

INSPECTION REPORT

CHRISTCHURCH INFANT SCHOOL

Burton on Trent

LEA area: Staffordshire

Unique reference number: 124034

Headteacher: Mrs June McCarthy

Reporting inspector: Ms Lynne Fardell
21736

Dates of inspection: 28.02.00 - 03.03.00

Inspection number: 193472

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Dale Street Burton on Trent Staffordshire
Postcode:	DE14 3TE
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Appropriate authority:	The governing body
Name of chair of governors:	Ms Penny Perry
Date of previous inspection:	27.01.97

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Lynne Fardell	Registered inspector	English Information technology Art Music Religious education Under-fives English as an additional language	How high are standards? How well are pupils taught? How well is the school led and managed?
Catherine Rentoul	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?
Tony Clarke	Team inspector	Mathematics Science Design and technology Geography History Physical education Special educational needs Equal opportunities	How good are the curricular and other opportunities offered to pupils? Staffing, accommodation and learning resources

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Christchurch Infants School is situated in an urban and industrialised area of Burton on Trent. Sixty children aged between three and four attend the school's nursery part time and 105 boys and girls between the ages of five and seven are full-time pupils. They come from a wide range of cultural and linguistic backgrounds, predominantly from Asian and English families. Almost half the pupils speak a language other than English at home, these are mainly Punjabi and Urdu, but most understand English. Twenty-one pupils are on the school's register for special educational needs, of these two have Statements of Special Educational Needs. Nineteen per cent of pupils are known to be eligible for free school meals.

HOW GOOD THE SCHOOL IS

Christchurch Infant School is an effective school that makes good provision for its ethnically diverse pupils. A strong feature of this is the very good provision made for pupils under five. The leadership and management of the school are good overall. The headteacher, staff and governors work well together to plan for the school's future. The school provides good value for money.

What the school does well

- Relationships are very good throughout the school.
- Standards in reading are good.
- Leadership and management are good.
- Teaching of children under five is good.
- Provision for pupils with special educational needs, and for those who speak English as an additional language, is good.
- Good provision is made for pupils' moral and social development; very good provision is made for their cultural development.
- The school has established good relationships with parents and parents are happy with the education their children receive.
- The school's staffing, accommodation and resources are good.

What could be improved

- Pupils' attendance.
- Teaching of, and planning for, potentially higher attaining pupils, especially in mathematics and writing.
- Teaching of, and planning for, information technology and the use made of the school's good resources for this subject.
- Procedures for assessing and recording pupils' attainment in information technology.

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

The strengths outweigh the areas for improvement, which will form the basis for the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Standards in handwriting and art have improved as a result of clearer planning and are now satisfactory. The behaviour policy is now applied with greater consistency throughout the school, both in lessons and at lunchtimes. Monitoring of pupils' attendance is now satisfactory. The range of work given to pupils to do at home is now much broader.

Teachers now meet regularly to discuss pupils' work and to assess this against National Curriculum levels of attainment. The school plans for its future carefully considering the financial implications of all their decisions, although evaluation of the plan is less formal. The security of the school has improved, including the new perimeter fence and improved closure devices on doors. Although some progress has been made in planning appropriate work for potentially higher attaining pupils, too often opportunities for accelerating their learning are missed.

STANDARDS

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

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

Key

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

Children make good progress in the nursery and by the age of five their attainment in their personal and social development, language and literacy, knowledge and understanding of the world around them and creative development is similar to that usually found at this age. Attainment in mathematics and physical development remains below expectations.

Pupils' attainment is steadily improving in reading and writing, and inspection evidence shows that attainment in mathematics is also rising. Although over the four years pupils' attainment overall has been below the national average, when compared to similar schools the results of last year's tests show that they were above in reading, close to the average in writing, but well below average in mathematics. Teachers' assessments in science were very high compared to other similar schools.

Throughout Key Stage 1 pupils make satisfactory progress in most subjects. They make good progress in their reading and speaking and listening skills, and in science. As a result, by the time they leave the school they achieve good standards in these areas. Standards in writing and mathematics are on target to be close to the national average by the age of seven. In all other subjects where there is sufficient evidence to make a judgement, standards are similar to those normally found. Pupils who speak English as an additional language make good progress and by the age of seven most achieve standards similar to other pupils, and some achieve better than this. Pupils with special educational needs make satisfactory progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory overall. Most pupils try hard to please their teachers, and are proud of the work that they achieve.

Behaviour, in and out of classrooms	Satisfactory overall. Generally, pupils behave appropriately. However, some pupils with behavioural or emotional difficulties often present challenging behaviour, and in most classes there are some pupils who are easily led into silly behaviour by their friends. There is no evidence of any oppressive or racist behaviour in the school.
Personal development and relationships	Good overall. Relationships are very good. Pupils are polite and friendly. They relate well to adults and to each other. All pupils appreciate each other's efforts and support one another.
Attendance	Pupils' attendance is unsatisfactory overall. Nevertheless nearly all absences are explained by parents.

A strong feature of the school is the very good relationships that have been established between all members of the school community.

TEACHING AND LEARNING

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

Teaching is satisfactory overall. In the nursery and reception class teaching of children under five is good overall. In just over two out of three lessons teaching is good or very good, and it is satisfactory in all other lessons. Teaching in the mixed reception/Year 1 class and the other classes in Key Stage 1 is satisfactory overall, and ranges from very good to satisfactory. In one out of three lessons teaching is good or very good, and is satisfactory in all others. Teaching in Year 2 is better than in Year 1.

Teaching in English is good and particularly effective in reading. The school has implemented the National Literacy Strategy very well and this has had a positive impact on rising standards. Teaching in mathematics is satisfactory overall. The school is successfully introducing the National Numeracy Strategy and early indications are that this too will have a positive impact on standards. Literacy skills are generally applied well to other subjects, but pupils' numeracy skills are not used enough to support their learning in other areas.

Generally teachers plan well, and are particularly effective in planning appropriate activities for pupils of average and lower abilities. However, not enough attention is paid to the needs of potentially higher attaining pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Generally broad and balanced, but planning for information technology does not cover all National Curriculum Programmes of Study in sufficient depth.
Provision for pupils with special educational needs	Good. Provision is well organised. Pupils have detailed individual education plans that include clearly focussed targets. Teachers and learning support assistants give very good support to pupils. As a result pupils make satisfactory progress.
Provision for pupils with English as an additional language	Good provision is made for pupils who speak English as an additional language. Through effective support they make good progress in acquiring a working use of English and have full access to the curriculum. By the age of seven most achieve similar standards to other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good in most aspects; provision for pupils' spiritual development is satisfactory and provision for cultural development is very good. The rich cultural and linguistic backgrounds of pupils are used well to enrich this area of the curriculum.
How well the school cares for its pupils	The school cares appropriately for its pupils. Their academic and personal development is monitored well. However, procedures for promoting regular and punctual attendance are less successful.

Parents are very appreciative of the school. Some parents come in to school to help the children with their work. Members of the Parent-Teacher Association work hard to raise funds for the school. Many parents listen to their children read at home and this has a positive impact on the standards achieved.

The curriculum for information technology does not cover control technology or data-handling in sufficient depth.

The school plans an interesting range of experiences for pupils beyond their normal lessons, such as visiting artists and poets. Pupils have been involved in community projects, and older members of the community visit to share their experiences with the pupils as part of their topic work. Some visits are arranged to places of educational interest.

Pupils feel safe and secure in the school. Their academic and personal development is generally monitored well, but the school has no secure means of assessing pupils' attainment in information technology or of recording their experiences and achievements in this subject.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives a good lead to the work of the school, and is well supported by her colleagues. Responsibilities are delegated efficiently, and all staff work hard to fulfil them.
How well the governors fulfil their responsibilities	Governors are very supportive of the headteacher and staff. Statutory requirements are met.
The school's evaluation of its performance	Good teaching, learning and curriculum planning are monitored regularly. Appropriate use is made of performance data to set targets for pupils' attainment.
The strategic use of resources	The school makes good use of all resources available, including specific grants awarded to the school. All expenditure is clearly focused on the best interests of the pupils and to raise standards.

The school is staffed well for the number of pupils on roll. The accommodation is good. It is spacious, well cared for and used efficiently. Good resources are available to support pupils' learning.

The headteacher has a clear picture of the school's strengths and weaknesses. Both she and the staff have worked hard analysing the information available to provide the school with a clear picture of its performance and how to improve this further. They have used this information to improve planning for the mathematics and science curriculum.

