

INSPECTION REPORT

~~FOURTH DRAFT~~

Horninglow Infants' School

Burton-on-Trent

LEA area: Staffordshire

Unique reference number: 124036

Headteacher: Mrs M Makin

Reporting inspector: Mr Stephen Dennett
13712

Dates of inspection: 3rd – 6th December 2001

Inspection number: 194646

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Horninglow Road North Burton-on-Trent Staffordshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Jane Pratt
Date of previous inspection:	17 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
13712	Mr Stephen Dennett	Registered inspector	Science Design and technology Information and communication technology Physical education Special educational needs	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
1305	Mr Brian Rance	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
22254	Mrs Hazel Callaghan	Team inspector	Foundation Stage Mathematics Geography Music	How good are curricular and other opportunities?
19994	Mrs Lys Bradley	Team inspector	Equal Opportunities English as an additional language English Art and design History Religious education	Pupils' attitudes, values and personal development
21378	Mrs Jean Harding	Team Inspector		Unit for speech and language difficulties

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Horninglow Infants' School provides full time education for 110 pupils aged five to seven. There are currently 55 girls and 55 boys on roll. In addition, the school provides 52 nursery places and there are currently 41 children attending on a part time basis. The majority of pupils are from white United Kingdom backgrounds, but there are pupils of Pakistani and black African origins attending the school. Eleven pupils speak English as an additional language and six are at an early stage in their acquisition of English. There are 35 pupils on the school's register of special educational needs and two pupils have statements. Pupils have been placed on the register for a range of identified needs, included specific, moderate, emotional and behavioural difficulties, visual impairment, speech and communications difficulties and autism. Children's levels of attainment on entry to the school are well below average and many have poor speaking and listening skills. These low levels of attainment have been confirmed by baseline assessments and other information. The social and economic circumstances of the pupils attending the school are significantly disadvantaged and there are high levels of adult illiteracy and innumeracy in the surrounding area. There is a unit for pupils with speech and language difficulties attached to the school. There are nine pupils currently placed in the unit, but it can take up to ten pupils. All the pupils have statements of special educational needs concerned with difficulties in speech, language, communication and associated problems.

HOW GOOD THE SCHOOL IS

The school is successful in providing a safe and secure learning environment for its pupils. Although standards are still below average in reading, writing and mathematics, pupils make satisfactory progress overall in relation to their prior attainment. Standards are improving in reading, mathematics and science. The quality of teaching seen in many lessons was good and the impact of teaching over time is satisfactory. The headteacher provides good pastoral leadership for the school and is supported well by staff and the governing body. However, several staff are relatively new to the profession and as yet their curriculum management roles are underdeveloped. The school provides satisfactory value for money.

What the school does well

- The school has a very caring ethos, which provides a secure and stimulating environment for pupils' learning.
- Pupils' attitudes to learning are very positive and their behaviour is very good throughout the school.
- There has been significant improvement in standards in reading, mathematics and science since the last inspection.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- The range of extra-curricular activities provided is very good.
- There are good procedures for ensuring pupils' care, health and safety, especially procedures for promoting and ensuring good behaviour. These are very good.
- Parents have very positive views of the school and the quality of information provided is good.
- The governing body has a good grasp of the school's strengths and weaknesses and plays an active role in shaping the direction of the school.
- The provision in the unit for pupils with speech and language difficulties is good.

What could be improved

- Standards in English, which are still low, especially in writing.
- Standards in information and communication technology, which are below expectations.
- Systems for assessing pupils' progress and attainment and the use of assessment information to set individual targets for improvement.
- More focused action to meet targets identified in the school's improvement plan.
- The attendance rate, which is currently below average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a satisfactory level of improvement since the last inspection. The school has done much to improve standards in English, mathematics and science as required by the last inspection. Standards in reading, mathematics and science have improved significantly and, although still below the national average, they are improving at a much faster rate than the national trend. The school was required to ensure that the full programmes of study were covered in design and technology and information and communication technology. This issue has been dealt with thoroughly and effective schemes of work are now in place. The school has not been so successful in challenging higher attaining pupils, although teachers do now regularly identify activities for different groups of pupils in their planning. The proportion of pupils reaching Level 2B and above in national tests is still very low, especially in writing. The final key issue raised by the last report was to improve the use of assessment. Regrettably, little progress has been made and this remains a significant area for improvement. There have been improvements in other areas mentioned in the last report. The quality of teaching in lessons has improved, with a much higher proportion of very good teaching being seen. In addition to the improvements in reading, mathematics and science, standards have improved in art and design, design and technology, and physical education. There has also been an improvement overall in the provision for children under five.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	E	E	<u>E*</u>	<u>E*</u>
writing	E	E	<u>E*</u>	E
mathematics	E	E	E	E

Key

well above average A

above average B

average C

below average D

well below average E

The above table shows that in the 2001 national tests, standards were in the lowest 5 per cent nationally in reading and writing. Standards in mathematics were well below the national average. Compared with schools that have a similar proportion of pupils eligible for free school meals, standards were in the lowest 5 per cent in reading. They were very low in writing and mathematics. The school has presented evidence to show that the cohort taking the test contained a significant number of pupils with special educational needs, including pupils with statements in the unit for speech and language difficulties. In addition, there was a significant turnover of pupils ~~during the year from admission into Reception to the end of Year 2 in the cohort~~, with several pupils of below average ability taking the test who had not been at the school for very long. These factors have adversely affected the figures contained in the table. When the figures for the unit are removed from the statistics, standards in reading are well below the national average and below standards found in similar schools. Standards in writing are well below average, both compared nationally and in comparison with similar schools. However, standards in mathematics are in line with the national average and above those found in similar schools. Trends over time indicate that in reading and mathematics, standards are improving at about four times the national rate. In the statutory teacher assessments for science, standards were well below the national average and below average compared with similar schools. However, standards in science have risen at five times the national rate since the last inspection. The school exceeded its targets for reading and writing, but failed to meet its target for mathematics by 3 percentage points. Observed standards show that children at the foundation stage do not achieve the early learning goals by the time they enter Year 1, except in their physical development, where they are at the expected level. However, they make satisfactory progress in their learning in all areas except in their knowledge and understanding of the world, ~~were where~~ progress is unsatisfactory, and in their personal and emotional development, where progress is good. By the end of Year 2, standards are well below in English. They are below in mathematics, science, geography, information and communication technology and religious education. Standards are in line with national expectations in art and design, design and technology, history, music and physical education. Pupils are making unsatisfactory progress in their learning in information and communication technology. They are making satisfactory progress in

English, art and design, design and technology, geography, history, music, physical education and religious education. They are making good progress in aspects of mathematics and science. Pupils' levels of attainment on entry to the unit are below national averages and expectations, and their learning is inhibited by lack of language skills, which often include listening and understanding, as well as speaking. However, they make good, and sometimes very good, progress towards the targets set for them. Their progress in acquiring communication skills is especially good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They enjoy their work and are eager to take part in lessons and activities.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school. Pupils are polite and follow the teachers' directions promptly. They are well aware of the school's rules.
Personal development and relationships	Pupils' personal development is good. The good relationships seen throughout the school have a positive impact on learning.
Attendance	Attendance is below the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Not applicable

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.

The quality of teaching is satisfactory overall. This judgement is based on the satisfactory progress being made by pupils in their learning in most subjects. The quality of teaching observed in lessons was good overall, with some very good lessons being seen. The teaching of English is satisfactory overall, as pupils' achievement is satisfactory in relation to their prior attainment. The teaching of literacy is satisfactory overall, but there are weaknesses in the way in which writing is taught. The teaching of mathematics is good overall, as pupils are learning well and making good progress. The teaching of numeracy is good. Where teaching is good, teachers plan well for different groups, taking care to ensure that tasks are well matched to pupils' prior attainment. Almost all teachers use effective strategies to ensure good behaviour and a well-ordered environment. Relationships between pupils and teachers are good, and this means that pupils feel confident about expressing themselves, even although their speaking and listening skills are often poorly developed. As a result, pupils are making good progress in their personal development. A general weakness in teaching is the limited use of assessment to set targets for improvement. Marking, although encouraging, does not identify specific areas for development and where occasionally it does, pupils do not complete the follow-up work suggested by the teacher. In some lessons, teachers' expectations are still ~~too~~ too low, especially at the Foundation Stage. One consequence of this has been that children have not made the progress in writing that is expected. Learning is satisfactory overall and all pupils are generally making satisfactory progress, irrespective of their gender, ethnic origin, mother tongue or prior attainment. Most pupils are enthusiastic about their lessons and put a great deal of effort into their work. This has a positive impact on their learning, especially in practical subjects. The quality of teaching in the unit is good overall and pupils are learning well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory range of learning opportunities for its pupils. The provision for extra-curricular activities is very good. The school inclusion policy is very effective and all pupils, including those with special educational needs have full access to the curriculum provided. All statutory curriculum requirements are met.
Provision for pupils with	Provision for pupils with special educational needs in the main school is

special educational needs	satisfactory overall. Those pupils with education plans are making satisfactory progress towards the targets set for them. Provision in the unit is good.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is satisfactory. They make very similar progress to other pupils in the school. There has been some improvement in provision since the last inspection.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' personal development overall. Provision for pupils' spiritual and cultural development is satisfactory and it is very good for their moral and social development.
How well the school cares for its pupils	There are good procedures for ensuring pupils' health, safety and welfare. Procedures for monitoring and promoting good behaviour are very good. However, procedures for assessing pupils' attainment and progress are unsatisfactory and insufficient use is made of information to guide curricular planning or to set targets for improvement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good pastoral leadership for the school. The aims of the school are met well in practice and leadership has been successful in creating a safe and stimulating environment for learning. However, subject managers, some of whom are relatively new to the profession, have not had sufficient opportunities to monitor teaching and learning in their subjects. The role of the deputy headteacher is currently unsatisfactory, as she is the teacher in charge of the unit and not officially a member of staff. Her duties in the unit, which she carried out well, means that she has limited opportunities to monitor standards, teaching and learning in the main school. Overall the management of the school is satisfactory.
How well the governors fulfil their responsibilities	The governing body fulfils its role well. Governors have a good grasp of the strengths and weaknesses of the school and take a significant role in shaping the direction of the school.
The school's evaluation of its performance	The school's evaluation of its performance is satisfactory overall, but the action taken to meet its targets has sometimes been misdirected. As a consequence, standards in writing have not risen sufficiently and the use of information and communication technology across the curriculum is still unsatisfactory. The school's understanding of the principles of best value is satisfactory, although still in the early stages of its development.
The strategic use of resources	The school's priorities are well supported by prudent financial planning. The school makes satisfactory use of its strategic resources. The accommodation is good overall, although the space in the hall allocated to physical education and the outdoor play area at the Foundation Stage are too small. Staffing and resources are adequate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents were positive about the provision in the special educational needs unit.• Parents felt the headteacher was very supportive and approachable when they had problems.• Many parents felt that standards of discipline in the school were good.• Many parents praised the positive and caring atmosphere found in the school.• Several parents appreciated the courses provided by the school for parents.	<ul style="list-style-type: none">• A few parents would like more opportunities to speak with teachers informally after school.

Inspectors agree with parents' positive views of the school. In response to what parents would like to see improved, the team would like to offer the following comment. The school goes to great lengths to ensure that there are good links with parents. All teachers are available to speak to parents whenever possible, although they are understandably busy when pupils are dismissed at the end of the day.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter Nursery with a wide range of attainment, but most are well below that found nationally, especially in their personal and social development, their communication skills and mathematical awareness and awareness of the world around them. They make good progress in developing their personal and social skills so that by the time they enter Year 1 most children have reached the early learning goal for this aspect of their development. Children's make satisfactory progress in most of the other areas of their learning. They make satisfactory progress in developing their language, literacy and communication skills, but their speaking and early reading and writing skills are still well below those found nationally at the end of Reception. Children also make satisfactory progress in developing their mathematical knowledge and skills, but they are still below the expected standards on entry to Year 1. Children's physical development is generally similar to that found nationally on entry to Nursery, but their fine control is slow to improve and by the time they enter Year 1, it still below average. Children's make satisfactory progress in their creative development, but standards are still below those expected on entry to Year 1. Children make unsatisfactory progress in their development of knowledge and understanding of the world and standards are still well below the expected level by the end of Reception.
2. Pupils enter Year 1 with levels of attainment that are generally below the national average. They make satisfactory progress overall in relation to their prior attainment in most areas, but generally are still below average by the end of Year 2. Pupils make good progress in mathematics and by the end of the key stage, achieve standards that are close to the national average and above that found in similar schools. In science, pupils also make good progress, although standards are still below average by the end of Year 2.
3. In the 2001 national tests, standards were in the lowest 5 per cent nationally in reading and writing. Standards in mathematics were well below the national average. Compared with schools that have a similar proportion of pupils eligible for free school meals, standards were in the lowest 5 per cent in reading. They were very low in writing and mathematics. The school has presented evidence to show that the cohort taking the test contained a significant number of pupils with special educational needs, including pupils with statements in the special unit for speech and language difficulties. In addition, there was a significant turnover of pupils during the year, with several pupils with lower than average ability taking the test who had not been at the school for very long. These factors have adversely affected the figures contained in the table. When the figures for the special unit are removed from the statistics, standards in reading are well below the national average and below standards found in similar schools. Standards in writing are well below average, both compared nationally and in comparison with similar schools. However, standards in mathematics are in line with the national average and above those found in similar schools. Trends over time indicate that in reading and mathematics, standards have improved at about four times the national rate since the last inspection. In the statutory teacher assessments for science, standards were well below the national average and below average compared with similar schools. However, standards in science have risen at five times the national rate since the last inspection. The school exceeded its targets for reading and writing, but failed to meet its target for mathematics by 3 percentage points.
4. Observed standards in English are generally well below average by the end of Year 2. Pupils are making satisfactory progress in their learning in speaking and listening, and in reading. However, standards in writing have remained low and pupils are not making sufficient progress. Overall, pupils' literacy skills are below average. Standards in mathematics are close to the national average by the end of Year 2 and pupils are making good progress in their learning, especially in the development of their numeracy skills. Standards in science are below average, but pupils are

making good progress in relation to their prior attainment. There has been a great improvement in pupils' investigative skills.

