knowledge about her early life, her family and why she became a famous nurse. They study the 'hardness' of the times in which she lived and the value of her life in relation to the events unfolding in the Crimean War. They had previously sat and watched a video, which helped them to make comparisons between the past and now. This was the third out of a set of lessons on the topic and pupils used their prior knowledge in sensible and serious discussion.
106. Teaching and learning ranged from satisfactory to very good. Overall, it is good. Teachers planned their lessons from the Qualifications and Curriculum Authority documents. The themes covered in planning are appropriate to the demands of the National Curriculum and provide pupils with a good range of interesting topics to stimulate their enthusiasm. At Year 2, pupils were enthused by the teachers' own knowledge and the books and documents made available to them. This focussed them well and triggered memories about the life and times of Florence Nightingale. Some pupils could express themselves clearly but others who struggled a little to put their thoughts into words were encouraged gently and given time and encouragement both by the teacher and other pupils. Good knowledge of how the pupils would react to this type of lesson helped the teacher to ask questions of the pupils in a way that extended their learning but without giving them any answers. The ease with which the pupils moved from a class discussion, into their practical investigative groups and back again into a class discussion for a reporting back session, meant there was not a second of time wasted. Pupils were so at ease with their teacher and class-mates that they were confident enough to offer ideas without fear of 'failure'. Everyone's ideas were accepted. The teacher's knowledge of the subject and of each pupils' own knowledge meant that individual pupils were stretched well in their thinking although at different levels of difficulty. Teachers of the same year-group of pupils, plan together, which means that pupils of the same age, but in different classes, experience the same opportunities. It differs in the depth of discussion and in different ways of recording their thoughts. For example, one group recorded their thoughts in drawings about their chosen sequence in the life of Florence Nightingale whilst another class made notes and recorded their views in writing. This allowed pupils to work at their own level of attainment, which was appropriate.
107. The school has developed the curriculum appropriately since the last inspection. The subject leader has ensured that there are now sufficient resources for the planned curriculum. She reviews teachers' planning, leads subject-evaluation sessions with staff twice yearly and evaluates pupils' standards informally by seeing their completed work from time-to-time. Time for the subject leader to monitor and support teachers in their classrooms during lessons, has not yet been timetabled by the school. It has

plans for this to happen soon. The use of information and communication technology to enliven the subject even more has yet to be developed. Overall, development since the last inspection is sound.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. Provision for the subject has improved since the last inspection and especially since the beginning of the current term. Standards are improving, but they are still below average because the new suite has only been open for just over half a term. Pupils have had little systematic access to computers until recently. Leadership and management of the subject, while satisfactory overall, is more effective in guiding staff in the systematic teaching of skills. The subject is used well to enhance some subjects such as art, but in general, this aspect of work is underdeveloped. One of the school's main aims for the coming year is to include the use of information and communication technology more centrally in teaching and learning for pupils in literacy and numeracy. All staff rely very much on the support of the information and communication technology support assistant to teach skills to pupils in the newly opened suite. Some additional teaching takes place by staff in classrooms. Overall, teaching and learning are satisfactory.
109. Standards are still below national expectations as they were at the time of the last inspection. Development in the subject only started in earnest in late 1998. Whilst children currently in the Nursery use the equipment well and achieve at expected levels, pupils in Years 1 and 2 have not had the same opportunities in the past to build up their knowledge and understanding. As such, these pupils are not yet attaining standards expected for their age. Year 1 pupils working in the suite, completed tasks linked to their understanding of a story they had heard and word-processed words into alphabetical order. Pupils in Year 2 are given 'blocks of time' in the suite on a rota basis with some additional individual work in classrooms. The lack of regular, weekly time in the computer suite is affecting detrimentally, the effectiveness of pupils' learning and the speed with which they are building up their understanding. Pupils follow the Qualification and Curriculum Authority guidance on skills-development. They were beginning to understand how to use a programme to draw patterns. Equipment is now good and far better than at the time of the last inspection. Resources are stored in the suite, but are not yet catalogues to inform staff what is available, which restricts their wider use when appropriate to other lessons.

MUSIC

110. Pupils reach the level expected nationally by the age of seven. The school presents a wide range of activities that enable pupils to achieve appropriately in singing, playing percussion instruments and in learning early percussion skills.
111. In a session when pupils were taught together in the hall as they prepared for their Christmas concert, pupils achieved very well. They listened to the teacher carefully and tried hard to improve their performance, particularly with sounding the ends of words clearly. Interest was maintained as percussion instruments were added to the singing. Pupils kept in time to the music and the whole group provided accompaniment, successfully maintaining their rhythm by tapping their hands. Pupils listened attentively and responded well to the teacher as "conductor", who ensured a good understanding of "loud" and "soft". In a Year 2 lesson, pupils showed a good

understanding that symbols represent sounds. They worked in groups and composed quite lengthy pieces involving the rhythm of the names of mathematical shapes. This linked well with their mathematical development. Pupils enjoyed performing to the rest of the class.