Financial planning is good and based on the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Good behaviour. • Good teaching. • That their children are expected to work hard. • Children like school. • School is helping their children to become more mature in their attitudes. 	<ul style="list-style-type: none"> • Homework. • How well informed they are of how well their children are getting on. • Activities provided beyond their normal lessons.

Inspectors agree with most of the positive views expressed by parents. It is judged that behaviour is satisfactory. The range of homework given to pupils is better than in many infant schools and is judged to be good. Inspectors judge that the quality of information given to parents is good and that the range of activities provided beyond normal lessons is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the nursery in the year they have their fourth birthday. They come to school part time until they enter the reception or reception/Year 1 classes when they attend full time. At the time of the inspection 60 children were attending the nursery and in the reception classes 22 children were under five. When they start the nursery children's attainment is below that usually found for this age. They make good progress in nursery, especially in language and literacy, knowledge and understanding of the world and creative development, they make satisfactory progress in mathematics and physical development. During their first term in reception a baseline assessment is carried out. The results of these assessments indicate that overall children attain levels in each of the recommended areas of learning similar to those normally attained by children of this age. However, there is a wide spread of ability ranging from children who achieve below the expected levels and those who achieve above. By the age of five most pupils achieve the Desirable Learning Outcomes.¹
2. Throughout the school pupils achieve satisfactory standards in English, mathematics, information technology and all non-core subjects. There is insufficient evidence to make a secure judgement on pupils' attainment in religious education. Standards in science are above average and pupils make good progress in this subject. Although when taken together, the last four years' results have been below the national average in both English and mathematics, pupils' attainment in reading and writing is steadily improving. Standards in reading achieved by pupils aged seven are higher than average and are well above than those achieved by pupils in similar schools. Standards in writing are close to the national average, but were better than those achieved by pupils in similar schools. Although in tests, pupils' results in mathematics are below average and below those achieved by pupils in similar schools, inspection evidence indicates that standards are broadly average, and are higher than the tests indicate. This discrepancy might be explained in part by the large number of summer-born pupils in last year's cohort who were consequently up to two terms younger than others taking the tests. However, the indications are that the percentage of pupils who will achieve the higher levels remains below that expected nationally in similar schools.
3. Most pupils with special educational needs are making satisfactory progress and sometimes better progress towards meeting their learning targets. This is because all teachers are aware of their needs and make reference to individual education plans when appropriate. Teaching is informed and attention is given to ensuring that the work set is appropriate and progressive and learning support assistants are very skilled at giving informed attention in a range of activities.
4. Pupils who speak English as an additional language make good progress as they move through the school. They acquire a working use of English that enables them to fully access the curriculum. As a result, by the time they leave the school many achieve standards similar to that of other pupils and a significant number achieve above this.

¹Desirable Learning Outcomes; The Qualifications and Curriculum Authority has produced a set of 'Desirable Learning Outcomes' for children's learning on entering compulsory education. These outcomes are a set of skills, knowledge and understanding that

children might be expected to achieve by the age of five in six areas of learning; mathematics; knowledge and understanding of the world; creative development; physical development and personal and social development.

5. In information technology standards are average. Pupils make sound progress in acquiring basic operating skills. They use computers to support their work in English through the use of a word-processing program. However, not enough use is made of information technology to support learning in other subjects such as mathematics and science. As a result, pupils' skills in data handling and control are not as well developed as they should be.
6. Pupils build on the good start they make in the nursery and reception classes as they start work on the subjects of the National Curriculum. Due to focused teaching, very good relationships, pupils' interest in their work and their satisfactory behaviour, most pupils make the expected gains in their learning. However, as teachers do not plan as well for the full range of abilities, particularly in writing and mathematics progress for potentially higher attaining pupils is sometimes restricted.
7. Pupils' attainment in speaking and listening is average at the end of the key stage and they make satisfactory progress. Pupils who speak English as an additional language make good progress. They use English as much as possible, contributing to group discussions. They are making the appropriate progress to achieve satisfactory standards by the time they leave the school. Pupils make good progress in reading as they move through the school and are on target to achieve above average standards at age seven. Many read well and enjoy books, most Year 2 pupils read fluently and accurately. They use different strategies to read unknown words, including the use of phonics and pictures to help them. Most pupils make sound progress in writing. They spell appropriately for their age and develop skills in using punctuation. However, not enough opportunities are planned for pupils to write at length, inhibiting the progress of some potentially higher attaining pupils.
8. Across the school teachers place appropriate emphasis on pupils' skills of literacy. Pupils frequently read for information and pleasure. They are introduced to specific vocabulary in subjects such as mathematics and science. Opportunities are given for them to write as they record their work in other areas of the curriculum such as in topic work and science. Pupils are encouraged to talk about their experiences particularly in role-play and as they discuss their work in plenary sessions.
9. Most pupils make satisfactory progress in mathematics. The progress made by potentially higher attaining pupils is less satisfactory, as the work they are presented with is not sufficiently challenging and insufficient opportunities are provided for pupils to extend their knowledge of using and applying mathematics in other subject areas. By the time they leave the school most pupils are on target to have an appropriate understanding of number and how to apply this knowledge to different tasks.
10. Pupils' learning in science is good overall and current pupils in Year 2 are on target to achieve above average standards by the end of the year. Good levels of skill and understanding of the principles of fair testing are apparent when Year 2 pupils carry out simple experiments. Observations are recorded and conclusions clearly stated.
11. There are no significant differences between boys and girls in their levels of attainment, and no significant variations in the progress made by pupils from different backgrounds.

Pupils' attitudes, values and personal development

12. Attendance figures are below the national average for primary schools, but unauthorised absence is minimal and most pupils like school and attend regularly. They work well together in the classroom with each other. At lunchtime and in the playground, they are friendly and considerate towards one another, paying no attention to differences of age or cultural background. They enjoy good relationships with their teachers and other adults and look after school property with care.
13. Pupils respond well to the school's ethos and, during an assembly, showed that they had a clear idea of the sort of community they are part of, rejecting statements such as 'we do not listen to one another', and supporting 'we play nicely with our friends'. Right across the school pupils are willing to speak out in front of the whole class and in plenary sessions they frequently applaud when someone reads out a piece of writing that they have done in group work. They all gain confidence from the experience of being a 'special person' for the day and accept the increasing responsibilities the day brings as they go up the school, for example in returning class registers to the office. They take seriously monitoring duties they are given to do in class and around the school. Pupils talk enthusiastically about using the music resources and large physical education equipment in the hall and take advantage of the playground markers to devise their own games.
14. There have been no exclusions and, in general, behaviour in the school is satisfactory. On occasion, some pupils are unable to resist copying or even encouraging the inappropriate behaviour of a small number of their classmates. By the end of Key Stage 1, pupils' increasing maturity and social development reduces this sort of behaviour and they are more influenced by the good role models provided by their teachers.
15. The quality of relationships is a major strength of the school. Pupils trust and respect the adults who work in the school and they feel safe and secure, this allows them all to develop their learning skills at their own pace and make friends of all kinds. As they go up the school, they show that they are able to understand the effect they have upon one another; they like to be encouraged and praised and in turn offer this same encouragement to other pupils. For example, they clap and smile when another pupil gets any sort of commendation and they are tolerant when lessons or assemblies fail to challenge their interest. Through their friends and lessons they gain an understanding of differences in values and beliefs.
16. Although opportunities for responsibility are limited in an infant school, pupils show that they are able to take on personal responsibility by moving confidently around the school and looking after their books and appearance. Families take an interest in the school uniform and pupils are tidy and well organised. This attitude lays a good foundation for learning in the classroom and leads to pupils taking pride both in their own work and in the displays around the school.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching is satisfactory overall. In the nursery and reception class teaching of children under five is good overall. In just over two out of three lessons teaching is good or very good, and it is satisfactory in all other lessons. Teaching in the mixed reception/Year 1 class and the other classes in Key Stage 1 is satisfactory overall,

and ranges from very good to satisfactory. In one out of three lessons teaching is good or very good, and is satisfactory in all others. Teaching in Year 2 is better than in Year 1.