5. Standards are close to national expectations in art and design, design and technology, history, music and physical education and pupils are generally making satisfactory progress in their learning. Pupils also make satisfactory progress in geography, although standards are still below the expected level at the end of Year 2. In religious education, standards do not meet the requirements of the locally agreed syllabus by the end of the key stage, although pupils are generally making satisfactory progress in their learning. Standards in information and communication technology are below the expected level by the end of Year 2 and progress is generally unsatisfactory. This is largely due to the insufficient use of information and communication technology to support learning across the curriculum.
6. All pupils make satisfactory progress overall, including those with special educational needs and English as an additional language. There is little difference in the progress made by boys and girls. However, higher attaining pupils are making insufficient progress in relation to their prior attainment and the proportion of pupils gaining higher levels in national tests is well below the national average. The school has not identified any pupils as gifted or talented, although during the inspection, it was noted that a very small number of pupils might possibly come into this category of learner.
7. Attainment on entry to the unit of pupils with speech and language difficulties is below national averages and expectations, and their learning is inhibited by lack of language skills, which often include listening and understanding, as well as speaking. However, they make good, and sometimes very good, progress towards the targets set for them. Their progress in acquiring communication skills is especially good.

Pupils' attitudes, values and personal development

8. The school has maintained the same high standards that were reported in the previous inspection. From the time children start in either Nursery or Reception, they come happily to school and enjoy learning because they trust their teachers and want to do their best for them. These very good attitudes enable them to make the most of the opportunities provided for them and they are eager to participate in the wide range of optional activities on offer. They adapt quickly to school routines, whether it is settling in at the beginning of the day to read a book until the register is called or collecting their lunch and walking carefully to find an empty table.
9. Pupils' behaviour is very good, whether at work or play, or when they walk around the school. They are unfailingly friendly and polite to visitors and to all members of staff. Parents are unanimous in their belief that behaviour is good and that their children grow in maturity and understanding as they move through the school. There have been no exclusions and no incidences of bullying were drawn to the team's attention or observed by inspectors while they were in school. Pupils know how they are expected to behave. In lessons, only the gentlest reminder was needed to ensure that good behaviour was the order of the day, and it was noticeable that pupils' ability to behave well in lessons increased as they moved from class to class, with pupils in Year 2 keen to set a good example to the rest of the school. Pupils care for their environment, treat the furniture and fabric of the school responsibly and respect each other's property.
10. Relationships in the school are very good and all pupils see themselves as part of the school family. They work well alongside each other, share well and help each other out whenever they can. Their ability to co-operate successfully in large group activities, whether lifting a parachute or acting out a journey by bus to a party, promotes good learning and enables them to understand the benefits of good collaboration. Pupils from the speech and language unit play well alongside the other pupils at break and lunchtimes, and get on well with those pupils who join them for lessons.

Pupils in the main school are equally welcoming when a pupil from the unit joins in with their work, and show tolerance and understanding for their classmates who have special educational needs. Boys and girls, and pupils from different ethnic backgrounds, show consideration for each other and co-exist harmoniously. Pupils were very welcoming to a new girl who joined the school in the week of the inspection and encouraged her to join in.

11. Pupils in Years 1 and 2 take their duties as 'happy helpers' and 'pals' seriously, and are proud to be chosen to wear the red waistcoat or blue cap for the week. Older pupils look out for the younger ones. In all classes, pupils willingly undertake routine tasks and tidy away without a fuss. They are keen to act as messengers and return promptly to the classroom. However, pupils do not often show initiative and even the oldest pupils are only able to plan and organise their work with support from an adult, although they are beginning to offer suggestions without prompting.
12. Pupils in the unit have very good attitudes to learning. Their behaviour is good overall. It is very good for most, but a few pupils have known difficulties in behaving as expected, although staff are helping them to produce a more acceptable response to frustrations. Most pupils are willing to sit still and to try new activities. This is a huge improvement for some and is leading to better learning all round.
13. Pupils' attendance at school in [the](#) last academic year was unsatisfactory and is not as good as at the time of the last inspection. The level of unauthorised absence has improved significantly on the 1999 figures, when it was poor. Nevertheless, the overall level of absence is high, being in the worst ten per cent of infant schools nationally. The school is aware of this and is working hard to improve the situation. On the other hand the great majority of pupils arrive at school punctually so that their day gets off to a prompt start.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is satisfactory overall. This judgement is based on the progress pupils are making in their learning, often from a very low base, and their achievements in relation to their prior attainment. The quality of teaching observed in lessons was good overall, with some very good teaching being seen.
15. At the foundation stage, the quality of teaching is satisfactory overall. Regular monitoring by the co-ordinator has ensured that teachers take good account of the national literacy strategy in their planning, sharing objectives with their children and keeping records of their progress to inform future learning. Teachers and support staff generally work effectively together to enable all children to participate fully. Their support and encouragement promotes good concentration in whole class sessions and when working with an adult on a group activity. A majority of children find it difficult to maintain the same level of concentration or perseverance when required to work independently, although more able children are beginning to develop good work habits. Teachers are generally more confident in teaching reading than writing. Insufficient time is spent modelling the writing process and in guided writing. Expectations are not always realistic, either in the accuracy that young writers can achieve when concentrating on the content and form of their writing, or in their ability to write from their imagination.
16. At Key Stage 1, teaching is satisfactory overall. Teachers have a satisfactory knowledge and understanding of the curriculum, with the exception of information and communication technology, where expertise is still insecure. This has a detrimental effect on pupils' learning and progress in the subject is unsatisfactory. The teaching of reading and speaking and listening is satisfactory, but there are weaknesses in the teaching of writing. The present strategy has not raised standards quickly enough and pupils' progress is unsatisfactory. The teaching of numeracy skills is good and, as a consequence, pupils are making good progress in their acquisition for skills. Planning for lessons is generally satisfactory and teachers identify clear learning objectives. However, these

objectives are not often shared with pupils, so that they are not always aware of what they need to learn to improve. Generally, teachers match tasks appropriately to the needs of pupils, but higher attaining pupils are not always challenged sufficiently. Overall, apart from this weakness teachers' expectations are appropriate in relation to academic achievement. In relation to behaviour, teachers' expectations are high, and, as a result, behaviour in lessons is often very good. The positive atmosphere created in lessons by teachers means that most pupils concentrate well and put considerable effort into their lessons. In one design and technology lesson, for example, pupils in Year 1 concentrated very well as they worked on making musical instruments. They put great creative effort into ensuring the surface decorations were attractive and colourful. Throughout the school, both teachers and classroom assistants manage pupil well. This ensures that there is a positive, supportive and encouraging environment for learning. There are weaknesses in the use of teachers' ongoing assessment of pupils' work. Assessments are not regularly used to set individual targets for improvement and lesson evaluations do not clearly show what needs to be changed to improve the rate of learning. Teachers made appropriate use of time and resources, but occasionally the best use is not made of support staff, who can be sitting listening to presentations for considerable periods. Satisfactory use is made of homework to support learning.

17. The quality of teaching for pupils with special educational needs is satisfactory and the level of support is appropriate. Learning is good when teachers plan carefully activities that will enable pupils to practise skills and add to their existing knowledge. Pupils with English as an additional language learn appropriately and make similar progress as their peers. When they are supported well by the bilingual support assistant, learning is good and some teachers plan activities that provide extra support for pupils who are at an early stage in their acquisition of English.
18. The teaching in the unit is good, and many aspects are very good. The teacher and nursery nurse work very well together and have good knowledge and understanding of the problems of the pupils, and how to improve their learning. They are very well supported by professional speech and language therapists who provide an essential input to the assessment of the pupils and to the teaching. A major strength of the teaching is the planning, assessment, and management of behavioural problems. The good relationships that all staff have fostered mean that pupils want to learn. Areas for further improvement for the teaching include more consistent use of 'signing' and of information and communication technology.

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

- 19-19. The curriculum for children in the foundation stage is satisfactorily broad and balanced, and planned within the recommended six areas of learning. Teachers' planning is appropriately linked to the recommended 'Stepping Stones' of knowledge and skills. However, there is not at present a clear indication of the expected levels to be taught in the nursery and then in the reception classes so that children work steadily towards the standards expected by the time they move into the National Curriculum in Year 1. The school is justly proud of its good record of including pupils of all backgrounds and needs, and great emphasis is placed on promoting their personal and social development and their communication skills. Good opportunities are provided for children in the nursery and receptions classes to work and play together in the child-led activity times each day. At present, however, there is insufficient structure to the activities provided and a lack of clear expectations for children's learning in these sessions, which results in the older and higher attaining children being insufficiently challenged. Insufficient opportunities are provided for the systematic development of children's awareness of the world around them. Greater emphasis on role-play that builds children's vocabulary and knowledge, and that stimulates their imagination and creative

expression, would provide greater opportunities for their acquisition of skills and knowledge, and their curiosity and enjoyment of learning.

20.20. The curriculum for pupils in Years 1 and 2 is also satisfactorily broad and balanced. It makes good provision for pupils' intellectual, physical, personal, ~~and~~ social and health education. Pupils' religious education is provided in accordance with the locally agreed syllabus. This is a similar judgement to that of the last inspection. There is a weakness, however, the use of information and communication technology to support pupils' learning in other subjects and in planning opportunities to develop pupils' ability to apply their knowledge of mathematics.

to solve problems and make investigations.

21. ~~The school has made effective~~ There have been significant improvements in the consistency of teachers' planning and ~~the effective implementation of the~~ changes made in line with meet the demands of national initiatives and guidance. The National Literacy and National Numeracy Strategies have been introduced successfully. However, the school has not developed a clear plan for how developing pupils' literacy and numeracy skills ~~are to be effectively developed~~ through their learning in other subjects, and insufficient progress is being made in raising pupils' standards in speaking and listening and in writing. Teachers' planning is guided by the nationally recommended schemes of work for most subjects, many of which are being evaluated and adapted to match the needs of pupils in the school. Subject co-ordinators effectively use the guidance to map out what pupils are to learn in each year group, but traditionally these plans have been linked to the long-term plan for science and this has hindered the effective development of pupils' knowledge and skills in other subjects. ~~This has been recognised by the school, and the teaching of history and geography is now being planned separately, to better effect.~~ The school plans to develop its own 'skills ladders' to further guide teachers' planning, thus ensuring a consistent approach and systematic development of pupils' learning. This is a very positive initiative, but the 'ladders' have not yet been completed in most subjects.

22. The school continues to be very effective in developing pupils' personal and social skills. Through the very good role models provided by the staff and the many opportunities for pupils to take responsibility, their awareness of the needs of others and their caring attitudes are successfully developed. Pupils are eager to be the week's 'helpers' and proudly wear the bright red waistcoats to show that they are the teachers' monitors. Pupils who are given the task of being 'Pals' during playtimes also show care and sensitivity when befriending other children who are unhappy or do not have someone to play with. In lessons, pupils' personal, social and health education is satisfactorily structured and a scheme of work is being developed that effectively covers the recommended areas of study, including the recent addition of citizenship. This is a developing area, although already satisfactorily established. Pupils' knowledge and awareness is successfully developed through discussions and through the annual visit of the 'Life Bus' mobile teaching unit, which stimulates pupils' knowledge of healthy eating. Pupils' knowledge of the use and misuse of drugs is also being sensitively explored as part of their work in science in Year 2.

23. The use of visits to local areas of interest is being developed satisfactorily and used effectively to develop pupils' learning through first-hand experience. Visits to the museum in Derby consolidated pupils' learning in science. There have also been visits to an art gallery and to local churches to complement pupils' learning in art and design, and in religious education. The regular opportunity for pupils in Year 2 and for those in the speech and language unit to go swimming is also a very good opportunity to further develop pupils' physical education skills. Pupils' learning is also stimulated by the very good range of after-school activities. It is particularly good for an infant school. Pupils have the choice of activities in a range of sports and in creative activities, such as art and music, and in mathematics and writing.