112. Pupils with special educational needs are fully involved in lessons and included in all activities. They take a full part in playing instruments or clapping rhythms. Support staff ensure that they understand exactly what is expected of them, which helps them to achieve soundly just like everyone else. It also helps to build up their self-esteem.
113. The quality of teaching and learning in the whole school session was good. The lead teacher had very good subject knowledge and the accompaniment provided by the music co-ordinator, inspired the pupils to further effort. Pupils were encouraged to improve their posture and to articulate clearly and this led to tuneful singing. In a Year 1 lesson taught by the music co-ordinator he had very good strategies for keeping the pupils' interest using a "sound house" which pupils enjoyed as they attempted to recognise the instruments playing in the house without actually seeing the instrument. This resulted in pupils having a good understanding of the sounds of different instruments. Pupils could recognise long and short notes and were helped to understand the length of the notes by the teacher's skilful use of a piece of red wool, which every pupil watched very carefully as it appeared out of his hand as other pupils sounded the notes. Management of pupils and relationships are good and music contributes to the happy atmosphere so apparent throughout the school. This is also evident in the range of activities staff provide for pupils, for example the school choir and the opportunities to take part in whole school performances such as the Christmas concert. The video of the 2000 Christmas concert showed pupils enjoying their performance to parents and reaching a good standard of singing and playing.
114. The co-ordinator accepted responsibility for music a few months ago. A policy and scheme of work is now in place and helps teachers to plan lessons effectively. The way the school checks pupils' progress over a period of time is at an early stage of development. Overall, improvement in the standards, teaching and learning and the provision for music is sound since the last inspection.

PHYSICAL EDUCATION

115. Attainment matches that expected nationally at the end of Year 2. Evidence was obtained from an analysis of teachers planning, discussions with pupils and teachers and observation of lessons in gymnastics and dance. Since the previous inspection standards have remained the same.
116. By the end of Year 2 pupils find different ways to move around the school hall. For example, they run, jump and skip with growing confidence. The vast majority of pupils know how to land safely after a jump. They look after their own safety as well as to the needs of others. Pupils balance on all parts of their bodies and stretch at the same time. Pupils make progress in learning how to change from one balance to another smoothly. Year 1 pupils improved their movements in a dance lesson. They created a ballet based on a bowl of 'cornflakes'. They thought of spiky movements and moved to the beat of the tambourine. As one pupil acted out the milk pouring onto the cornflakes, the movements took on a more relaxed mode to mirror the greater softness of the cornflakes. Pupils really enjoyed the lesson. The following morning, pupils talked to each other about the way their cornflakes had 'behaved' at breakfast.

117. Pupils in both Years 1 and 2 change quickly and quietly with a minimum of fuss for their lessons in the hall. They enjoy physical activity and throw themselves wholeheartedly into the lesson. Pupils often divide into two groups. While one group perform their movements or dance the other group sit very quietly and watch, making suggestions for improvements in a very friendly way. They offer congratulations to those who perform very well. All pupils get the opportunity to perform and evaluate, which helps to build up the pupils' self esteem.
118. Teachers provide effective warm up and cool down sessions at the beginning and end of lessons. Pupils understand the need for this and the effect of exercise on their bodies. All teachers are aware of safety issues, making sure pupils have sufficient space to perform their routines. The good control that teachers have in lessons ensures a happy and busy atmosphere in lessons, which helps all pupils to perform without anxiety. This includes pupils with special educational needs. Lessons are planned to build up skills over a period of time. Teaching methods are successful with many sound practical suggestions given to pupils for improving techniques and levels of performance.
119. The subject is effectively managed. The co-ordinator is knowledgeable and enthusiastic. She has attended courses to improve her own knowledge in dance and orienteering, and has plans to introduce new ideas to the pupils next spring. Pupils have good opportunities outside class to practise skills in soccer. Also a skipping club started recently with equipment provided by the British Heart Foundation to help pupils become more aware of the need to take part in regular exercise. Small-sized games apparatus provided by a national scheme, is used at lunchtime to encourage games and exercise. Boys and girls join in equally well with what is offered both during lessons and in the activities outside of lessons. The way the school checks pupils' progress over a period of time is at an early stage of development. Overall, the subject has improved as expected from the last inspection.

RELIGIOUS EDUCATION

120. Religious education is taught in accordance with the locally agreed syllabus. By the age of seven all pupils, including those with special educational needs, have made satisfactory progress overall and meet the requirements and expectations of the locally agreed syllabus. Standards are similar to those seen at the previous inspection. From an analysis of teachers planning it is obvious that the school provides pupils with an appropriate range of topics and stories.
121. By the age of seven, pupils have a secure understanding of the Christian festivals such as Christmas and harvest. They also understand festivals of other religions. A beautiful display in the school's entrance hall encouraged many pupils to learn about the Hindu festival of Diwali. In finding out about and discussing the story of the conversion of Paul, this was linked effectively with their science topic of the week on light. Another class came to understand the bible story from Isaiah when the teacher used a variety of resources to explain to the pupils the significance of "seeing the light."
122. Pupils' attitudes to learning are mainly good. The majority shows interest by being attentive in lessons. The higher attaining boys and girls confidently offer views and opinions. Responses to questions are thoughtful and relevant. The behaviour of the pupils is good and pupils respect each other's work and contributions and take good

care of resources.

123. The quality of teaching and learning is satisfactory. Teachers have good knowledge and understanding of the subject. They ensure that pupils visit churches as part of school life to bring the subject 'alive'. The staff have recently visited a synagogue to further improve their knowledge of Judaism which will help them in future lessons as they lead pupils in comparing Christianity and Judaism as required by the locally agreed syllabus. Teachers introduce lessons with sensitivity and incorporate questioning well to stimulate thought and to capture the interest of pupils. This encourages pupils to concentrate, which they do appropriately. Questioning is also used as an assessment tool to ensure that all pupils understand the work. Teachers use discussion in the subject as another way of improving pupils' skills of speaking and extending their vocabulary. Lessons are well planned and include clear direction for support staff who help those pupils who need additional help with particular activities. All of these approaches that staff use make a positive contribution to the pupils' spiritual, moral, social and cultural development.
124. Resources have been improved appropriately since the previous inspection. Artefacts and big books have been provided and the co-ordinator has plans to purchase more books, posters and videotapes. The way the school checks pupils' progress over a period of time is at an early stage of development.