18. At the time of the inspection one of the senior teachers was absent from school due to illness, her Year 1 class was taught by a student in her final year of teacher training. The student was suitably supervised at all times, and by the headteacher in nearly all lessons.
19. In the nursery teaching is good. Nursery staff clearly understand the needs of these very young children and plan a range of interesting activities for them. Very good attention is paid to developing children's speaking and listening skills. The good ratio of adults to children enables staff to give good individual attention to the children. This is particularly effective for those who are learning to speak English, who benefit from the support of a bilingual nursery nurse. Work is organised well and teachers make effective use of resources. Routines are established early and staff provide a secure and caring atmosphere.
20. Throughout the school a strong feature of the teaching is how teachers, nursery nurses and welfare assistants work together effectively. Activities are planned clearly and everyone understands their role. Teachers and support staff co-operate well and good use is made of expertise.
21. Teachers' subject knowledge is secure and they plan appropriately for all subjects of the National Curriculum and religious education. Teachers, including students, establish good relationships with their pupils, and promote effective attitudes to learning. Good use is made of the experienced learning support staff, particularly when supporting pupils with special educational needs.
22. Lessons are well organised and resources are used well. Teachers effectively share their enthusiasm for the subjects they are teaching. Planning is generally satisfactory across the school, and due attention is given to consolidating skills in literacy and numeracy. Questions are used very well; such as in a religious education lesson in reception where children reflected upon the mystery of Jesus' resurrection, when asked how they thought different people in the story may have felt. Also the teacher in one very good science lesson in Year 2 used questioning skills of the highest quality to check pupils' understanding of electricity. However, the extent to which lessons have clearly defined and appropriate learning objectives varies between teachers. In some lessons tasks are planned to take into account different ages and ability levels, but often the level of challenge for higher attaining pupils is too low, particularly in English and mathematics. In some lessons the pace of lessons slows as pupils await their teacher's instructions in order to start work or they do not understand what is required of them. For example, in one literacy session the teacher's instructions were not clear enough for one group to work independently, and as a result she was dividing her time between two groups, neither of which could sustain the task they had been given without adult support.
23. Teachers employ a good range of different approaches to class organisation including the effective use of whole-class teaching, and where appropriate, a good emphasis is placed on collaborative work between pupils. As in a Key Stage 1 music lesson when pupils successfully worked as teams to sing songs in two parts. Appropriate use is made of plenary sessions to recapitulate on the lesson and consolidate learning.

24. Teachers clearly know their pupils well. In most lessons they are managed well and as a result classes are well ordered, and pupils work purposefully. Behaviour is satisfactory and pupils work alone successfully or in pairs and groups as required. The very good relationships between all members of the school have a positive impact upon the progress that pupils make. Homework is used appropriately and plays an important part in consolidating learning and extending understanding.
25. The school has an appropriate marking policy, and the majority of marking is carried out regularly. Some marking indicates ways in which pupils might progress, and oral feedback is always constructive and helpful. However, much marking gives insufficient guidance on how pupils can improve their work and merely records completion. Teachers' records are well maintained, informative and used well to plan appropriate learning programmes for individual pupils.
26. All teachers are aware of the pupils on the register of special educational needs and all make reference to the individual education plans when appropriate. Teaching is informed and attention is given to ensuring that the work set is appropriate and progressive. Learning support assistants are very skilled at giving informed attention in a range of activities and have a positive impact upon the learning that takes place. Pupils who have a specific learning difficulty in mathematics are provided for well and, the provision for those pupils who have difficulties with literacy is considerable.
27. Pupils who speak English as an additional language are supported well. These pupils benefit from working in whole-class situations as well as in small groups and are effectively introduced to English. For some literacy work, 'pre-teaching' takes place. For example, teachers explain to pupils the books to be shared as whole class, exploring unfamiliar vocabulary and cultural contexts. As a result, pupils are able to take a full part in the whole class session. However, less attention is paid to vocabulary in mathematics, such as interpreting written questions. Progress is assessed rigorously by the designated teacher, and clearly focused activities are planned based on what has been learned previously.

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

28. The curriculum is broad and balanced and includes all the subjects of the National Curriculum and religious education. It successfully promotes the intellectual, physical and personal development of the pupils, and prepares them well for the next stage of their education through the good care and attention staff pay to all pupils. The school has a strong commitment to using the materials from the National Literacy Strategy to guide its work in English and has made good use of the National Numeracy Strategy in mathematics. The weakness in the planning for art mentioned in the previous inspection has been addressed. However, current planning for information technology does not cover all the National Curriculum Programmes of Study in sufficient depth.
29. The school meets statutory requirements in the National Curriculum subjects and uses the approved scheme for the locally agreed syllabus to guide planning in religious education. Health and drugs education is covered through science and personal, social and health education. The school provides equal opportunities for

all its pupils. However, planning for lessons does not provide a suitable range of tasks for potentially higher attaining pupils particularly in writing and mathematics.

30. The curriculum for pupils with special educational needs is good. All pupils on Stage 2 or above of the school's register of special educational needs have individual education plans that address their needs. Pupils have unrestricted access to all areas of the curriculum. They are given additional skilled support within the classroom to ensure that they receive a broad and balanced curriculum. All pupils are appropriately integrated into the school.
31. Curriculum planning for progression in the knowledge, understanding and skills that pupils will develop in each subject is also satisfactory. All subjects have comprehensive policy statements and the development of detailed schemes of work has been provided by subject co-ordinators. Planning for the shorter term is completed regularly and weekly plans are drawn up that identify activities for each part of the lesson. A satisfactory range of extra activities supports the curriculum.
32. The school has continued to provide well for pupils' spiritual, moral, social and cultural development since the last inspection. Provision for pupil's spiritual development is satisfactory. Opportunities are provided to encourage the pupil's spiritual development through collective worship and various other areas of the curriculum. Class and whole-school assemblies involve pupils well and effectively support the ethos of the school. Pupils listen attentively and respond appropriately. They are encouraged to be aware of themselves and, sometimes, to reflect upon their lives and the lives of others are offered, but opportunities for reflection are often missed. Pupils are learning to respect the values and beliefs of others in religious education.
33. Provision for pupils' moral development is good. The school places a high priority on equipping pupils with a clear set of moral values, and an effective policy on behaviour ensures that teaching and non-teaching staff and parents have a consistent approach and high expectations. The adults in the school present excellent models of behaviour and pupils learn by adult example that it is important to value and respect people and the environment. Pupils clearly know right from wrong and most demonstrate this in their daily activities. Few examples of anti-social behaviour were observed during the inspection. The anti-bullying policy is known to all and operates effectively. Parents approve of the values that the school promotes.
34. Provision for pupils' social development is good and all pupils are very well supported. Teachers and support staff work well to further develop pupils' social skills from their admission to the school. Younger pupils are taught the importance of taking turns to speak, of sharing equipment and books and of caring for each other's property. Pupils are encouraged to respect each other and to consider one another's ideas and feelings. Teachers and support staff show respect for all pupils, and take every opportunity to encourage them towards a positive self-image. The school expects pupils to look after their own property and respect others' property. Pupils learn to work and play together. Pupils' awareness of their place in the wider community is enriched through the school's strong association with the local community.
35. The provision for pupils' cultural development is very good. Pupils have good

opportunities to develop their appreciation of both European and non-European art and music. Their cultural development is further enhanced by visits to different places of worship and by other events such as visiting senior citizens, artists and musicians. Very good provision is made for understanding people of other cultures, as, for example the visit to a mosque, the display of Muslim artefacts and the celebration of Eid Mubarak. These activities all play an important part in developing pupils' understanding and tolerance of the rich diversity of cultures to be found in Britain and within the wider global community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school works hard to provide a secure environment, this contributes effectively to the educational support and guidance given to all its pupils. Staff know their pupils well and take an interest in the welfare of their families too. Pupils who speak English as a second language make good progress in this caring atmosphere. When extra support is needed to raise attainment further, the school has been very successful in attracting additional funding from initiatives such as the Single Regeneration Budget. Staff are familiar with child protection procedures and have received appropriate training. The school building is well cared for and secure. There are regular health and safety checks on all equipment. The kitchen facilities for cooking lunches on the premises are good. Pupils can buy milk at morning playtime but, as part of a 'Healthy Eating' programme, are discouraged from bringing in sweets and crisps. All pupils are brought to school and collected again by their families, but the local community police prepare them for the outside world by coming into the school to talk about issues such as 'road safety', 'keeping safe' and 'stranger danger'.
37. Since the last inspection the school has improved systems for monitoring attendance. Although monitoring is now efficient, attendance is not satisfactory because parents do not recognise that much teaching time is lost by frequent absence. Additionally, a significant group of pupils are persistently late, losing valuable learning time themselves and disrupting the rest of the class. Punctuality and attendance are not included when pupils discuss their choice of targets for the year.
38. Across the school behaviour management as been reviewed recently and procedures are effective. They focus on discussion with families and rewards for good behaviour, rather than punishment. In the dining room and playground pupils behave well and feel secure because they know that staff are vigilant and will deal with roughness or intimidation. Awards for good behaviour are made at 'special' Monday assemblies.
39. As pupils go through the school, the different areas of pupils' progress are carefully documented. Pupils' records of achievement are kept up-to-date. They contain samples of work, personal targets for the year to come, judgements pupils make on their own progress, and any merit awards. Annual reports include individual attendance figures and information on academic progress and personal development. Parents have recently co-operated in an initiative to set up a data base for the whole school so that office staff also have up-to-date personal records for every pupil, covering areas such as special diets, medical details and contact numbers. Through this efficient system information can be obtained swiftly.