24. Provision for pupils with special educational needs is satisfactory overall. When withdrawn for extra support, it is usually for English and numeracy when the rest of their class also are working on English and mathematical activities. Besides the class curriculum, pupils also have specific

targets in their individual educational plans. Learning support assistants withdraw pupils to match these needs as necessary. For the majority of their time, most pupils work within class with specific and targeted support, teachers adapting the curriculum through specific tasks, differentiated worksheets and careful groupings to enhance learning. Provision for pupils who speak English as an additional language is satisfactory overall. Those from minority ethnic groups, including Traveller children, are also supported appropriately. The school has a positive ethos where pupils and their families from all backgrounds, cultures and beliefs are equally valued and made to feel welcome. The appointment of a bilingual assistant since the last inspection and the close co-operation between the school and local authority staff has led to improved provision that gives all pupils full access to the curriculum and enables those in the foundation stage to make good progress and those in the infant classes to make the same satisfactory progress as their classmates. There is no significant difference between the attainment and attendance of pupils who speak English as an additional language and those from minority ethnic backgrounds. Pupils' needs are quickly assessed, targets identified and progress monitored regularly. The bilingual assistant's time is correctly focused on supporting those pupils at an early stage of language acquisition. Assessments are also translated where necessary so that children's needs are accurately identified. She has also played a significant part in raising staff's awareness of cultural issues and has led training and initiated festival days when, for example, children had the opportunity to learn about Asian and African customs, including different costumes and food. The school has gone some way towards developing a curriculum that reflects the needs of minority ethnic pupils, and teaching staff have been receptive to adapting teaching styles and introducing a wider range of resources. Good use is made of the local authority's resource base. The multi-sensory approach promoted through the speech and language unit is also of great benefit to pupils who speak English as an additional language.

25. The school makes a very strong commitment to equality of opportunity and ensuring that all pupils benefit according to need from what the school provides. The governors and staff are very active in promoting social inclusion and in developing a curriculum that enables all pupils to play a full part in the life of the school. There are sound policies in place that are monitored and reviewed regularly to take account of the school's aims and recent legislation. There is no marked difference in the achievement of boys and girls or the progress made by pupils from different ethnic groups, those who speak English as an additional language or pupils of different abilities. Every pupil is valued as an individual and staff are consistent in the way in which they work wholeheartedly to develop confidence and a sense of personal worth whatever a child's background, culture, belief, disability or aptitude.
26. Pupils from the speech and language unit are integrated well into the main school and enabled to play a full part in whole school activities. A lot of the teaching time in the unit is, quite rightly, devoted to English and especially communication, but pupils have full access to all subjects of the National Curriculum and to religious education. The work is appropriately adapted for individuals and groups, according to their needs. A very good feature of the provision is the way that some pupils from the unit are integrated into the main school classes for a few lessons. This is effective, and all pupils benefit. Another advantage of having such a good unit in the school is the provision of specialist teaching for a few pupils who are placed in the main school. These pupils benefit from the nurture and the focussed teaching, especially in areas such as creative play, which they may have missed when they were younger.
27. As reported in the last inspection, the school's links with the wider community and partner institutions are satisfactory. There is a brief but clear document outlining the school's policy in this area and recognising that the school is part of the wider community. For example, the vicar from the church takes occasional assemblies and, after a brief absence, the local policeman will start to visit the school again shortly. School functions such as Christmas bazaar and bingo evenings are always open to anyone from the local neighbourhood community. With the support of parents and the community the pupils have regularly been able to raise very substantial funds for charities, such as 'Children in Need'.

28. Towards the end of the summer term, pupils who are going to be moving on next term have the opportunity to visit their junior school, and the school passes on all the records of achievement and other relevant information about each pupil. Conversely each year the school also offers work experience opportunities to students from sixth forms and college courses as part of their training programme.
29. The way in which the school cultivates pupils' personal development remains a strength and is the bedrock of the secure framework provided by the school within which effective learning can take place.
30. The school makes satisfactory provision for pupils' spiritual development. The headteacher and her staff make it clear to all pupils that they are valued as individuals and that their ideas are important. In the study of Christianity, Islam and Judaism, pupils are beginning to learn that people have different beliefs. They are encouraged to put themselves in other's shoes, whether close to home or far away. There was a fleeting moment during the week of inspection when the headteacher introduced each class to a newborn baby and they were struck by his smallness and vulnerability. However, planning leaves too much to chance in identifying special times when pupils' awareness of the spiritual dimension of life can be raised. The programme for collective worship aims to foster a thought-provoking atmosphere and to allow for spiritual reflection and response. During the inspection, acts of worship met requirements and fostered a sense of community, but opportunities were rarely taken to use music or prayer to provide a moment of stillness when children could think about matters beyond the every day and get in touch with their emotions.

31-25. Provision for pupils' moral and social development is very good and is integral to the positive ethos of the school where every child is 'Horninglowed' - that is to say, where common values are promoted and every child is encouraged to see themselves as an important member of the school community. The school has a simple set of rules that are communicated clearly to pupils and parents. Children are expected to be kind, careful and honest. Teachers are consistent in their approach, always looking to reward good behaviour and applying sanctions consistently and sensibly. The school has implemented a number of successful strategies to develop pupils' awareness of what constitutes acceptable and unacceptable behaviour. Class discussions are used effectively to enable pupils to understand their own feelings and to begin to appreciate the impact their actions have on others. 'Golden time', when pupils are able to follow their own choice of activity, is something they are motivated to earn each Friday by behaving well throughout the week. Weekly good work assemblies place an emphasis on good behaviour and attitudes as well as celebrating children's best work.

32-26. Children join the school with limited personal and social skills and a significant number experience discontinuity and instability in their family life. The school's emphasis on promoting pupils' social development from day one is, consequently, all the more important. Teachers and support staff work very hard to establish a safe and secure environment where pupils develop confidence, learn how to work collaboratively, to make relationships and to take on responsibilities. Happy helpers, identified by their red waistcoats, are appointed weekly from the infant classes to undertake a number of routine tasks around the school, the 'green team' is responsible for collecting waste and 'Pals', sporting blue cap, are on hand in the playground to play with anyone who is left on their own and goes to the 'Friendship Stop'. Activities such as the grandparents' lunch, visits to the pantomime and to local museums provide pupils with new experiences and the wide range of after school clubs fosters their personal development. There are good opportunities in physical education for pupils to work co-operatively and in some classes, the effective use of role-play in English, history and religious education lessons enables pupils to develop their interpersonal skills in different scenarios. The effective integration of pupils with special educational needs, those from minority ethnic backgrounds and those who speak English as an

additional language into all aspects of school life is not only important for their social development but for the celebration of diversity and the promotion of understanding and tolerance.

33.27. Pupils' cultural development is satisfactory and the school has identified the need to do further work. There is a well-established tradition of involving children in national and international affairs at their level of understanding through its charity work. Good opportunities are taken to celebrate the cultures of the Asian and African pupils through special days and by inviting visitors to school. Medium term plans identify how subjects such as geography, history, religious education, art and design and music will contribute to broaden pupils' cultural experiences. The school could do more, however, to celebrate bilingualism and to communicate positive images in classrooms and around the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34.28. The steps taken by the school to ensure pupils' welfare, health and safety are good. In line with the school's declared aims, and as reported in the last inspection, the school provides a caring environment, where the teachers and all the support staff know the pupils very well. This aspect is recognised and much appreciated by parents, who regard the school very much as an extended family. Child protection procedures are in place with the head teacher undertaking the role of designated person and all members of staff are aware of their responsibilities in this regard. Routines for dealing with first aid and accidents are well established, and the room used as a medical room meets government guidelines. Health and safety risks are reviewed regularly according to guidance from the local education authority. Safety checks by professionally qualified people on potentially dangerous equipment take place annually, and practice evacuations of the premises take place each term.

35.29. The procedures for promoting attendance and punctuality are good and have improved. As a first step the school has been very successful in getting parents to explain why a pupil has been absent, so that unauthorised absences have been reduced significantly since 1999/2000. With the help of the education welfare department from the local education authority, the school is now planning a range of initiatives to emphasise to pupils and to parents the importance of regular attendance at school. Pupils clearly enjoy coming to school and the great majority arrive at school in good time and are settled ready for registration that is taken promptly.

36.30. The procedures for promoting good behaviour and eliminating oppressive behaviour are very good. The school has a behaviour policy that reinforces the school's aims and ethos. All the staff, including the lunchtime supervisors, implement the procedures consistently. Emphasis is placed on recognising and rewarding good work or good behaviour, and there is little need to apply any sanctions. The quality of the procedures and their implementation, including the absence of any bullying, are evidenced by the high standards of behaviour and discipline that are achieved. Pupils enjoy the reward systems, such as 'Golden Time' and also collectively help to decide on the sanctions that may be applied when any rare misdemeanours happen.

37.31. All staff know the pupils very well and accordingly, although the procedures for monitoring and supporting their personal development are informal, they are good. The support for pupils with special education needs is similarly good. The inclusive philosophy of the school towards all the pupils is a strength of the school that parents readily recognise and appreciate.

38.32. Assessment of the children's attainment and progress in learning is satisfactory in the foundation stage. Observations of children at work and play, in both the nursery and reception classes, build into a picture of their development. The information is gathered to measure the child's progress towards the early learning goals and staff adapt the tasks and activities given to the children based on this developing understanding of their attainment. The observations made are, however, of an inconsistent quality. Many are simple observations of what a child is doing,

while others refer to the growth points within this behaviour, such as new skills demonstrated or the successful development of personal and social skills. The inconsistency of the quality of these observations is, consequently, only a satisfactory guide for teaching and in ensuring children's good progress.

39-33. The nursery staff have developed their own entry assessment that provides them with a clear indication of the child's attainment and needs within the child's early language and mathematical development, and their personal and social skills, which is used effectively to inform the nursery teacher's expectations of learning for each child. A nationally recognised baseline assessment is used to measure children's attainment on entry to reception and again as they enter Year 1. The data is used satisfactorily to group the children in the class for English and mathematics teaching. The results of the test are also effectively used to identify pupils having special educational needs. It is now used to predict pupils' possible standards of attainment by the age of 7, which the headteacher uses to identify those who will need significant support and help if they are to attain the expected levels in the National Curriculum tests.

40-34. The procedures in the infant school for monitoring and supporting pupils' academic progress are unsatisfactory and have not been sufficiently improved since the last inspection. The school has recognised the need to develop agreed procedures for assessment in all subjects, but at present there has been insufficient progress towards this goal. In general, the school does not yet set assessment at the heart of its curricular planning. There is no agreed format for assessing pupils' attainment in most subjects. There are no formalised procedures to link the assessment of pupils' current work to the planning of the next stage of learning. There are regular assessments in mathematics, which are measured against the key objectives in the National Numeracy Strategy. There are also standardised tests to track pupils' attainment and progress in reading. Regular opportunities are made to assess pupils' attainment in writing, but teachers' assessments are not moderated to ensure consistent judgements. Teachers do not generally assess pupils' work against National Curriculum levels or other learning objectives provided by the schemes of work.

41-35. Records of what pupils know and can do are incomplete and consequently future activities cannot reliably build on pupils' previous learning. Most teachers maintain their own records of on pupils' work, which they use to help them write the termly reports for parents, but very little information about what each pupil knows, can do and understands, is passed on to their next teacher.

42-36. Teachers' marking plays a significant role in assessing pupils' knowledge and understanding and many teachers make clear statements on whether pupils have completed tasks well. However, they do not always suggest ways in which the pupils can improve their work. Targets for pupils' future learning in English and mathematics and sometimes in personal development are shared with pupils and parents at consultation evenings. Parents commented that they are pleased with this level of shared discussion and the way the targets are reviewed at their meetings. This positive initiative is not, however, carried into the classroom generally, except in the speech and language unit where pupils' targets are regularly discussed and reviewed, keeping pupils well informed of their own progress in learning and involving them positively in trying to improve.

43-37. The headteacher and mathematics co-ordinator use the data from National Curriculum tests to analyse potential weaknesses in teaching and have identified aspects of teaching in English and mathematics that need to be further improved and developed. They have begun to use test data to track individual pupils to ensure that they are making satisfactory progress and to set targets for their improvement.

44-38. The support and guidance given to the pupils in the unit is of very high quality. There is a warm atmosphere and pupils feel cared for. Parents are highly appreciative of this. The assessment of pupils' progress in learning is good, with some very good features. Staff keep detailed records of attainment on entry and also of the progress made in the development of skills, knowledge and

understanding in most areas of the National Curriculum, and in personal development. Very good support is given by speech and language therapists in the area of communication. Accurate records are kept of the progress towards the targets in pupils' individual education plans, which are sufficiently specific to ensure that the progress can be measured.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45.39. Parents' views of the school are very good. Responses to the parents' questionnaire and meeting parents during the inspection produced very little criticism. Parents appreciate the caring extended family ethos of the school and the standards of behaviour and discipline that are expected. Parents feel welcome and able to approach the school at any time.

46.40. Overall, the information provided by the school to parents is good, as it was at the time of the previous inspection. The general information provided by the school through letters to parents, and through the newsletter called the 'Weekly Shout' in particular, is very good. The prospectus and the governors' annual report meet government guidelines. The annual reports on individual pupils are also satisfactory overall. They contain commentaries on what the major topics are each term, what the pupils have covered in the curriculum and how well pupils have done. There is little commentary on what has not been done so well and requires attention in the future. All reports include targets for the future, and these are also reviewed and updated at consultation evenings each term. However the reports do not fully meet statutory requirements since they do not report separately on all curriculum subjects. For example, history and geography are combined, as are art and design and design and technology, and personal development is not reported separately.

47.41. Despite their enthusiasm for the school, and the information and support provided by the school to parents, their involvement in the life and work of the school and their children's learning is unsatisfactory. Only a few parents assist pupils at home with their reading, and hardly any assist in the school in a voluntary capacity. There is no formal parent teacher association, although a group called the Friends of Horninglow School (FOIS) does raise funds for the school. This group is run by a number of parents of children who have now left the school. Attendance at governors annual report meeting and evenings on curriculum topics has been disappointing. No parents attended the meeting held by the registered inspector before the inspection.