40. The school has a detailed, informative assessment policy and has developed good procedures for the regular assessment of pupils' work. Individual profiles of pupils' attainment in the core subjects provide useful records of progress as pupils move through the school. The results of national tests, along with a number of standardised assessments administered at the beginning and during the key stage are analysed closely and are used to set individual targets to improve standards in the core subjects. Informal assessment is also used effectively in teachers' planning. The good assessment procedures and the good use of assessment to inform curriculum planning have a positive impact upon the progress made by pupils. The adoption of these comprehensive assessment procedures represents a significant improvement since the previous inspection when the need to assess attainment against National Curriculum levels was stated in the main findings.
41. The targets in the individual education plans of pupils with special educational needs are generally realistic and achievable over a reasonable period of time. Their progress is carefully planned and monitored. Overall provision for pupils with special educational needs is good. Procedures for the assessment and identification of pupils with special educational needs are clearly outlined and understood by all staff. Strategies to support the needs of individual pupils are clearly identified in each pupil's individual education plan. The good use of very skilled support staff allows pupils to make satisfactory and sometimes good progress.
42. Provision for pupils entering school for the first time is good. Staff are prepared to meet children for the first time in the familiar surroundings of their homes. In the nursery and reception classes, newcomers attend part time at first to build their confidence and staff go out of their way to welcome family members, encouraging them to take advantage of the book and toy libraries. Links with the primary school to which most pupils transfer need strengthening, but parents felt that their children had gained enough maturity to cope well with the challenge of changing schools. This confidence reflects the overall success of the care that the school gives to all its pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school has established a satisfactory relationship with parents. Staff know families well and meet them briefly in the playground every day when they are collecting or delivering their children. Parents and carers agree that staff are always approachable and that they can take advantage of this daily opportunity to share any anxieties which they may have about their children. Nursery staff run book and toy-lending libraries, and parents enjoy coming into school to choose books or toys with their children. As well as formal parents' evenings held annually to discuss reports, parents are also invited to 'special' assemblies if their children are to receive any sort of merit award. The Parents' and Friends' Association raises funds for school resources. Parents therefore have every opportunity to observe the school for themselves, and not just through their children's eyes.
44. The 44 responses to the pre-inspection questionnaire, indicated a high level of satisfaction with the quality of education provided by the school. Parents have confidence in the standard of teaching; they feel behaviour is good and expectations for children to work hard are high. Some parents felt that the range of extra-curricular activities is too narrow. Inspectors did not feel that this provision was unsatisfactory although it does not appear in the form of after-school activities.

Sport and music are built in to the school timetable, there are workshops run by visiting artists, pupils are encouraged to take an interest in the school garden and occasional cross-curricular topics such as the taking of morning registers in French serve to further expand pupils' experiences. A few parents are unhappy about the homework their children are given, but inspectors feel that the homework given is appropriate for the age range of the school.

45. For those parents who cannot come into school on a regular basis well written newsletters remind them of forthcoming events or inform them about curriculum matters. Each pupil has a 'Record of Achievement' that, together with annual reports, gives information about pupils' progress in the classroom and in the school community. These records help families to check the process of individual target setting, which all pupils are involved in. The school holds meetings for parents when important curriculum changes are introduced, such the literacy and numeracy strategies or for school policy issues, such as any changes in school uniform. Home-school agreements have been set up and the recent initiative to establish a database to inform the school about pupils' family and medical backgrounds is a valuable link between home and school.
46. The school development plan identifies areas where the school has secured funds to support nurturing schemes for families of pupils with special educational needs and for those who speak English as an additional language. The school recognises that the importance of the partnership with parents is an important factor in raising standards across the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the school are good. The headteacher gives a clear lead to the work of the school, and shares her vision for the school with the whole school community. As a result the school provides a happy, caring and industrious atmosphere. Teachers and all staff share a common sense of purpose, supporting the work of the headteacher in working towards achieving identified goals and priorities.
48. The headteacher has a good picture of the quality of education being provided in the school through the careful analysis of information gained from visiting classrooms and observing teachers, and staff are encouraged to build on successful practice.
49. The roles of teachers as curriculum leaders are carefully defined and reviewed regularly. Responsibilities are delegated efficiently. All teachers, including the headteacher, have a responsibility for co-ordinating a number of curriculum areas, and they work hard to fulfil these responsibilities. Co-ordinators effectively monitor curriculum planning. In all core subjects monitoring and evaluation procedures are good and systematically carried out. Co-ordinators periodically monitor the delivery of their subjects, assess pupils' learning and give feedback to teachers. Members of the governing body also observe classroom practice. The effective monitoring procedures, although still developing, have a positive effect on pupils' progress and attainment. Co-ordinators manage and audit resources, although the headteacher controls all spending decisions.
50. Provision for pupils with special educational needs is managed well, and the requirements of the national Code of Practice are met. The headteacher as co-

ordinator liaises well with teachers, parents and outside agencies, ensuring that all pupils have access to any necessary support. Her organisation and the quality of the records and register are good. The quality of the individual education plans is also good. These are compiled jointly by teachers and the special educational needs co-ordinator and contain much information about the learning difficulties of individual pupils. The targets set are, in the main, detailed, specific and achievable in the short term. The individual plans are reviewed regularly and learning targets modified accordingly. The records kept by the special educational needs co-ordinator are comprehensive. She is in regular contact with all concerned outside agencies and contacts all parents as soon as concerns are noted about their children.

51. Provision for those pupils who speak English as an additional language is also good. Pupils needs are assessed regularly and the progress that they make is recorded in detail. Pupils benefit from the full-time support of a specialist teacher as well as a bilingual nursery nurse and their skills are deployed effectively.
52. The school has implemented the National Literacy Strategy effectively, and this has a positive impact on pupils' learning. A good start has been made to implementing the National Numeracy Strategy, and early indications are that this too will have a good impact on standards. Appropriate training has taken place, and the strategies have been successfully introduced into all classes.
53. The governing body gives the school good support. The chair of governors works closely with the headteacher, and they usually meet each week to discuss matters of the moment. Governors are well informed about progress through the headteacher's reports and visits to the schools, although the latter are usually of an informal nature. Parent governors regularly offer their support in school. Committees and working parties meet regularly: they have clearly defined responsibilities and meetings are recorded. The governor with responsibility for special educational needs regularly discusses pupils' progress and provision with the headteacher.
54. The school development plan is a useful management tool. It is an effective document that incorporates both medium and long-term plans. Priorities are carefully chosen for the contribution they will make to pupils' education, and include clearly defined areas of responsibility, resources required and success criteria. However, the financial implications of action points are not always clearly identified. Progress made towards improvements is monitored at regular intervals and their usefulness evaluated, but these evaluations are not recorded in detail.
55. The school's ethos has been built and developed over a period of years, and is appreciated by the parents, who support the school's aims and values. The involvement of the whole school community makes a strong contribution to the quality of learning offered to the pupils. It is based on good relationships, mutual respect, hard work and commitment. The quality of the leadership and management is a strength of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to further improve upon the quality of education provided the headteacher, staff and governors should now:
 - (1) Improve teaching of potentially higher attaining pupils, especially in mathematics and writing by:

- accurately assessing their attainment and using this information to develop a suitably challenging programme of work which stretches these pupils further;
 - setting challenging learning goals for these pupils in lessons;
 - planning for pupils to use and apply their numeracy skills to other learning;
 - planning writing activities that require pupils to use their vocabulary more effectively, and provide more opportunities for independent writing.
- (2) Improve planning for information technology and assessing and recording pupils' achievements in this subject by:
- putting in place a comprehensive scheme of work that covers all Programmes of Study in sufficient depth;
 - building on the good practice established for assessing attainment in English, mathematics and science to develop a system for assessing pupils' achievement in information technology;
 - devising a systematic structure for recording pupils' experiences and learning in information technology.
- (3) Improve pupils' attendance by:
- Raising parents' awareness and understanding of the importance of regular and punctual attendance;
 - Reviewing the reward system for celebrating regular and punctual attendance.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5.4	43.2	51.4	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	30	105
Number of full-time pupils eligible for free school meals		20

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	2	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	41

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	7.2
National comparative data	5.3

Unauthorised absence

	%
School data	0.1
National comparative data	0.1

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	13	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	12	12	12
	Total	23	23	24
Percentage of pupils at NC level 2 or above	School	92 (84)	92 (84)	96 (87)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	12	12	13
	Total	23	24	25
Percentage of pupils at NC level 2 or above	School	92 (84)	96 (89)	100 (87)
	National	82 (81)	86 (85)	87 (86)

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	6
Indian	
Pakistani	25
Bangladeshi	
Chinese	
White	72
Any other minority ethnic group	1

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)	6
Number of pupils per qualified teacher	22.5
Average class size	27

Education support staff: YR – Y2

Total number of education support staff	2
Total aggregate hours worked per week	23

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	n/a

Total number of education support staff	4
Total aggregate hours worked per week	96

Number of pupils per FTE adult	9.4
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	230,261
Total expenditure	224,158
Expenditure per pupil	1,636
Balance brought forward from previous year	27,540
Balance carried forward to next year	33,640

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	165
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	20	5	2	2
My child is making good progress in school.	68	27	0	2	2
Behaviour in the school is good.	55	32	9	0	5
My child gets the right amount of work to do at home.	34	41	14	7	5
The teaching is good.	68	30	0	2	0
I am kept well informed about how my child is getting on.	36	39	18	7	0
I would feel comfortable about approaching the school with questions or a problem.	70	25	2	2	0
The school expects my child to work hard and achieve his or her best.	70	23	5	2	0
The school works closely with parents.	41	43	9	7	0
The school is well led and managed.	66	20	7	2	5
The school is helping my child become mature and responsible.	57	34	2	5	2
The school provides an interesting range of activities outside lessons.	23	41	20	5	11

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

57. Upon entry to nursery children's attainment is below that expected for three year olds. Few children have the spoken language expected of children of this age. The majority of children need much encouragement to communicate their ideas even in the simplest of ways. Their concentration span is short and they generally follow instructions by watching more able peers. Children's limited language skills affect attainment in all areas of learning. High expectations and an appropriate curriculum result in the good progress made in all areas of learning in the nursery and reception classes. So, that by the time they are five, children's attainments in most areas of learning are similar to those expected nationally. However, skills in mathematics are still below those usually found.

Personal and social development

58. Children's attainment is on target to be similar to that usually found by the end of the school year, and teaching is good. Children make a good start in school, the welcoming atmosphere and good admission procedures ensure that most children settle in very quickly. The positive and encouraging atmosphere increases many children's confidence, and older children appreciate each other's efforts. Such as in the reception class when one child spontaneously congratulated her friend for getting an answer right by saying 'Oh, good girl!' aloud for all to hear; they also frequently applaud each other's successes. They are learning to concentrate at a task, and to take turns fairly. Children have regular opportunities to solve simple practical problems. The high priority staff place on this area of development is evident in all classrooms. However, opportunities for children to take responsibility are sometimes missed. Sensitive support, and the development of good working partnerships between class teachers and nursery nurses ensures that most children are confident, secure and have high self-esteem.

Language and Literacy

59. Attainment by age five is in line with Desired Learning Outcomes. Children's progress is at least good and sometimes very good. Most of the youngest children answer questions with one-word answers, they become more confident, responding with short phrases. They enjoy books and discuss the poems in such books as 'Rumble in the Jungle' extending their knowledge and understanding of the world as they develop their literacy skills. Many children in the nursery are learning to recognise their names and higher attaining children write them too.
60. By the time they reach the reception class nearly all children talk confidently with adults and each other. When talking informally, playing and working, most children communicate effectively, although they often use a limited vocabulary. They enjoy listening to stories and can often recall ideas when closely questioned. Children develop good book skills. They handle books carefully, know print conveys a message and use pictures to tell a story. Many recognise initial sounds of letters and higher attaining pupils have begun to read simple repetitive texts. Children are able to record experiences in picture form and many use random letters to communicate meaning. Higher attaining children copy-write from teachers' script with good control over letter formation, and occasionally spell simple words

accurately.

61. Teaching is good. In the nursery a wide range of activities are planned to encourage pupils to develop their language skills, such as talking in the 'clinic', listening to stories and discussing important events in their lives. High expectations of pupils' abilities result in challenging activities and tasks that raise attainment further. In the reception classes teachers introduce the National Literacy Strategy at an early stage, and children clearly enjoy these sessions. Creative use of resources enhance these lessons, such as 'Incy, wincy spider' and his drainpipe up which children hoisted him at appropriate times when reciting the rhyme.

Mathematics

62. Although attainment in mathematics is below that expected in the Desirable Learning Outcomes, children make satisfactory progress. The youngest children in the nursery sort teddies into 'small', 'medium' and 'big' groups. They also organise dinosaurs by colour. Some can follow a picture pattern to order beads by colour and shape. Many of the youngest children confidently name plane shapes. With adult support they count how many children are present each day.
63. In the reception classes, many younger children confidently count to five and some can count and recognise numerals to ten. They are able to order towers of cubes they build in height order. Higher attaining children are developing a good understanding of number, they count to 20 without support, and can identify which numbers are missing in a number line.
64. Appropriate activities are planned for the differing needs of their pupils. In the nursery close attention is given to individual children's need and their progress is carefully monitored. In the reception classes children are introduced to the National Numeracy Strategy and enjoy the whole-class sessions, such as clapping and counting activities that reinforce their counting skills. Tasks are planned well to provide appropriate challenge to children of all abilities.

Knowledge and understanding of the world

65. For the youngest children, their ability to express their knowledge and ask questions in this area of learning is occasionally hampered by their limited language skills. With support and close questioning they make observations of the world around them, demonstrating their capacity for learning. When involved in topics, such as the recent work on animals, they explore the world they know and learn about the needs of others, such as their pets at home.
66. By the age of five children's knowledge and understanding of the world are in line with that expected. Through an interesting range of activities they build on the good start they make in the nursery. When learning about the life of Jesus, they build the garden at Gethsemane with adult support, and act out the entry into Jerusalem. They closely observe toys that need pushing or pulling, and make their own from construction kits. Children explore water and sand and most explain their actions or choices. They use the computer developing good mouse control, clicking on 'buttons' to change the activities, and to indicate choice.
67. In the nursery children are exposed to a wealth of information and experiences that enrich this area of learning. High expectations are clear in all lessons, and teachers

and nursery nurses grasp every opportunity to expand children's knowledge of the world around them.

Physical development

68. Physical development is below expectations when children enter the reception classes, they make good progress and by the time they are five their attainment is in line with expectations. Children walk, run and safely negotiate climbing apparatus appropriately. They demonstrate their ability to work together in pairs and as a whole group, with good control. In physical education sessions they change and hold long and wide body shapes well. They vary the types of jumps they use, and improve upon their landings with the teacher's encouragement. Children successfully build with bricks and other construction kits. They use scissors safely, cutting and sticking to make collage. They roll and pat play-dough into a range of shapes, and use tools to make patterns in this as well as to cut out shapes.
69. Teaching is good overall. Teachers plan an appropriate range of activities to ensure that children develop awareness of their bodies and how to move safely using a wide range of equipment and tools. Creative use of resources further extends children's learning.

Creative development

70. Children's creative development is similar to that usually expected and progress is good. They use paintbrushes confidently, mixing colours to produce the desired effects and colours. By the time they are five, children's attainment in music is above that usually found and they make good progress. The youngest children happily sing along to a number of favourite tunes. Older children play a range of instruments appropriately, and are beginning to use very early notation, such as when one child 'conducted' the rest of the class using a picture of a bus and its passengers to guide them through 'The Wheels on the Bus', all clearly enjoying the experience. They demonstrate a developing sense of rhythm when joining in action songs. Reception children show good learning about tempo and rhythm when creating dance sequences in time with a tambourine. They created some interesting movement patterns in response to the stimuli of different shoes. Children are happy to choose the role-play areas, and are supported well by adults who join them in the 'clinic'. The youngest children play appropriately, but often alongside others, as they do not have the language skills to interact creatively.
71. Teaching is good and teachers' enthusiasm is effectively shared with children. Activities are planned well, frequently integrated with those planned for other areas of learning. Resources are prepared well, and organisation is good. Children who speak English as an additional language benefit from the support of a bilingual nursery nurse. This has a positive impact on their learning as well as offering their parents an opportunity to discuss their child's progress in their home language.