48.42. The unit's partnership with the parents is very good and this enhances the quality of the pupils' education. Parents are given as many opportunities as they choose to be involved in the work with their child. Many do take these opportunities and their children, consequently, benefit.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49.43. The headteacher provides good pastoral leadership for the school. She has a clear educational vision and this has led to an ordered, caring and stimulating environment for learning. The school is good at meeting its declared aims of valuing every child and providing them with a 'safe haven'. She has also been effective in improving the quality of teaching at Key Stage 1 through focussed support and training. There are, however, some weaknesses in the overall management of the school. The initiatives that have been put in place to improve standards of pupils' writing have largely been misdirected and have not secured the improvement required. As a consequence, the school has not wholly met its aim of ensuring pupils achieve high standards in their academic work. The role of the deputy headteacher is currently unsatisfactory, as she is the teacher in charge of the unit and not officially a member of the school staff. Her duties in the unit mean that she has limited opportunities to monitor standards, teaching and learning in the main school or to support teachers. The school is aware of this problem and the local education authority has plans to address the issue. The management of the school by the headteacher and key staff is satisfactory overall.

50.44. The governing body fulfils its statutory responsibilities well through a number of appropriate committees. Many governors are new, but the school has taken steps to ensure they are well trained and kept informed of new developments. Governors have a good understanding of the strengths of the school and actively support the headteacher and school management. Several governors come into school to hear reading, observe lessons and support teachers. Governing body committees scrutinise the school's development plan and offer constructive comments on how the school could be improved further. It was clear from conversations with governors during the inspection that they have a good grasp of what needs to be improved and offer coherent suggestions as to how this may be achieved. There is a real sense of teamwork between the governing body and the school's management, with a clear shared vision. This has resulted in a very positive and caring ethos, which has been maintained effectively since the last inspection.

51.45. The school is beginning to effectively use data from National Curriculum tests and assessments to track pupils' progress and to identify areas of weakness in English and mathematics. This is an improvement on that found at the last inspection. Baseline assessments made in the reception classes are now also used to predict pupils' possible standards of attainment by the age of 7, which the headteacher uses to identify pupils who will need significant support and help if they are to attain the expected levels in the National Curriculum tests. The headteacher and mathematics co-ordinator use the data from National Curriculum tests to analyse potential weaknesses in the teaching and have identified aspects of their work in English and mathematics teaching that need to be further improved and developed. They have begun to track individual pupils to ensure that they are making satisfactory progress and to set targets for their improvement.

52.46. The management role of the subject co-ordinators has not been fully developed and they are not yet monitoring the quality of teaching and quality of learning in their subjects. This was a concern at the last inspection and has not been sufficiently improved. The headteacher in her role of English co-ordinator and the previous co-ordinator for mathematics regularly observed teaching in their subjects and provided staff with formal feedback on how teaching could be further improved. This has been beneficial in mathematics particularly and the National Numeracy Strategy has been effectively implemented. The monitoring of the quality of education in English has not been as successful and standards in writing have not improved. The science co-ordinator has had some opportunities to monitor teaching and learning and this is beginning to have a positive impact on standards. Other co-ordinators have not been given the opportunity to observe teachers in the classroom, and most have not taken steps to monitor the quality of pupils' learning. Assessment procedures have not been sufficiently established in most subjects so co-ordinators do not have a clear view of standards in their subjects or a full appreciation of the quality of education provided. Most are keen, however, for this aspect of their role to be further developed. The headteacher has planned the introduction of systematic monitoring of teaching to begin after Christmas. An appropriate rolling programme has been developed, but the criteria to be used by co-ordinators in their observations have not yet been clearly established.

53.47. The school development plan has appropriate priorities for school improvement based on the headteacher's evaluation of the work of the school. It is a working document and clearly shows how progress is made through an evaluation of past work and the setting of new targets for action. The criteria for success are, however, very broad and make effective monitoring difficult. There is a lack of rigour in some of the evaluations, and in some places no clear judgement about whether the targets have been achieved. As a result, the school has not made sufficient progress in meeting its targets to improve standards in writing and to establish good systems for assessing pupils' progress and achievement.

54.48. All staff feel well supported when they start work at the school and receive good levels of guidance. The school has appropriately implemented its performance management procedures. There are good opportunities for staff to participate in in-service training in which they willingly participate so that they further develop their expertise. Courses are made available that are linked

to the priorities for school development and those identified by staff for their further professional development. Learning support staff have also had the opportunity to attend a course of training that has well prepared them for their role in supporting teachers in the classroom.

55-49. The governing body monitors and evaluates the effectiveness of its spending decisions effectively through involvement in the school development planning process. Governors have kept their finger on the pulse in relation to strategic financial planning and have actively addressed the resource implications of a falling roll, prudently managing the budget to minimise disruption to pupils' learning. They have a sound grasp of the principles of best value and seek to apply them for the benefit of all their pupils and to support them in fulfilling their aims. There are good systems in place to ensure financial probity, to monitor spending systematically and to ensure that specific grants are appropriately allocated. The school has been slow to implement fully the recommendations of the last audit report and their rectification is a matter of urgency. Resources are targeted on areas of greatest need and to meet the school's aims for inclusion. The school makes good use of information and communication technology in its administration and teachers individually make satisfactory use in developing efficient management systems. However, its potential has not been fully realised by senior managers to support whole school systems or in supporting learning across the curriculum.

56-50. The school has an adequate number of teachers and support staff for the number on roll. They have suitable expertise and experience to meet the specific needs of all pupils. Staff are sensibly deployed and work well as a team with support staff effectively complementing the work of teaching staff. Overall the school's accommodation is good as it was at the time of the last inspection. It generally provides a good environment for the staff to deliver the curriculum and for pupils to learn. The classrooms are themselves a good size, and there are separate rooms for music and a library. The premises are decorated and maintained to a very high standard, and are enhanced throughout by attractive, interesting and informative displays on the walls, including pupils' own work. The main hall is used for a number of purposes, but as it is presently arranged there is not enough space for large apparatus physical education lessons. The general playground and playing field areas are spacious and allow the pupils plenty of room to play. The seating, furniture and planting in the playground are attractive features for the pupils to enjoy. However, there is no separate, appropriate outside play area for Reception pupils and the nursery play area layout does not allow the children the freedom to move around that they ideally need. Resources are adequate in most curricular areas. The good quality and range of physical education equipment makes a positive impact on the standards that pupils attain, whilst the lack of appropriate maps, books and equipment in geography is one contributory factor in pupils' unsatisfactory progress and below average standards. Although the quality, range and accessibility of books are satisfactory overall, this masks significant strengths and weaknesses. Sets of good quality readers are attractively displayed outside of classrooms at a child friendly level and readily accessible.

57-51. The leadership of the unit is good overall. The unit teacher has set high expectations of work and behaviour, and this is having a positive effect on the learning of pupils. Within the unit the leadership of the teacher is very good and she has devised a good policy for the unit. The management of the unit is good, and it runs very well on a day-to-day basis. The staffing of the unit is satisfactory, although the lack of extra trained and experienced staff compromises the continuity of the education for the pupils. The accommodation is generally satisfactory, but the area for the speech and language therapists to work is not always quiet enough. Resources for the unit are generally satisfactory, but there are many items that could be used, which are not available. The unit staff have to ask the main school headteacher for everything that they need.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

~~58.52.~~ In order to raise standards and further improve the quality of education provided, the governing body, headteacher and staff need to:

- (1) Raise standards in English, particularly in writing by:
 - i. Teaching handwriting systematically throughout the school;
 - ii. Providing pupils with more practical experiences that give them something to write about;
 - iii. Giving the teaching and modelling of the writing process sufficient emphasis in literacy sessions;
 - iv. Ensuring that pupils have regular opportunities to improve the content and structure of their writing;
 - v. Building on existing good practice to introduce more structured opportunities for pupils to develop their speaking and listening skills;
 - vi. Improving the reading environment in classrooms and the library, so that good quality children's literature is readily accessible;
 - vii. Encouraging pupils to read more widely, especially the more able.

[Paragraphs: 86-91]
- (2) Raise standards in information and communication technology by;
 - i. Ensuring that teachers have sufficient knowledge and expertise to cover all aspects of the subject fully;
 - ii. Ensuring that teachers' planning identifies appropriate opportunities to use information and communication technology in subjects across the curriculum;
 - iii. Increasing the amount of time given to the direct teaching of the subject to at least the national average of one hour each week for each class;
 - iv. Ensuring that pupils have sufficient additional time to practise their skills;
 - v. Improving the provision of hardware and software as planned as a matter of urgency.
 - vi. Ensuring that tasks are well matched to the needs of all pupils, especially the more able.

[Paragraphs: 121-124]
- (3) Improve the procedures for assessment by:
 - i. Ensuring that opportunities for assessment are clearly identified in teachers' planning;
 - ii. Ensuring that assessments are clearly linked to National Curriculum attainment targets;
 - iii. Maintaining accurate and complete records of pupils' achievements, including a clear assessment of what they know and can do;
 - iv. Using the information gathered from assessment to adjust planning to better meet the needs of pupils;
 - v. Using assessment information accurately to set individual and group targets for further improvement.

[Paragraphs: 40-43]
- (4) Improve the management of the school by;
 - i. Developing the role of the deputy headteacher so that it is an integral part of the school's management;
 - ii. Further developing the role of co-ordinators as planned so that they have opportunities to monitor standards, teaching, learning and assessment in their subject;
 - iii. Setting more precise success criteria for development priorities so that the school will be able to track progress towards targets more accurately.

[Paragraphs: 49, 52, 53, 55]
- (5) Improve pupils' attendance as planned.

[Paragraphs: 13]

THE UNIT FOR PUPILS WITH SPEECH AND LANGUAGE DIFFICULTIES

59. There is good provision for pupils in the unit and many aspects are very good. The successes in the education provided are due to careful planning over a long time by the unit teacher, support staff and the headteacher of the main school. Currently nine pupils, who all have statements of special educational needs concerned with difficulties in speech, language, communication and associated problems, enjoy the facilities in the unit. They benefit from being in a mainstream school, and the pupils in the main school also benefit from having the unit on site. There was very little reference to the unit in the inspection report of 1997, but it would appear that the arrangements for admission and the provision were essentially the same as now and that pupils made good progress. Staff have further extended their professionalism and the unit has made sound, and sometimes good improvement over the last four and a half years.
60. Pupils enter the unit after careful assessment by education professionals and speech and language therapists. Many have complex difficulties that impede their learning, which may be a combination of language difficulties and emotional, behavioural or physical problems. Their needs and requirements are carefully documented by the multi-professional staff, and the records show that pupils make good, and sometimes very good, progress towards the targets set for them. Their attainment is, of course, often below national averages and expectations, but sometimes it is not that different from other pupils in the main school that also have special educational needs, or have impoverished vocabulary and language. The progress of pupils in the unit is inhibited by lack of language skills, which often include listening and understanding, as well as speaking. However, as a result of the good teaching and assiduous work by many parents, most pupils have a satisfactory vocabulary for general use, as well as the specific technical words for subjects, even if they cannot say them very well. Their learning is good overall, and in some respects, it is very good.
61. A lot of the teaching time is, quite rightly, devoted to English and especially communication. This is paying dividends, and many pupils are showing a great improvement in their listening skills, even though about half have only been in school this term. Pupils' reading is generally below the level expected, but a few pupils are approaching national standards. A difficulty here is that, although some pupils appear to read fluently, they do not understand what they are reading, and have little idea of the text, or its implications. This is due to their particular language problems. Other pupils, however, are making good progress in their knowledge and understanding of sounds, and can spell out words accurately and enjoy talking about the story. Pupils' writing is below average standard and, for some, it is well below. This is because it is difficult to write if one has problems in speaking, and a significant number of pupils have physical difficulties that prevents the careful control of a pencil. But pupils do make progress in this aspect of English and are always willing to try.
62. Pupils have full access to all the subjects of the National Curriculum and to religious education, the same as other pupils of the same age. The work is appropriately adapted for individuals and groups, according to their needs. In the other subjects the pupils make at least satisfactory progress, and for most the progress is good, as they start from a low base. Pupils have special emphasis on music, which is very helpful in overcoming speech difficulties, and even more could be made of this. They also go swimming and are making sound progress. The swimming sessions, and the travelling and changing, help to reinforce their personal, social and emotional development, which is such a crucial factor to their success in learning.
63. One very good feature of the unit is the way that pupils' self-confidence has improved enormously since they started. Their social skills have improved greatly and they are quickly assimilated into the way of working of the unit. They try hard and are willing to have a go, even if they find work, and particularly speaking, difficult. This is due to the careful handling by all staff. Pupils' attitudes to learning are very good. Behaviour is good overall. It is very good for most. A few pupils have known difficulties in behaving as expected, but staff are helping them to produce a more

acceptable response to frustrations. Most are willing to sit still and to try new activities. For some, this is a huge improvement and is leading to better learning all round.

64. The relationships in the unit, between staff, staff and pupils, and increasingly between the pupils themselves, are very good. This is the result of good teaching and an unconditional regard by all the adults in the school, which makes pupils feel secure and valued. This is a key factor in the unit's success. All the adults who work in the unit play a full part in the teaching of the pupils and in setting a caring but challenging ethos. The speech and language therapists provide very good support and are essential, and really valued, members of the staff team. This professional relationship is a model for other schools.
65. The teaching is good, and many aspects are very good. The unit has benefited from a stable staff consisting of a teacher and one nursery nurse as the teaching support. These staff are experienced and have a sound knowledge and understanding of what is required. The skilled nursery nurse makes good visual aids, which help the pupils' learning. The teacher and nursery nurse work very well together and have, over time, honed the practices of the unit, so that it runs smoothly for pupils, and parents can play a full part. They are very well supported by professional speech and language therapists who provide an essential input to the assessment of the pupils and to the teaching. A major strength of the teaching is the planning, so that lessons are appropriate for all pupils. Lessons are fun, and this promotes learning. Day-to-day assessment is built into the planning, although opportunities are missed to use this even more. Lessons are evaluated to see if they were successful and modifications made to subsequent lessons. The management of problem behaviour is very good. Staff know when to ignore sulking and silly behaviour, and when to insist on changes. The good relationships established mean that pupils want to please staff.
66. There are areas of the teaching that would benefit from further improvement. At times the staff dominate the discussions, and so give too little time for pupils to formulate their ideas and to attempt to speak them. The system of signing called Makaton is used by staff to aid communication, and it is anticipated that pupils will pick it up. Although staff have had training in this, they could use more complex phrases, and signing should be used more consistently. Although the class has a computer, it is old and the concept keyboard, which would help some pupils effectively, cannot be used with it. There is too little use of information and communication technology to promote learning and this is acknowledged by staff.
67. The curriculum provided is good overall. It is relevant for the needs of pupils with appropriate emphasis on communication. It is reasonably balanced, but more could be done by using non-core subjects, such as geography, to do work in core subjects, such as mathematics. Currently there are no children in the foundation stage placed in the unit. However, when there are children under six, as there were last year, the staff have to provide the special curriculum leading to the early learning goals for young children. In such a small unit this presents problems of planning. Although the problems have been effectively addressed in the past, there are too few staff for them to cope with this extra work when the need arises. A very good feature of the unit's provision, is the way that some pupils are integrated into the main school classes for a few lessons, especially music. This is effective, and all pupils benefit. Another spin-off of the work of the unit, is the provision of specialist teaching, in the unit, for a few pupils who are placed in the main school. These pupils benefit from the nurture and the focussed teaching, especially in areas, such as creative play, which they may have missed when they were younger. This is an aspect of the unit that the school could use even more than it does.
68. The support and guidance given to the pupils in the unit is of very high quality. There is a warm atmosphere and pupils feel cared for. Parents are highly appreciative of this. The assessment of pupils' progress in learning is good, with some very good features. Staff keep detailed records of attainment on entry and also of the progress made in the development of skills, knowledge and understanding in most areas of the National Curriculum and in personal development. Very good support is given by speech and language therapists in the area of communication. Accurate

records are kept of the progress towards the targets in pupils' individual education plans, which are sufficiently specific to ensure that the progress can be measured. Good summaries are made, and reports to parents are useful. This good practice could be further enhanced by increased ongoing assessments, which are collated later, and the recording of special strengths that could be used to help each pupil.

69. The unit's partnership with the parents is very good and this enhances the quality of the pupils' education. Parents are given as many opportunities as they choose to be involved in the work with their child. Many do take these opportunities and their children, consequently, benefit. The staff also provide very good support for parents in the difficulties they face with the effects of their child's low skills in communication. Parents are very grateful to the staff in this respect. Most parents are active in the work with their children and help the unit in other ways, such as raising money.
70. The leadership of the unit by the teacher in charge is very good. She has set the tone of high expectations of work and behaviour, which is having such a positive effect on the learning of pupils. The unit runs very well on a day-to-day basis as all staff are organised and have devised appropriate systems and structures to ensure smooth operation. The policy for the unit is good. However, owing to the way the unit was originally set up, and the changes that have evolved over time, the management of the unit, within the school, is not as secure as it could be.
71. The local education authority is ultimately responsible for the unit, not the governors of the school. Because of this, anomalies exist which compromise the smooth running of the school and the unit. The unit teacher is not paid by the school, and yet she is the deputy headteacher. The school's headteacher is regarded as the manager for the unit teacher, but she is not ultimately responsible for the unit teachers' performance management or training. Although the staffing appears generous on paper, the lack of a second member of support staff in the unit is holding back the development of more initiatives to further integration. The presence of the nursery nurse is essential to the smooth running of the unit, as pupils present so many problems. The presence of pupils who are very young, and sometimes who need careful watching, means that unit staff can be hard pushed to give the care that is necessary. School managers do not have the expertise to assist in the development of the unit, although the headteacher is very supportive.
72. There are also difficulties concerning the funding and the administration of the unit. The accommodation is generally satisfactory, but the area for the speech and language therapists to work [in](#) is not always quiet enough. Resources are also generally satisfactory, but there are many items that could be used, which are not available. The school governors are not responsible for the unit, neither do they have any say in the admission of pupils. All admissions and funding of staff, come through the local education authority. The unit teacher has no special funds for the running of the unit. All expenditure has to come out of the main school budget, and unit pupils carry the same funding as other pupils. However, there are no contingency plans in the case of a crisis. If the teacher ~~were~~ [was](#) -absent from school for any length of time, there is no-one who could easily take over. All this compromises the continuity of education for these vulnerable pupils, and is a real weakness in the provision. These anomalies, which are due to historical changes, are now known to the officers of the local education authority, who have active plans to address them.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

36

Number of discussions with staff, governors, other adults and pupils

27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	15	13	1	0	0
Percentage	0%	19%	42%	36%	3%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	41	110
Number of full-time pupils known to be eligible for free school meals	0	30

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	12
Number of pupils on the school's special educational needs register	2	35

English as an additional language

	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	8.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	23	23	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
<u>Numbers of pupils at NC level 2 and above</u> Numbers of pupils at NC level 2 and above	Boys	13	11	17
	Girls	19	19	21
	Total	32	30	38
Percentage of pupils at NC level 2 or above	School	70 (67)	65 (57)	83 (78)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
<u>Numbers of pupils at NC level 2 and above</u> Numbers of pupils at NC level 2 and above	Boys	14	17	15
	Girls	18	21	21
	Total	32	38	36
Percentage of pupils at NC level 2 or above	School	70 (63)	83 (80)	78 (78)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	15
Average class size	19

Education support staff: YR – Y2

Total number of education support staff	3
Total aggregate hours worked per week	102.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26.5
Total number of education support staff	3
Total aggregate hours worked per week	57.5
Number of pupils per FTE adult	18

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	338,186
Total expenditure	331,908
Expenditure per pupil	2,459
Balance brought forward from previous year	43,380
Balance carried forward to next year	19,658

Recruitment of teachers

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

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	146
Number of questionnaires returned	30

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	87	13	0	0	0
My child is making good progress in school.	57	40	0	0	3
Behaviour in the school is good.	43	43	0	0	13
My child gets the right amount of work to do at home.	33	43	13	0	0
The teaching is good.	60	40 40	0	0	0
I am kept well informed about how my child is getting on.	53	37	7	0	3
I would feel comfortable about approaching the school with questions or a problem.	67	27	3	3	0
The school expects my child to work hard and achieve his or her best.	50	47	0	0	3
The school works closely with parents.	37	53	7	3	0
The school is well led and managed.	53	43	3	0	0
The school is helping my child become mature and responsible.	53	47	0	0	0
The school provides an interesting range of activities outside lessons.	47	27	3	3	20

Other issues raised by parents

- Parents were positive about the provision in the speech and language unit.
- Parents felt the headteacher was very supportive and approachable when they had problems.
- Many parents felt that standards of discipline in the school were good.
- Many parents praised the positive and caring atmosphere found in the school.
- Several parents appreciated the courses provided by the school for parents.
- A few parents would like more opportunities to speak with teachers informally after school.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

73. The provision for children in the Foundation Stage is satisfactory overall, which is similar to that found at the last inspection.

Standards

74. Children enter the nursery with a broad range of attainment, but most are well below that found nationally, especially in their personal and social development, their communication skills and mathematical awareness and awareness of the world around them. They settle quickly into class routines and make good progress in developing their personal and social skills, so that by the time they move into the reception class they have good attitudes to their tasks, and they work and play beside the other children, showing interest in each others' activities. They continue to make good progress in their personal and social skills in reception so that by the time they enter Year 1 most children share toys and resources sensibly and show increasing levels of concentration and perseverance in their own tasks.
75. Children's make satisfactory progress in most areas of their learning. They make satisfactory progress in developing their language, literacy and communication skills, but their speaking and early reading and writing skills are still well below those found nationally at the end of reception. Children also make satisfactory progress in developing their mathematical knowledge and skills. Progress is good in the ability to recite numbers to order them up to ten, but progress in developing mathematical language and awareness of pattern is only satisfactory so that they are still below the expected standards on entry to Year 1. Children's physical development, however, is similar to that found nationally on entry to the nursery, especially in their control of large wheeled toys and in their own balance whilst running and jumping. It is below the standards found nationally when using implements, such as pencils and paintbrushes. The fine control required in using tools and crayons is slow to improve and, by the time they enter Year 1, many children have difficulty in writing their letters and numbers clearly. Children's creative development is satisfactorily developed, but they lack the skills to express them effectively and so standards are still below those expected on entry to Year 1. The aspect of learning in which children make the least progress is in ~~their~~ that of knowledge and understanding of the world. Insufficient structured opportunities to explore this area of learning are provided, especially through the medium of role-play and children's curiosity. Children are not always encouraged to ask their own questions about the world around them.

Personal, social and emotional development

76. Staff in both the nursery and the reception classes put great emphasis on promoting children's personal, social and emotional development, and the quality of teaching in this aspect of children's learning is good. Many opportunities are made to support children in making relationships with the other children and learning to work and play together sensibly. Consequently, after only a few weeks in the nursery, children share resources and toys without fuss and play alongside each other, showing interest in each other's activities. Teachers develop the children's awareness of the need to finish a task and to clear away afterwards, to which the children respond well. They develop satisfactory levels of concentration and perseverance, especially when working with an adult. In their own activities, children make choices about what they want to do and are beginning to select the resources they require. These early skills of independent learning are well fostered in the nursery and satisfactorily promoted in the reception class. Children organise themselves satisfactorily in the child-led activity times, choosing from the range of activities on offer, but many stay within the same range of activities and do not participate across the range of tasks available. Insufficient focus is placed on developing the older children's ability ~~of to~~ to organise themselves within a structured environment so that they have to plan what they are to do, and organise how they will meet the teachers' expectations. Most children in reception ask for help when it is

needed and are happy to help clear away at the end of a session. Higher attaining children are curious and ask questions, but many do not. They are not as effective when tackling new activities or in creating their own games and designs. Many children in the reception class achieve the standards expected by the time they enter Year 1, but a significant proportion do not.

Communication, language and literacy

77. The quality of teaching in this area is satisfactory overall, with strengths in promoting children's awareness of stories and rhyme. Staff in both nursery and reception classes use effective questioning to promote children's listening and speaking skills, and teaching in this aspect is good. Staff model appropriate speech patterns, building the children's knowledge of language, and broadening their vocabulary. Satisfactory opportunities are created to stimulate the children's imagination in the role-play areas, but more opportunities are required where an adult plays with groups of children developing their language skills and range of vocabulary across a wide range of experiences. In all classes, teachers promote an interest in books and a love of stories. Children in the reception classes listen with good levels of interest, responding to the characters and beginning to draw parallels with their own experiences. Children's early reading skills are satisfactorily promoted in the reception class so that many are developing a growing awareness of initial letter sounds, especially those linked to their own names. Only a few are working within the early stages of reading and recognise individual words. Most children in the reception classes know that print carries meaning and use a variety of picture and letter cues to help them tell the story. Very few children are beginning to convey their ideas in simple written phrases using letter strings for words. Most children in reception, and a few in the nursery, will make a good attempt at writing their own name, but for most it is letter marks with only the initial letter showing and appropriate formation. Children's communication, language and literacy skills are satisfactorily developed from a very low base and most are still well below that found nationally when they enter Year 1.

Mathematical development

78. The quality of teaching in mathematics is satisfactory overall. Opportunities to develop and consolidate children's counting and tallying skills are used in all areas of work in the nursery, so that most children recite numbers to five and the more able count objects accurately showing the one-to-one correspondence as they count. Opportunities to develop the children's awareness of repeating patterns, knowledge of the names of colours and simple shapes are encountered in their creative work. The Christmas cards made by children in the nursery, for example had examples of round puddings or candles with repeating colour sections for children to copy. Children's knowledge of mathematical language develops steadily so that, by the time they are in reception, children are beginning to use terms such as smaller, larger, longer and shorter fairly consistently. Staff in the reception class build effectively on the knowledge and skills children have gained in the nursery, providing opportunities to further develop children's understanding, particularly in the counting and ordering of numbers, and the recognition of the written numbers. They enjoy playing simple counting games and singing number songs as they explore number concepts, such as one more and counting on. Children in the reception class are introduced to the beginnings of the numeracy lesson and make satisfactory progress in developing their mathematical knowledge and skills. Progress is good in the ability to recite numbers to order them up to ten and more, but progress in developing mathematical language and awareness of pattern is only satisfactory, so that they are still below the expected standards on entry to Year 1.

Knowledge and understanding of the world

79. Teaching is satisfactory in both the nursery and reception classes in this area of children's learning, but there are missed opportunities in both the child-led and teacher-led sessions to further develop and stimulate children's curiosity about things around them. Teachers provide stimulating learning environments such as 'Santa's Workshop', where children have opportunities to role-play and explore simple tools for construction, but there are insufficient structured opportunities for children to experiment, investigate and to use their senses to explore their world. Insufficient opportunities are made for children to develop their scientific awareness through exploration linked with skilled questioning which stimulates children's interest and their own questions of 'why?'.