Curriculum and organisation

72. Children benefit from the good provision made for them from the age of three years. The nursery offers a safe and secure introduction to their education and as result of good teaching and high expectations children make good progress. The headteacher co-ordinates provision for the under-fives well. The curricular opportunities provided for children under five are good. These are clearly based on the recommended areas of learning for children of this age, and as a result children make good progress and children are assessed on their progress towards achieving the Desirable Learning Outcomes. In addition to the book lending library, the

school has recently started a toy lending library and this is used regularly by a number of parents.

ENGLISH

73. Overall standards in English are on target to be in line with the national average at the end of Key Stage 1. In the results of the 1999 Key Stage 1 national tests in English the percentage of pupils achieving Level 2 and the higher Level 2b in reading was well above the national average and the percentage of pupils achieving Level 3 was close to the national average. Pupils' reading performance was also above average in comparison with similar schools. The percentage of pupils achieving the expected Level 2 or above in writing was above the national average, the percentage achieving the higher Level 2b was close to the national average but no pupils achieved Level 3. Pupils' performance in writing was close to the average for similar schools. Although, when taken together pupils' performance in the tests over the last four years has been below average, their results have steadily improved year on year. The National Literacy Strategy is having a positive effect on standards in English.
74. Pupils' attainment in speaking and listening is in line with national averages at the end of the key stage and satisfactory progress is made. Pupils who speak English as an additional language make good progress. They use English as much as possible, contributing to group discussions. Although some find that concentrating on a strange language is difficult, they take great pride in their achievements. The youngest pupils enjoy listening to stories, and in one lesson observed re-enacted the story of 'The Giant Watermelon' very well, most speaking their parts clearly for the audience. Nearly all pupils listen attentively to the ideas and contributions of others during discussions and participate fully when working as groups, particularly literacy sessions. As they progress through the key stage they continue to extend their skills and most pupils speak with increasing confidence. By the end of the key stage many develop their ideas thoughtfully and convey their opinions clearly.
75. Attainment in reading is on target to be above average at the end of Key Stage 1, and pupils make good progress as they move through the school. Most pupils in Year 2 read around words well to establish meaning, and their skills in associating letters with sounds are developed well. For pupils learning to speak English these phonic sounds are often very difficult. The youngest pupils identify the author and illustrator of a book and know that the cover of a book often gives the reader important information about the book. In shared reading sessions teachers ensure that pupils understand the vocabulary and the context in which it is used. They also explore the values embedded in words such as 'nosy' and 'curious'. Older pupils are learning to draw inferences from text. For example, when listening to a story the phrase - 'that's right my child' was commented upon by one pupil, who observed 'but he's not her child', he then recognised that the term was being used as an endearment.
76. Standards in writing are on target to be close to the national average by the end of the key stage, and most pupils make satisfactory progress. As pupils progress through the school their spelling improves through regular practice. They learn that words that sound the same sometimes have different meanings and are spelt differently, whereas some words are spelt the same, sound the same and yet have more than one meaning. Letter formation is satisfactory and by Year 2 pupils write neatly, in handwriting practice pupils are joining their letters, but they do not always

transfer this to other writing. Pupils write for a range of purposes including account writing and poetry and they apply their skills well to other subjects. However, few opportunities for extended personal writing are planned, and this restricts the progress of potentially higher attaining pupils. In literacy sessions pupils are learning to identify punctuation marks and improving their story sequencing skills. These focused sessions are making a good contribution to the progress they make.

77. Most pupils enjoy English lessons and behave well, particularly during group sessions in the literacy hour. They listen with interest and respond well to teachers' questions. In many lessons they listen well to one another, and spontaneously praise each other, often applauding each other's achievements. Their concentration steadily improves and they co-operate well in small group activities.
78. The quality of teaching overall is satisfactory, and is often good. In Year 2, teaching is consistently good. Lessons are generally planned well, using the literacy strategy guidelines, although teachers do not always make it sufficiently clear in their plans what it is they expect pupils to have learned by the end of a lesson, or series of lessons. Most teachers use a variety of teaching strategies and are skilled at questioning. Resources are organised well and the management of pupils is good. Teachers give clear instructions and share their enthusiasm and good subject knowledge in English. New vocabulary is introduced well; teachers speak very clearly providing good role models for their pupils, particularly for those pupils who are learning to speak English. The pace of many lessons is brisk and good strategies are used to encourage discussion. In whole-class sessions teachers make sure that pupils are actively involved throughout. Plenty of positive praise is appropriately given. Pupils with special educational needs are given good support, as individuals and in small groups.
79. The subject is led well by two senior staff members, one having oversight of literacy, whilst the other manages English overall. The school is implementing the National Literacy Strategy well, and uses this to guide teachers' planning; teachers have welcomed the structure that it provides. Assessment procedures are good and track pupils' progress appropriately. Sensible targets for individual's attainment have been set based upon the information gathered. Good resources are available to support English and these are well organised and accessible. Visitors, such as a poet, enrich the curriculum, and parents make a good contribution to their children's progress by listening to their children read at home regularly.

MATHEMATICS

80. In the 1999 Key Stage 1 National Curriculum tests the percentage of pupils achieving the expected Level 2 was well above average, but the percentage reaching the higher Levels 2b and 3 was well below the national average. The results were also well below the average for similar schools. This discrepancy might be explained in part by the large number of summer-born pupils in the cohort who were consequently up to two terms younger than others taking the tests. In the teachers' assessments the number of pupils who attained the higher Level 3 was well below average in number and algebra, and shape, space and measure, but pupils' skills in using and applying mathematics were judged to be slightly better. Taken together, the last four years' results have also been below the national average.
81. Inspection evidence indicates that the majority of pupils are on target to achieve

expected levels of attainment at the end of Key Stage 1. However, the indications are that the percentage of pupils who will achieve the higher levels remains below that expected nationally in similar schools. The school's effective introduction of the National Numeracy Strategy has had a positive impact upon pupils' computational and mental calculation skills, but insufficient opportunities are provided for pupils to extend their knowledge of using and applying mathematics in other subject areas.

82. By the end of Key Stage 1 pupils confidently count forwards and backwards to 100 and use number bonds to 20, often using number sticks to aid their mental calculations. Many correctly name three-digit numbers and use their understanding of place value to separate the numbers into hundreds, tens and units. They understand how money is used and make simple calculations using 1p, 2p, 5p, 10p and 20p coins. Pupils develop their knowledge of two and three-dimensional shapes and they use their artistic and information technology skills to create 'shape pictures'. They use their understanding of symmetry in physical education. Pupils understand the difference between odd and even numbers and older pupils can, with some direction, explain why the chances of throwing six and seven with two dice are greater than throwing two or 12. Pupils who find learning difficult use dice well to play 'snakes and ladders' type games whilst reinforcing counting skills.
83. Most pupils make satisfactory progress in mathematics throughout the key stage. Many of the youngest pupils in Year 1 can accurately use addition of numbers up to 20 and are developing a sense of place value. By Year 2 they have a sound understanding of addition and subtraction and a good knowledge of place value and can add and subtract numbers up to 100. Pupils with special educational needs make satisfactory progress in mathematics throughout the school. Work presented to them is well matched to their abilities and previous experience and very good support and encouragement are given to them by teachers and learning support assistants. However, not enough opportunities are given for pupils to use their information technology skills in mathematics.
84. Pupils generally have positive attitudes to their work in mathematics and their behaviour in the classroom is satisfactory overall. In whole-class and group work most pupils listen attentively, and respond enthusiastically to questions. This is particularly so in the brisk and challenging mental arithmetic sessions at the start of the numeracy hour. Most pupils concentrate satisfactorily on the tasks set for them, and they work well together. Relationships between pupils and their teachers are very good overall and this allows for effective discussions of their learning and development.
85. The quality of teaching is satisfactory overall. In two out of five lessons teaching is good and in all other lessons it is satisfactory. Teachers' knowledge of mathematics is secure; they plan their lessons well according to the National Numeracy Strategy and have effective organisation. In the best lessons teachers introduce a range of interesting activities. They demonstrate firm and consistent control and manage learning support and resources well. Teachers offer praise and encouragement, explain tasks clearly and organise the final part of lessons to revise the learning intentions and enable pupils to discuss their own learning. Time is used well and the use of homework to support learning is satisfactory. Overall the quality of teachers' day-to-day assessment is good, and there is much evidence to indicate that assessment is being used to inform planning. However, at times the work presented to potentially higher attaining pupils is not sufficiently challenging. The needs of pupils on the special educational needs register are met well and teachers make

effective use of detailed individual education plans to ensure appropriate work is set.

86. The subject is well managed by an experienced co-ordinator. Both the school development plan and the numeracy action plan provide clear, detailed information regarding the future development of mathematics. Funding has been allocated to support the identified initiatives, which include the co-ordinator working alongside colleagues monitoring teaching and planning. The curriculum is based on the National Numeracy Strategy supported by a published scheme of work, and is soundly planned and is broad and balanced. Regular assessments are made of pupils' progress using the National Curriculum key objectives and standardised assessment tests. The results are used well to analyse pupils' performances and improve curriculum provision. The good resources available for the delivery of the mathematics curriculum are accessible and used well.

SCIENCE

87. Statutory teacher assessments of pupils' attainment at the end of Key Stage 1 in 1999 show that the percentage of pupils reaching the expected Level 2 was very high compared to the national average and that the percentage of pupils reaching the higher Level 3 was above the national average. Pupils did particularly well in the experimental and investigative aspects and in their knowledge of physical processes. Inspection findings confirm that the majority of pupils are on line to achieve higher than expected standards by the end of the key stage. This represents a significant improvement since the last inspection, when standards were judged to be average. Pupils with special educational needs attain standards that are commensurate with their abilities and to their learning targets.
88. Throughout the school pupils are encouraged to observe closely and to discuss and record their observations. By the end of Key Stage 1, pupils have a broad knowledge of natural and physical science and a sound understanding of life processes and living things. They are familiar with the processes of investigation and recording, and many have a clear understanding of what constitutes a fair test. Year 1 pupils correctly label the major structures of the body and have some understanding of the function of the parts. They investigate forces in terms of pushing and pulling, and record their findings in a scientific way. Older pupils assess the absorption capacity of different materials, note their findings and record their conclusions. They understand about simple circuits; that the cell is the power source and although they are not yet familiar with the correct terminology, they know the effects of a closed and open circuit on bulbs and propellers.
89. Scrutiny of work, lesson observations and discussions with pupils indicate that the majority of pupils make good progress in their knowledge and understanding of science and in experimental and investigative science. Reference to individual learning programmes and skilled help from learning support assistants ensure that pupils with special educational needs make expected gains in knowledge.
90. Most pupils enjoy their science lessons, particularly the practical work, and share resources and equipment responsibly. They work well alone, and in pairs, collaborating successfully on co-operative tasks and are generally attentive and responsive to their teachers. A number of pupils with identified behaviour problems find it difficult to concentrate in practical situations, but overall behaviour is satisfactory and pupils relate very well to each other and to the adults who work with

them. All are given equal access to the science curriculum.

91. Few science lessons were observed during the inspection. However, evidence from an analysis of teachers' planning and pupils' work and from the lessons observed, indicates that teaching is satisfactory overall, and sometimes much better. Questioning is used well to involve pupils in activities and draw out their understanding of the concepts being explored. A good range of resources are well prepared and managed. Good use is made of skilled, well-briefed, support staff who help to ensure that all pupils, including those with special educational needs, have equal access to the curriculum. For the most part activities are well chosen and appropriate for the learning objectives.
92. The subject contributes satisfactorily to the development of pupils' literacy skills through writing and reporting activities. However, pupils are not given enough opportunities to collect data and measurements, and there are few opportunities to use information technology to process information and present data collected from other scientific activities.
93. The science curriculum meets statutory requirements and a cycle of topics appropriately covers all aspects of the National Curriculum. An appropriate scheme of work and an informative policy document ensures continuity and progression of the science curriculum across the key stage. Assessments of pupils' attainments are carried out regularly and a record is kept of standards achieved within specific attainment targets. Periodic sampling and moderating of pupils' work by all the staff, ensures that appropriate standards are maintained throughout the key stage. Samples of pupils' work are kept in 'Record of Achievement' files.
94. The subject is well co-ordinated, and the school has made provision for the monitoring of the planning and teaching of science throughout the school. A good range of resources, materials and equipment are used well in the teaching of science.

ART

95. Standards in art are similar to those usually found in pupils of this age. Throughout the school, the value teachers place on their pupils' achievements is evident from the many well-presented displays of finished pieces of work. As they move through the school pupils make satisfactory progress overall.
96. From reception on, pupils experiment with a range of different materials. They paint, draw and make collages exploring the effects different techniques give. Their observational skills are developed well. For example, the youngest pupils carefully paint toys they observe, accurately emulating the colours and shapes they see. Year 2 pupils have drawn bicycles in detail. Examples of artwork from around the world are displayed for pupils, providing a visually stimulating environment. In one lesson pupils listened to the story of 'The Willow Pattern', and as Chinese folk music played in the background, designed and painted their own versions of a plate. To support their studies in history the oldest pupils have produced some effective collage portraits of Queen Elizabeth I and Sir Francis Drake.
97. Pupils enjoy their art lessons. They share resources well and encourage each other. Many pupils are eager to talk about their work and are very proud of their achievements.

98. Teaching is good. Lessons are planned well to ensure that pupils systematically develop a wide range of art skills. Secure subject knowledge is effectively shared with pupils, who benefit from the good adult to pupil ratio, teachers and nursery nurses support pupils well. Skills are taught effectively and questions enable pupils to consider carefully the choices they make in their painting and drawing activities. Resources are prepared well.
99. Visiting artists have supported the pupils in making tiles that are displayed on the school's walls and pupils have recently visited an exhibition of local artists' work. The school has a good range of resources available, and these are used well. The school has a suitable scheme of work to support teachers' planning, and the subject is managed soundly.

DESIGN AND TECHNOLOGY

100. It was only possible to observe one design and technology lesson during the inspection. Evidence gained from discussions with pupils and an analysis of teachers' plans, photographs and displays indicates that attainment levels at the end of Key Stage 1 are similar to most pupils of the same age. Pupils, including those with special educational needs, make satisfactory progress as they move through the school.
101. Younger pupils are able to talk about what they are making and about the materials that they use. They devise and make products to simple design briefs using commercially produced construction kits and reclaimed material. For example, pupils in Year 1 created a model playground with a range of model swings and slides as part of a combined geography and design and technology lesson. In another Year 1 class, pupils showed appropriate cutting and fixing skills when making simple moving models in an activity linked to a lesson on forces. Older pupils draw their designs and make scarves for their teddies. They make models of bridges in an activity linked to the story of 'The Three Billy Goats', demonstrating appropriate construction skills.
102. Pupils' attitudes to design and technology are satisfactory. The pupils observed and interviewed enjoy the subject and are keen to talk about their work. A number sustain concentration over fairly long periods, often with little adult support. They handle equipment very responsibly and co-operate well in group and pair situations.
103. It was only possible to observe one design and technology lesson during the inspection. Consequently a valid judgement on the quality of teaching cannot be made. It is clear from teachers' plans and discussions with pupils that, overall, a suitable range of activities is provided and that the importance of encouraging pupils to evaluate and improve their work is understood.
104. The co-ordinator has overseen the production of a satisfactory policy and a scheme of work. A satisfactory range of resources for the delivery of the design and technology curriculum is readily accessible.

GEOGRAPHY & HISTORY

105. It was not possible to observe enough lessons in history or geography during the course of the inspection to arrive at a secure judgement on the quality of teaching.

Inspection findings are based upon the analysis of pupils' work, reports of educational visits and visitors, teachers' planning, displays and discussions with pupils.