Daily opportunities are available for children to develop their skills of controlling the computer mouse and many make good progress in developing their control of it. The programs are well chosen to extend children's learning in letter recognition and of number, and, when supported by an adult, learning is good. Not all children have equal opportunities of using the computers, however, as they are often hogged by one or two children. Teachers do not sufficiently ensure that all children have equal opportunities to develop their skills and awareness of the uses of information and communication technology, whilst playing games.

80. Children's curiosity and interest in the world around about them is satisfactorily fostered. Children in the reception enjoy going on their imaginary trips. During the inspection they chose to go where polar bears live and quickly followed the idea of flying on an aeroplane and looking for penguins and taking pretend photos of polar bears, but the group was far too big to be effective. The majority of children found it difficult to focus on the activity, having very little knowledge or experience on which to build their imagination. The lack of simple resources to develop their greater awareness were not available and for many children it was purely an opportunity to run around. Children make only satisfactory progress in this area of learning and consequently are still well below average on entry to Year 1.

Physical development

81. Children's physical development is similar to that found nationally on entry to the nursery, especially in their control of large wheeled toys and in their own balance whilst running and jumping. It is below the standards found nationally when using implements, such as pencils and paintbrushes. The fine control required in using tools and writing implements is slow to improve and, by the time they enter Year 1, many children have difficulty in writing their letters and numbers clearly. Overall, children make satisfactory progress in their physical development due to the many appropriate opportunities provided. Teaching is satisfactory overall, and often good in the nursery where children's special awareness, co-ordination, control and balance are developed well in music and dance sessions. They enjoy the exploration of different types of expression through movement. In reception, children show developing skills of team work when playing parachute games as a class. Children are given good opportunities to use pencils crayons, paintbrushes, as well as a range of tools to develop their fine control and co-ordination. During the inspection children in the nursery enjoyed drawing in shaving foam developing their skills of forming letters numbers and shapes. In reception, children used scissors with satisfactory control to cut paper and different materials when making their pictures, models and designs. By the time children transfer into Year 1 most have developed satisfactory levels of body control but are less skilled in their ability to write their names legibly or form numbers and letters with satisfactory levels of accuracy. Most attain the standards expected, overall.

Creative development

82. The teaching and provision for children's creative development is sound and enables children to develop their imagination and creativity satisfactorily. Displays in both the nursery and reception classes are testimony to the many opportunities provided for the children to express themselves creatively. Their paintings are full of life, bright and colourful. All teachers emphasise the children's awareness of the features of a face and many opportunities are made for children to paint, colour and form faces in many materials. All children are encouraged to experiment with paint. There are plenty of opportunities for them to explore, colour and texture of various materials to develop their own ideas. In the child-led activities they make their own pictures as well as colouring line drawings, of shepherds, for example, using their own choices of coloured pencils and paint. In reception, children explored colour mixing to make new colours, which they enjoyed. Regular opportunities are made for children in both classes to enjoy music, to sing simple nursery rhymes and repetitive songs. They enjoy playing untuned percussion instruments and in reception are showing satisfactory awareness of rhythm and beat. There are, however, insufficient opportunities for children to dress-up and explore different roles and develop the vocabulary to support their creative play. Small world apparatus goes some way to promote this awareness but not enough.

Children make satisfactory gains in learning and most are on their way to attaining the standards expected on entry to Year 1.

Quality of teaching.

83. The teaching in the foundation stage is satisfactory overall and often good. This is similar to the judgement made at the last inspection and in some areas it is an improvement. There was an inconsistency of provision between the two reception classes at the time of the previous inspection that has been addressed.
84. In the nursery teaching is usually good. The good opportunities provided to stimulate children's learning results in their often good progress in many areas. In the reception classes the teaching in small teacher-led activities is also often good because there is a clear focus on what children are to learn and be able to do at the end of the session. This was well illustrated in several literacy sessions where the teachers had clearly planned activities that were well matched to the children's attainment, and successfully built on their prior learning. The weakness in the provision for children in the foundation stage is the lack of clear expectations for children's learning in the child-led activities. The sessions are very successful in promoting the children's social skills, but there is a lack of structure that ensures that children meet new challenges and higher expectations, which enable them to develop their independent learning skills and personal organisation as they grow in maturity.
85. All staff are skilled at promoting children's personal and social development and there is a consistency of approaches that ensures children's good progress. The support staff and teachers ~~in~~ both in the nursery and in the reception classes work very effectively as a team. They have developed clear methods of working and are very successful in acting as good role models for the children. Relationships throughout the foundation stage are very good, which provides a calm and harmonious environment in which children flourish. The work in all classes is effectively planned by all members of staff so there is a clear understanding of how skills are to be developed through the foundation stage. To ensure good progress is made, the planning needs to be more clearly linked to the different 'stepping stones' of learning so that staff in the reception class can ensure that they are effectively building on the knowledge and skills already developed in the nursery.

ENGLISH

86. Pupils attained very low standards in reading and writing in the national tests in 2001 when compared with the national average. Standards were also very low in reading and well below average in writing when compared with similar schools. Inspection finds that standards are well below average in English overall with very low standards in writing. Since the last inspection, standards in reading had improved steadily year on year and at a faster rate than schools nationally. There has been no such similar improvement in writing, with the gap growing between this school and schools nationally. Last year's results dipped particularly in reading because of the significant number of pupils with statements of special educational need and the increasing proportion of children who join the school after the reception class. The school had recently started to track the progress of individual pupils and can demonstrate that pupils who spend nine terms at Horninglow make satisfactory progress overall whatever their ability. Pupils with special educational needs and those who speak English as an additional language also make steady progress because they receive good support in lessons.
87. Although they make satisfactory progress in communication during the foundation stage, a significant number of children still start in Year 1 with poor speaking and listening skills. They make satisfactory progress in Years 1 and 2, although standards are still below average by the time they are seven years old. A majority can offer simple descriptions and explanations, although most use a limited range of vocabulary and expression. They rarely start a conversation, frequently answering questions with a single word or an ungrammatical phrase or sentence. A

significant minority do not pronounce words correctly and are not readily intelligible. Teachers work hard to encourage pupils to join in whole class discussions, but could do more to nurture their inability to express their ideas clearly in pairs and in small group work. Although some teachers are widening the range of strategies to develop pupils' thinking and imagination through well-structured oral activities, using as role-play and 'hot-seating' techniques, much more could be done to build on the very good practice that exists in the speech and language unit.

88. Reading is taught systematically throughout the school, with good attention to phonic skills. Although most pupils who read with inspectors read regularly to an adult at home, few were able to name a favourite author or to retell a story they had just read. Some older pupils could explain the difference between fact and fiction, but none knew what a publisher did or what an index was. By the time they are seven years old more able pupils have developed enough confidence to read a range of texts and tackle unfamiliar books, reading with good accuracy and understanding and correcting themselves to clarify meaning. However, other pupils do not have a wide enough sight vocabulary or the confidence to build words from familiar sounds, with below average pupils often resorting to telling a familiar story without close reference to the text. Although the school has a good range of 'big books' by known children's authors and illustrators, the same good attention that is given to building phonic knowledge in lessons is not given to developing pupils' ability to predict, infer and explain with reference to character, plot and setting or to encourage them to appreciate how an author plays with language for effect Classroom book areas and the school library are not inviting places where children are encouraged to develop either a love of books or their research skills. Not enough thought has been given to the best way to display books or to how easily children can browse. This is very important in a school where many children come from homes where books are not often read for pleasure.
89. The school has identified the need to improve standards of writing, but is making slow progress towards its target. Standards are low and most pupils make unsatisfactory progress in developing a joined style of handwriting, in spelling or in writing grammatically. Although the school has a handwriting policy, teachers are neither systematic nor consistent in enabling pupils to develop an effective pencil grip and to form their letters correctly. Consequently, few pupils write clearly and fluently, forming letters of a consistent size and shape that sit on the line. This constrains their ability to put their thoughts onto paper. Pupils are not encouraged to read through their first attempt to improve the spelling, punctuation and vocabulary. Instead, they are expected to get it right first time, albeit with a great deal of help from teachers and support staff. This leads to many pupils copying text both in literacy lessons and in other subjects and lacking the confidence to have a go in case they get it wrong. On one occasion when teaching focused on pupils developing their ideas and paying attention to how they could make it more interesting for the reader by painting a picture with words, a few pupils produced work that showed a growing sense of audience and purpose. Pupils are encouraged to try out a word in their wordbooks using their knowledge of sound patterns, but then wait to have their attempt checked before using the word in their writing. This stops the flow of their ideas and severely limits the quantity and quality of what they write.
90. The quality of teaching is satisfactory overall. Regular monitoring by the co-ordinator has ensured that teachers take good account of the national literacy strategy in their planning, sharing objectives with their pupils and keeping records of their progress to inform future learning. Teachers and support staff generally work effectively together to enable all pupils to participate fully. Their support and encouragement promotes good concentration in whole class sessions and when working with an adult on a group activity. A majority of pupils find it difficult to maintain the same level of concentration or perseverance when required to work independently, although more able pupils are beginning to develop good work habits. Teachers are generally more confident in teaching reading than writing. Insufficient time is spent modelling the writing process and in guided writing. Expectations are not always realistic, either in the accuracy that young writers can achieve when concentrating on the content and form of their writing, or in their ability to write from their imagination.

91. The co-ordinator has a sound understanding of areas for development. She has been successful in promoting a systematic approach to the teaching of reading through the monitoring of lessons and reading with children. The use of assessment is well developed in reading, but far less so in writing. Although the co-ordinator has examined samples of work and set writing targets for each class, she has not provided the same quality of guidance to enable staff to develop the same consistent approach to the teaching of writing or ensured that teachers have sufficiently high expectations of what pupils can achieve. As a consequence, pupils do not build their skills and knowledge in a systematic way. Neither are they provided for sufficient opportunities to see themselves as real authors, rather than pupils who are expected to record what they have learned. They have too few opportunities to write at length, to revise their work or to compile class books together about some of the interesting activities they take part in. The writing club is a step in the right direction.

MATHEMATICS

92. In the 2001 National Curriculum tests, pupils attain standards at the age of seven that are well below the national average. This is similar to the standards found at the last inspection. Standards then were at a very low base compared to that found nationally, but the proportion of pupils attaining the standard expected of Level 2 has improved significantly. They are still well below average because there are fewer pupils attaining the higher standard of Level 2B and above than there are nationally, and this is the school's particular area of weakness in standards attained. When compared with similar schools, standards are also well below average.
93. If the standards attained by pupils in the mainstream classes are studied separately from those attained by pupils in the speech and language unit, the proportion of pupils attaining the expected standard of Level 2 is similar to that found nationally, but it is still well below in the proportion of pupils attaining the high standard of Level 2B. The standards of pupils in the mainstream classes are above average when compared with those attained in similar schools, but there are still fewer pupils attaining the higher levels.
94. During the inspection pupils in Year 2 were working at an appropriate level for their age and their standards in numeracy were similar to those expected. Pupils counted correctly in multiples of 2, 5 and 10 up to 100. They also counted correctly in 100s to 900, although several found difficulty in remembering the term a thousand and tended to call it 'ten hundreds'. The higher attaining pupils recognise many of the numbers that together make 100, having developed a good understanding of the number bonds within ten. Most pupils are able to work out the answers to multiples of 2, 5 and 10 to help them in their times tables, but they do not understand the concept of doubling. Higher attaining pupils confidently manipulate numbers mentally and use their knowledge of number bonds to enable [them](#) to calculate problems such as 25 add 5, and 200 and 15. Lower attaining pupils have difficulty calculating 3 add 2 without considerable support and the use of fingers to help them hold the numbers in their memory. It is the use of language in mathematics that causes the greatest difficulties for most pupils and most find great difficulties in using and applying what they know to solve problems. Pupils' lack of clear understanding of mathematical terms and in the use of language is the area that reduces their overall standard and creates difficulties in many areas of their work.
95. Pupils enter Year 1 with standards that are below the expected standards. Very few attained the early learning goals at the end of their reception year and only a few are accurately adding and subtracting numbers within 10. They make good progress, however, in developing their numeracy skills in both Years 1 and 2 and attain standards similar to those expected in this area of mathematics by the age of seven. Pupils make satisfactory progress in recognising two-dimensional shapes, but have difficulty in explaining their properties. They use paper shapes to find a half and a quarter, but find considerable difficulties in understanding how to find a half of a number. Their knowledge of how time is measured in days, weeks and months progresses

satisfactorily and pupils in Year 1 are developing a secure understanding of how the days of the week rotate and start again. In Year 2, pupils are developing an understanding of the relationship between minutes and hours and most tell the time in multiples of o'clock and half past. They are not yet confident in recognising quarter to and quarter past.

96. The quality of teaching is at least satisfactory and it is often good. Teachers have a secure understanding of the National Numeracy Strategy and use many of its procedures to support and stimulate pupils' learning. The session on 'mental maths' provides good opportunities for pupils to practise their skills and develop more secure knowledge. There is often a fast pace to these sessions, which the pupils enjoy when practising work they recognise. They respond well to the challenge and develop accuracy and quick wittedness in their thoughts. The final session of the lessons are satisfactorily used to recap on pupils' work and sometimes to explore what they are to do tomorrow. Group activities during the lesson are usually effectively matched to pupils' learning needs and builds on their prior learning, but the final session is not sufficiently used to further develop concepts and extend pupils' understanding, especially for the higher attaining pupils. A particular strength of all lessons is the very good management of pupils' work and behaviour. Teachers build very good relationships with their pupils and have high expectations for their hard work and to which the pupils respond well and attend effectively. This results in a calm and purposeful atmosphere in which pupils concentrate well. Pupils make at least satisfactory progress because most show good levels of motivation in their work. Teachers are successful in making learning fun and pupils are eager to show what they know. The atmosphere in lessons is very supportive, so even the least able feel confident to have a go, knowing their efforts will be appreciated and celebrated, especially if they are correct.
97. The management of the subject is satisfactory at present. The co-ordinator for mathematics is fairly new to the role and is developing her expertise in monitoring the standards achieved and the quality of teaching. The previous co-ordinator, who has now left the school, was very experienced and had regularly worked with staff to improve the quality of teaching and provision for mathematics. This effective leadership has stood the school in good stead until the new co-ordinator takes up the task of fully monitoring the subject in the New Year. The curriculum for mathematics is securely based on the National Numeracy Strategy and teachers plan their work effectively within their year groups to provide a broad range of activities. There are, however, insufficient opportunities for pupils to investigate mathematical problems and explore patterns in number to support their ability to calculate numbers in a variety of ways. Teachers use on-going assessment to monitor pupils' understanding and progress, and they use the information effectively to adapt their planning to match the pupils' learning needs. Assessment is also used effectively to assess pupils' attainment and progress in achieving the key learning objectives set out in the numeracy strategy, but there are no whole-school procedures for recording this information so that it is effectively passed on to the pupils' next teacher. Information from tests is used by the headteacher to track individual pupils' progress and for the co-ordinator to monitor the quality of education provided. Analysis of the results of National Curriculum tests is used satisfactorily to identify areas of weakness and to focus teachers on areas of their teaching that need to be improved in order to raise standards.

SCIENCE

98. Standards in science are still below average at the end of Year 2, but there has been a significant improvement since the last inspection. There is better coverage of investigative science and standards are improving at a greater rate than the national trend.
99. At Key Stage 1, in the 2001 teacher assessment, standards were well below average, which was similar to the 2000 assessment. In comparison with similar schools, standards were also well below average. The proportion for pupils gaining the higher Level 3 was well below the national average and below standards found in similar schools. These figures include the results of

assessments from pupils attending the unit and, as a consequence, do not reflect an accurate picture of results in the main school. In addition, the turnover of pupils in the cohort being assessed was around 60 per cent, with several pupils only joining the school just before the assessment took place. Several of these pupils were subsequently placed on the school's register of special educational needs.

100. Observed standards at Key Stage 1 are below average, however, and pupils' levels of achievement are good in relation to their prior attainment, as most enter the key stage with very little knowledge and understanding of the world. Younger, higher attaining pupils have a satisfactory grasp of life processes. They can correctly identify good food and can give several reasons why they should ~~each~~-eat food that is good for them. Higher attaining pupils know the names of the young of several animals and correctly sort them according to their adult forms. They also know some parts of the human body and can give some good reasons why we need to keep clean. Average attaining pupils can give several reasons why a baby is different from a child and an adult. In Year 2, higher attaining pupils accurately record their observations about fruit in a table and sort them by various criteria. They describe correctly the basis for their grouping. Pupils also understand the need for exercise for healthy living and that animals and humans grow and change as they develop. All pupils have studied drugs and are aware of the need to act safely when handling them. Average attaining pupils correctly identified the need to contact an adult if they found drugs lying about, using a series of 'cartoons' to convey their message. Older pupils have investigated the way in which sound travels. They understand that sounds appear to get 'softer' the further one moves away from the source. They also know that sounds can be absorbed by materials. For example, in a lesson in Year 2, pupils made their own suggestions about what would happen when a bleeping mobile phone was placed in various materials. They understand that sound travels through different materials in different ways. Several pointed out that the thicker the materials, the quieter the sound became. Younger pupils have investigated the different sounds made by different instruments and are developing a satisfactory understanding of cause and effect. In one good lesson in Year 1, pupils were able to correctly guess the name of an instrument when it was played behind a screen. However, they had difficulty explaining how the sound was made because of their poorly developed language skills. In a lesson observed in the unit, pupils used signs and words to describe the sounds they heard and it was evident that their understanding of physical processes was satisfactory, despite their disabilities.
101. Teachers have worked hard, and to good effect, to increase pupils' investigative skills. Although standards are still below average, they have improved significantly since the last inspection. Pupils in Year 2 respond well to suggestions about how they can find things out. For example, they readily suggest different ways in which they could test materials to see if they absorb sound. They have several ideas about how they can find the answers to questions posed by themselves as well as the teacher. Pupils understand that in order for a test to be 'fair', some things need to be changed and others need to remain the same. They generally use correct scientific vocabulary when talking about their investigations and making observations. However, pupils' recording of their investigations is unsatisfactory. The quality of writing is poor and diagrams and tables untidy. Pupils find it difficult to remain focussed on the scientific principles they are investigating as they struggle to get their findings down on paper. Lower attaining pupils record very little of their scientific work and this inhibits the development of their recording skills.
102. The quality of teaching is good overall, as pupils are making good progress in relation to their prior attainment. Teachers have good subject knowledge, which they use well to extend pupils' knowledge, understanding and skills as they move through the school. Good use of questioning means that pupils are encouraged to think about scientific principles and their application. Planning is generally satisfactory, although teachers do not regularly share learning objectives with pupils. As a consequence, pupils only have a moderate understanding of their own learning. Tasks are generally appropriately matched to the needs of pupils, but some higher attaining pupils are not challenged sufficiently by giving them extension work when they have finished the main task. Teachers use a wide range of methods, including group and class discussion, focussed tasks and

individual work. As a consequence, pupils generally concentrate well and put considerable effort into their work. They have positive attitudes to the subject and take part in discussions with enthusiasm. Pupils behave very well in lessons as teachers ensure there is a quiet and orderly atmosphere for learning. When given the opportunity, pupils work well in small groups or on their own. They are responsible in their use of equipment and know basic health and safety rules. Lessons generally move at a brisk pace and pupils make good progress in their learning as a consequence. Teachers' ongoing assessment is unsatisfactory and the amount of information gathered is insufficient to inform future planning. Marking does not regularly identify targets for improvement and is sometimes phrased in language that is beyond the pupils' ability to understand ~~it~~. From the scrutiny of work, it appears that work is frequently left unfinished, with no requirement for the pupil to complete it. As a result, pupils' scientific writing and recording is unsatisfactory. Pupils with special educational needs make satisfactory progress overall, but not as great as other pupils. This is largely due to the lack of support in their written work and the very limited vocabulary they possess. Pupils with English as an additional language also make satisfactory progress overall, but their progress is sometimes limited by the lack of suitable work to meet their language needs.

103. The co-ordinator provides satisfactory leadership for the subject and there is an appropriate scheme of work to support teachers in their planning. She has been able to monitor standards through some lesson observation, the scrutiny of pupils' books and through discussions with teachers. Her enthusiasm and support for colleagues has had a positive impact on aspects of the subject. ~~However, she has not been able to monitor teaching and learning through lesson observations.~~ Good use has been made of local authority training to improve teachers' understanding of investigative science, and this has had a positive effect on the teaching of this aspect. Although the curriculum is broad, balanced and relevant to the needs of pupils, systems for assessment are unsatisfactory overall. The school carries out statutory assessments appropriately, and these are reasonably accurate. However, there is insufficient tracking of pupils' individual progress against National Curriculum attainment targets or the analysis of pupils' work to refine planning so that it is matched more closely to their needs. In addition, planning does not identify sufficient opportunities for assessment. The current system of end-of-unit tests is restricted to what pupils remember of the topic studied and does not measure the development of their understanding of scientific principles or key skills. Insufficient use is made of information and communication technology to support learning in the subject and planning does not indicate suitable opportunities for pupils to develop their skills in relation to science.

ART AND DESIGN

104. Standards have been maintained since the last inspection. Pupils make satisfactory progress and attain standards that are close to those expected nationally. Improvements have recently been made in developing a scheme of work based on national guidance with expectations for pupils of different abilities and ages clearly signposted. The scheme is due to be implemented in January following the co-ordinator's return to school.
105. The school recognises that the present curriculum does not give sufficient emphasis to the development of skills and techniques and is not broad enough. In spite of this, pupils make good progress in developing their knowledge of the work of European artists, such as Klee, Renoir and Van Gogh. Pastel work by Year 2 pupils emulating the style of Van Gogh's sunflowers and a self portrait show a mature approach to the use of colour and texture as well as an understanding of technique. Year 1 pupils mix colours confidently when painting flowers of different hues and form. The subject is well integrated with design and technology and pupils are encouraged to take care in the execution of their work and to look to ways in which they can improve it. They take pride in their finished work and enjoy opportunities to express their individuality in the choice of colours and design.

106. Although teaching is satisfactory, the one area that requires sustained development is the teaching of drawing skills. Pupils draw to record their ideas in other subjects, but there is no evidence of observational skills being taught systematically and, consequently, standards are not as high as they should be. Pupils' work is thoughtfully displayed and the criticisms made in the last report that higher attaining pupils are not extended and that information and communication technology is not being used to support teaching are being addressed.
107. There is no formal assessment of pupils' work or monitoring of teaching and learning, although the co-ordinator has now established the level of skills that pupils have when they leave reception and the new scheme has the potential to build progressively on this baseline. She has the necessary expertise and enthusiasm to take the subject forward when it becomes a priority for development in 2003.

DESIGN AND TECHNOLOGY

108. Standards are in line with those expected nationally by the end of Year 2. This is an improvement since the last inspection, when standards were below the expected level. Pupils generally achieve well in relation to their prior attainment.
109. Pupils in Year 1 are able to explain what they are making and the tools they are using. They use simple tools effectively and an appropriate range of materials, including paper, glue and paint. Pupils have satisfactory fine motor control, using scissors, brushes and pencils effectively. They are able to talk about their work in simple terms and can suggest ways in which they can be improved. In a lesson, for example, where pupils were making musical instruments, they were able to say why they had chosen the materials they were using and how they would join them to make their chosen instrument. One boy explained carefully how he would put rubber bands across the box he had used to make a guitar. Older pupils in Year 2 have produced satisfactory designs for their musical instruments. They are able to generate a range of ideas and plan what to do next, based on their experience of materials. Pupils use drawings and words to describe their designs for musical instruments appropriately. They use tools to produce a satisfactory finish to their work. Pupils are able to assemble and join a suitable range of materials to produce good quality products. For example, pupils have designed and made fruit salads and evaluated these, showing an appropriate understanding of the needs of the consumers of the product.
110. Teaching is good overall, as pupils are making good progress in relation to their prior learning. Teachers have good subject knowledge, which they use well to develop pupils' skills. Planning is good and identifies clear learning objectives. The encouraging atmosphere means that pupils put considerable effort into their work. They are very enthusiastic about the subject and they persevere with demanding tasks for considerable periods. Expectations are high, and as a consequence, all pupils make good progress irrespective of their gender, ethnic origin or prior attainment. Good management of pupils by teachers means that behaviour in lessons is very good. Pupils listen intently to instructions and generally follow them well. The ongoing assessment of pupils' work is appropriate, and teachers offer satisfactory verbal targets for improvement. However, there is little recorded evidence of pupils' progress and the information gained is combined with other aspects of the curriculum for the purposes of reporting to parents.
111. The co-ordinator is currently on sick leave. In her absence, leadership of the subject has been undertaken by the headteacher. Overall leadership and management is satisfactory and the scheme of work provides teachers with appropriate guidance for their planning. The curriculum has been improved since the last inspection, when not all aspects were covered. It is now broad, balanced and relevant to the needs of pupils. The monitoring of the subject is appropriate, as the acting co-ordinator has had opportunity to scrutinise pupils' work and teachers' planning. However, there has been no monitoring of teaching, learning and assessment and, as a result, practice is variable throughout the school, although broadly satisfactory overall. One weakness,

however, remains to be addressed and that is the use of information and communication technology to support ~~learning~~learning—in the subject. Teachers do not regularly identify opportunities for pupils to use computers or other equipment to help them in their designing or to explore ideas or gather information.