106. At the end of Key Stage 1 standards in history and geography are broadly in line with those found in most schools for pupils of this age, and pupils make sound progress. Pupils with special educational needs take a full part in all history and geography lessons and, with informed and sensitive support, make expected progress.
107. Through their study of the Elizabethans and the invasion of the Spanish Armada pupils are developing an understanding of chronology. Visits and talks by senior citizens from the local community of how life and work have changed over time extend this understanding. The follow up activities of making displays and writing poems contributes appropriately to improving pupils' literacy skills. Older pupils show that they are beginning to understand the passage of time when discussing changes to their own lives, and are most enthusiastic to discuss pictures and artefacts in a display of 'Our Memories'
108. By the age of seven most pupils have a sound awareness of places beyond their own area and can name a number of other countries, some recalling European and world-wide locations visited on holiday. Many pupils have very strong links with India, Asia and the Caribbean and some are seasoned travellers. Pupils talk appropriately about their own environment, their houses and how they travel to school. Younger pupils understand the terms near and far and can discuss different ways of travelling. By the end of Year 2 pupils know of a range of different locations. They use simple geographic terms correctly and are aware of some physical features and distant places.
109. Pupils' attitudes and behaviour are satisfactory. In lessons, pupils work with interest and enthusiasm. They co-operate well and use and share resources sensibly. A number of informative displays are presented well, but opportunities to present pupils' good work in history and geography are not always taken.
110. The use of the school, the local environment and trips to places of interest enhances pupils' experiences in history and geography. Scrutiny of teachers' planning indicates that a satisfactory range of historical and geographical skills are planned for and delivered.

INFORMATION TECHNOLOGY

111. By the time they leave the school pupils' attainment in information technology is on target to be in line with that expected of seven year olds. Pupils, including those with special educational needs make satisfactory progress overall, although there are weaknesses in aspects of this subject.
112. At the beginning of Key Stage 1, pupils use a mouse (an electronic pointing device) to move the cursor and to select items, but generally they begin the key stage with standards below those normally found in pupils of this age. In the reception class, they use simple computer programmes to support their literacy skills, and to extend their knowledge and understanding of the world. Pupils make steady progress in using the computer to play games that support their learning in other subjects such as mathematics using counting games. They also learn how to use a simple word-processing programme, using the capital lock and enter keys. By the end of Key

Stage 1, many pupils use word-processing programmes to complete pre-prepared worksheets, such as inserting lines into a poem frame. They learn to use the delete, shift and space bars to amend their text. The use of information and communication technology to support learning using simple data-handling programmes and control technology is not planned for systematically. As a result, pupils' skills in these aspects are less well developed.

113. Pupils demonstrate sound attitudes to information technology. They work well, often working alone, but take turns when working in pairs. They initiate the use of technology sometimes; such as in a design and technology lesson when one pupil suggested that a simple floor robot would be useful.
114. Little direct teaching was observed during the inspection, and there is insufficient evidence to make a secure judgement on the quality of teaching. Teachers' plan appropriate tasks and give brief instructions to pupils. 'Para-professionals' supporting the SRB project, learning support assistants and teachers give pupils suitable support. In all classes pupils work independently of teachers, asking for help when this is required. Teachers generally set appropriate tasks matched to pupils' levels of ability and interest.
115. Curriculum planning is generally sound. The scheme of work is unsatisfactory but is due to be reviewed to incorporate the use of the improved resources now in school. However, assessment and recording of pupils' attainment in information technology is unsatisfactory. Teachers assess pupils' progress through their observations, but this is not based on a hierarchy of skills, and no structure for recording these observations is in place. Additionally, although pupils who are supported through the SRB benefit from individual sessions using the computers two times each week, using dedicated programmes, the school has no secure means of ensuring that all pupils have equal access to the computers.
116. The school uses curriculum support staff well to support pupils' learning in information technology. Resources are very good. The school has new computers, all have CD-ROM drives and two are connected to the Internet. The school has the facility for a network, but this is not in use yet. Some teachers are currently undertaking additional training to enhance their skills in the subject. There are sufficient and wide-ranging recent software programmes available to teachers.

MUSIC

117. Standards of attainment at Key Stage 1 are broadly similar to those usually found in pupils of this age.
118. Younger pupils listen carefully as their teacher claps musical patterns, and they echo these with a fair degree of accuracy and are developing a good sense of rhythm. They are beginning to develop a sense of pitch and dynamics. For example when they practise singing scales by singing 'Up and down the stairs'. In Year 1 pupils enjoy singing action songs following the rhythm well, and recognising when this changes. They accompany each other using a range of instruments, such as providing sound effects for the story of 'The Giant Watermelon' and 'Incy, Wincy, Spider', or providing a steady rhythm on the drum to support the rest of the class as they sing. Pupils enjoy adding actions to their singing, such as when learning and performing new songs. Older pupils use body sounds to orchestrate

sound effects for the story of 'Three Billy Goats Gruff', the idea of using symbols as notation is introduced and most pupils make sensible suggestions for these.

119. The quality of pupils' singing develops appropriately as they move through the school. Most sing tunefully, with clear diction and good expression. When working in larger groups, pupils successfully sing songs such as 'London's Burning' in two parts. However, few opportunities are planned for pupils to appraise their own work or learn from listening attentively to recorded works of other musicians to give them an increasing perception of music as an effective means of communication.
120. Most pupils enjoy their music lessons. Good routines have been established, and even the youngest pupils demonstrate good control when handling instruments. In most lessons teachers manage pupils' behaviour well and lessons are calm and purposeful. Occasionally pupils are controlled less effectively and this slows down the pace of learning. Pupils generally listen well to each other when performing and pupils perform for the rest of the class confidently. For example, pupils in the reception class sang as soloists to demonstrate their understanding of pitch, their classmates warmly applauded them.
121. Teaching is satisfactory, and ranges from good to satisfactory. Many lessons are taken at a good pace and include different types of activity: listening, singing and performing. Teachers' expertise, such as by playing the keyboard, contributes effectively to pupils' learning and provides a skilful accompaniment to their singing. The very good relationships between teachers and pupils contribute to the co-operative atmosphere that is established. Teaching is less successful when pupils are allowed to chatter in between activities, this slows the pace of the lesson and precious time is lost.
122. The policy and scheme of work supports teachers' planning. Performances in and beyond school, such as that when Year 2 pupils join with other local children as part of a combined schools' concert. Resources are good, they are accessible, well organised and used regularly.

PHYSICAL EDUCATION

123. At the end of Key Stage 1 pupils achieve average standards in those aspects of the physical education curriculum observed. They are making expected progress in developing control and co-ordination in travelling, jumping and balancing, and acquiring competence in a range of games' skills.
124. Most pupils in Key Stage 1 have developed sound co-ordination when using whole body movements and they can travel and stop with good control. Year 2 pupils create sound sequences of jumps and balances when using the large apparatus, and link symmetrical shapes to work previously covered in mathematics. Pupils demonstrate increasing body control and use previously learned skills to improve the quality and complexity of movement patterns. Pupils with special educational needs are supported well. They take a full part, make sound progress and achieve results, which enhance their self-esteem.
125. The majority of pupils work with enthusiasm, enjoyment and commitment in physical education. They clearly enjoy the sessions and nearly appropriately change into physical education kit. They are willing to share ideas, work co-operatively and

make good use of opportunities to practise their skills. Behaviour is satisfactory and sometimes good. Pupils appreciate each other's efforts, and when given the opportunity, handle apparatus carefully, safely and responsibly.

126. Teaching in physical education is at least satisfactory and sometimes good. The better lessons are characterised by sound teacher knowledge, a brisk pace being set, with appropriate tasks and pupils being given the opportunity to independently practise and refine skills. However, at times when pupils have to wait because of the inappropriate arrangement of the apparatus, this restricts the pace of learning. Relationships between teachers and pupils and pupils themselves are very good. In all lessons observed teachers' control and management of pupils was satisfactory or better.
127. The physical education co-ordinator has overseen the production of a detailed policy document, and an appropriate scheme of work, which allows for coverage of all aspects of the physical education curriculum.
128. Resources are good overall, with access to a large, well-equipped hall, adequate outdoor facilities and a good range of small apparatus. However, a number of agility mats are worn and need replacing with mats of a more manageable size for younger pupils.

RELIGIOUS EDUCATION

129. During the inspection only one lesson in Key Stage 1 was observed in religious education. Not enough work was available for examination to make a judgement upon pupils' attainment, learning, and response or upon the quality of teaching. Nevertheless, religious education is planned for well and based upon the draft locally agreed syllabus for religious education.

130. Religious education plays an important part in the life of the school and there are good links with a local church. Pupils' knowledge and understanding of world religions, particularly Christianity and Islam are successfully enhanced through assemblies and displays of symbols and texts relating to different religions around the school.