GEOGRAPHY

112. No lessons were observed during the inspection because geography was not the focus for teaching, having been taught the previous half term. Judgements on pupils' attainment and their progress in acquiring the appropriate range of knowledge and skills, were based on the scrutiny of pupils' past work, on the quality of teachers' planning and on discussions with pupils about what they know and can do. On entry to Year 1 children have a well below average range of knowledge about the world around them, but this knowledge and pupils' geographical skills are satisfactorily developed through Years 1 and 2. It is not enough, however, to enable them to achieve the standards expected by the end of Year 2 and pupils' attainment is below that expected nationally. Standards have not been effectively maintained since the previous inspection, when they were judged as good.
113. From a discussion with a group of pupils in Year 2 it was evident that they have developed definite views about the places in the school that they like and those they do not like as much, but only the higher attaining pupils can say why. In answer to the question why they liked it, lower attaining pupils said 'they just did'. Pupils have a satisfactory understanding of the types of weather we experience and know that it is warmer in the summer and colder in the winter, but they find difficulty in naming the different seasons and describing any differences. Pupils make satisfactory progress in learning about routes and simple maps. Higher attaining pupils in Year 1 drew simple maps that showed their journey from the classroom to the playground indicating the main features of the school that they passed on the way. Pupils in Year 2 were able to distinguish the main roads on a map of the local area and recognised how buildings, such as the school, are depicted in comparison to areas of grass and fields. Their knowledge of other maps is very limited, however. When looking at a map of the British Isles, pupils in Year 2 recognised which parts showed the land and which parts the sea, but only the higher attaining pupils named correctly some of the countries shown. The average and lower attaining pupils recalled that America and Africa were both countries from the discussions in assembly about recent world events, and suggested that they were part of the British Isles. Most pupils know part of their address, but none were secure in their understanding of the town they lived in.
114. Pupils' learning has not been fully effective in the past because the areas of study to be taught in the subject were artificially linked to the science topics planned for each term. The co-ordinator and other teachers recognised that this arrangement hindered the effective development of pupils' knowledge and skills and the system has been changed to provide a more systematic development of pupils' learning. Pupils' progress in learning is also hindered by a lack of resources to stimulate their knowledge and understanding of different places. There are insufficient books of an appropriate level to promote pupils' early research skills and their ability to find information from secondary sources, such as photographs. Teachers recognise that pupils' learning is promoted by their first hand experiences and a number of visits to places of interest, such as a local fruit farm, were planned, but in the end these were not able to take place.
115. Although no lessons were observed during the inspection, the quality of teaching is judged as satisfactory, overall. Teachers understand the difficulties pupils have with expressing their ideas in writing and a variety of formats are used, but very little work was evident in pupils' books. Photos taken of whole-class displays of pupils' work in geography are a more effective testimony of the range of pupils' work. Information and communication technology has been used a little to support pupils' learning, particularly with their study of weather, but it is not a strong feature.

116. The co-ordinator has given a good lead to her colleagues in the teaching of the subject and she has a satisfactory awareness of pupils' learning through scrutiny of their work and the collection of evidence for a portfolio of their work. Her role has not yet been developed to include the monitoring of teaching or a more rigorous evaluation of the quality of education provided. The co-ordinator has produced effective plans, which clearly identify the knowledge and skills to be taught and gives satisfactory guidance on how to match activities to pupils of different ages and capabilities. The nationally recommended scheme of work satisfactorily underpins the areas of study to be covered, but although the curriculum is fairly balanced over two years, insufficient focus is given to exploring different types of places away from the local area. This is partly because of a lack of good quality resources and also due to the constraints of the previous planning procedure. It has also reduced the opportunities for developing pupils' cultural awareness through their study of different places.

HISTORY

117. Many of the strengths noted at the time of the last inspection have been maintained, notably the good use made of artefacts to make the subject real and to promote good progress in individual lessons. Weaknesses remain in assessment, the use of information and communication technology and the lack of opportunity for pupils to record their work in a variety of ways.
118. Pupils make satisfactory progress in the infant classes and, by the age of seven, attain expected standards. When last inspected, progress was judged to be satisfactory with standards higher than expected. No history lessons were taught during the present inspection and judgements were reached by examining the limited amount of written work that was available and talking to pupils from Years 1 and 2. Pupils have a developing awareness of the passage of time and use terminology, such as century, correctly. They understand that the absence of electricity and plastic in Victorian times had major implications for the toys children played with and how families lit their homes and cooked. They have a good understanding of the inventions that changed the way we travel and also appreciate that rich people ~~who ride~~ rode in a carriage whilst poor people travelled by cart. Through role-play, they gain a detailed understanding of school life and explain in detail how teaching methods and the curriculum were different over a hundred years ago. The opportunity to observe and handle artefacts has impressed on them how little time adults and children had for leisure. Although pupils have very good recall of life in Victorian times and an appreciation of cause and effect they find it difficult to apply this information to new contexts.
119. Teaching is satisfactory overall and some aspects are good. Teachers have an interest and enthusiasm for the subject as manifest in the wide range of good quality two and three-dimensional displays in the main hall and the classrooms illustrating life in Victorian times. The topic has fired pupils' imagination and ~~led them developing~~ has led them to develop a good understanding of the way people lived in the past and why things were different. Good use has been made of videos to bring the past to life and to enable pupils to identify similarities and differences with their own lives.
120. The co-ordinator recognises that the subject has taken a back seat to national initiatives and that monitoring and assessment are two major aspects for development. She has made good strides in ensuring that the history curriculum is broad, balanced and relevant. The next identified step is to develop a ladder of skills so that work can be specifically linked with literacy. The school has recently adapted national guidance in history to meet the needs of the pupils. Expectations of what pupils of different abilities and ages should achieve have been identified in the scheme of work, but assessment procedures have not been implemented. Consequently, lesson plans and medium-term plans do not yet take account of what pupils know and understand as comprehensively as they might. This results in pupils of all abilities recording work in similar ways without sufficient attention being paid to providing challenge for the more able pupils and achievable activities for those with special educational needs.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Standards are below the expected level by the end of Year 2 and pupils are making insufficient progress in relation to their prior attainment. This is a similar position to that found by the last inspection. As requirements and expectations for the subject have increased significantly since then, the school has made insufficient levels of improvement.
122. The range of pupils' experience is very limited. Younger pupils use graphics programmes to create pictures. These show limited skills in choosing colours and controlling the mouse. Standards are much the same for both higher attaining and average attaining pupils. Lower attaining pupils have poor mouse control and their work is unrecognisable as real objects. Pupils are able to make appropriate choices when using equipment, but the range available is limited. Pupils know that they can use menus to change the colour of objects using the 'fill bucket'. In one lesson in Year 1, a pupil chose the correct icon from the toolbar and had satisfactory control over the mouse, which enabled him to fill in the windows on a pre-drawn image. Some higher attaining pupils have good computer skills, which they have gained mainly at home. There is a marked difference between pupils who have access to home computers and those who do not. When starting to work with computers, most pupils know they must 'log on' and use the correct vocabulary when describing the process. They know how to open a program and use menus and icons to access features. The range of skills being used by pupils is largely limited to the manipulation of text and images. Children in Reception can use a floor 'turtle' and program it with a short sequence of instructions. Older pupils, however, did not recall having used these devices and could not explain how to program them when asked. Pupils in Year 1 have had the opportunity to use music composition software. For example, two pupils were observed using the program to create simple tunes. They quickly understood how to move icons on a stave to produce different patterns. They clearly enjoyed what they were doing, although this was the first time they had used the package.
123. Teaching is unsatisfactory overall. Several teachers have insufficient subject knowledge to be able to use information and communication technology effectively to support learning in the classroom. Their expertise is limited and this can lead to frustration for pupils when programs do not work as expected. As a result, pupils' progress in acquiring basic communications skills is limited. Although the school has access to the Internet and a library of CD-ROMS, pupils very infrequently use these to extend their communication skills. Pupils' learning is unsatisfactory and they are making insufficient progress overall. Teachers' expectations are too low, and in the case of some pupils who clearly have well developed computer skills, this leads to frustration. Insufficient use is made of technology to support the learning of pupils with special educational needs in the main school and they too are making insufficient progress in their learning. Assessment is unsatisfactory. Although the co-ordinator has introduced a 'skills ladder', there has been no audit of pupils' skills, so teachers do not yet know where to put pupils on the ladder in relation to their prior attainment. As there is significant variation in achievement between those pupils who have computers at home and those who do not, this could readily lead to pupils being given tasks that are not appropriate to their needs.
124. The co-ordinator is enthusiastic about the subject and has an appropriate action plan to address some of the issues raised in this report. Good progress has also been made in ensuring that there is full coverage of the programme of study. There is a well-conceived plan to create a computer suite, which will facilitate the direct teaching of skills. The co-ordinator has made good use of national guidelines to ensure that teachers have appropriate guidelines for their planning. However, apart from some sampling of work, the co-ordinator has not had sufficient opportunities to monitor standards, teaching and learning throughout the school. Although the curriculum now covers all aspects of the subject, insufficient time is given to direct teaching and the practicing of skills. This, coupled with the fact that insufficient use is made of information and communication technology to

support learning in other subjects has exacerbated the situation and consequently standards are not improving at the required rate.

MUSIC

125. Standards have been ~~satisfactorily~~ maintained at a satisfactory level since the last inspection. Music is taught by the headteacher to all classes through the school, from nursery to Year 2. A nationally recommended scheme of work is used, with other resources, to structure the pupils' learning, and a good range of activities that systematically develop pupils' knowledge and skills are provided. This enables pupils to make satisfactory progress through the school and attain standards that are generally in line with those expected by the end of Year 2.
126. In assemblies, pupils' singing is of a satisfactorily standard, and many sing with enjoyment, but there is insufficient expression in their voices to make it of a good quality. They maintain an appropriate rhythm and their voices are mostly of a sweet tone. In the more lively songs, pupils' recognition of the pulse and dynamics was better than in the slower songs and hymns. In general class lessons, children in the foundation stage were eager to sing simple songs and rhymes, showing good recall of the accompanying actions that made the songs memorable and enjoyable. In the music lesson with Year 2, pupils were learning to recognise long and short sounds and to use simple notation to play their own tunes. They worked with good levels of concentration and effort, following the 'conductor' as best they could whilst considering whose turn it was to play. They rose to the challenging activity well and completed the task, if a little haphazardly.
127. Pupils, including those with special educational needs, acquire an appropriate range of knowledge and musical skills, but they find difficulty in gaining clear understanding of musical terms and often get them confused, especially expressions such as loud and soft, high and low. When taking part in clapping rhythms and in clapping out their own names, many pupils had difficulty in synchronising the syllable with the clap, which is a co-ordination difficulty. The teacher has a good understanding of these difficulties and the clapping games were well chosen, not only to support their musical development, but also to improve their listening skills so that they better hear phonemes in words, which will support their work in reading and spelling. Information and communication technology is used satisfactorily in some aspects of music to support pupils in their learning. Two computer programmes on musical sounds, linked to the instruments that make them, were used in Year 2 in a science lesson. There are appropriate links with science teaching as pupils learn about sounds and make their own musical instruments. The combination provides an effective link, which promotes pupils' greater understanding.
128. The quality of teaching is satisfactory overall and with strengths. Only two music lessons were observed during the inspection, since difficulties over timetabling constrained the opportunities to see more. In one lesson, the headteacher taught both reception classes together so that they would not miss their weekly lesson. This created some difficulties, as it took much longer for every child to participate in the musical games and activities, which reduced the children's learning opportunities in that particular lesson. The lesson with Year 2 pupils did not have these difficulties. In both lessons observed, it was clear that the pupils gained great enjoyment from music and that they grew in confidence as they took part, recognising that the teacher welcomed their efforts, helped them succeed and celebrated their improvement.
129. A strong emphasis in the school is to promote opportunities wherever possible for pupils in the speech and language unit to be involved in whole school activities and two pupils joined the lesson with the Year 2 class. One pupil in particular thoroughly enjoyed the lesson and took part as an equal. The other pupils responded very well to these additional pupils in their lesson and were very supportive of their efforts.

130. A good number of tuned and untuned instruments are available so all pupils have the opportunities to develop the skills and knowledge of how to play them correctly. The instruments are from a satisfactory range of cultural backgrounds, but this was not an aspect emphasised in the two lessons observed. The scheme of work used to underpin the teachers' planning has an appropriate emphasis on pupils experiencing music from around the world to develop their enjoyment of different rhythms and awareness of other cultures.
131. The leadership of the subject is satisfactory overall. At present there are no assessment procedures to monitor and record pupils' attainment and progress other than the teacher's own notes, which provide the information to write in the pupils' annual report to parents. Such procedures are not a priority as there is only one teacher involved, but it would be if class teachers started to take on this role.

PHYSICAL EDUCATION

132. Standards are close to the expected level by the end of the key stage. This is a similar situation to that found by the last inspection.
133. Younger pupils are able to move on apparatus appropriately, using a satisfactory range of movements. They copy, repeat and explore simple balancing, rolling and jumping skills, showing satisfactory levels of control and co-ordination. For example, in a lesson in Year 1, pupils were able to put together a simple sequence, linking balancing on a beam, with a series of rolls as they landed on a mat. Pupils are aware of safety and generally move around the hall carefully. Pupils in Year 2 can perform more sophisticated sequences, using different levels. They can travel on apparatus safely and dismount well. Pupils explore simple movements, linking jumps with rolls. Higher attaining pupils are able to perform forward rolls competently, showing an understanding of the need to finish the movement appropriately. Most pupils understand the need to warm up before undertaking vigorous exercise and to take care when moving around in a small space. All pupils go swimming and records indicate that standards are satisfactory. It was not possible to observe any games lessons, but from the observation of pupils during playtimes, it is evident they have a basic understanding of some of the rules of common games. They run, throw and catch balls with reasonable accuracy. Pupils have regular dance session,, but again these were not observed during the inspection.
134. Teaching is satisfactory overall. Teachers have an appropriate knowledge and understanding of the curriculum and generally use this well to extend pupils' skills. Most pupils make satisfactory progress in their learning, irrespective of their gender, ethnic background or prior attainment. Planning is satisfactory and generally identifies clearly what pupils are to learn. Teachers manage pupils well and as a result behaviour is generally very good in lessons. Pupils are very enthusiastic and participate whole-heartedly in physical activities. The subject makes a good contribution to pupils' social development by providing opportunities for teamwork and co-operation. Children at the foundation stage, for example, learned to work together well when they played the 'parachute game', trying to get a ball to go through the hole in the centre of the parachute. Teachers make good use of informal assessment and demonstration to get pupils to evaluate their own performance and the performance of others.
135. The co-ordinator provides satisfactory leadership for the subject. The curriculum is broad and balanced. The scheme of work ensures that pupils get a balance of gymnastics, dance and games activities, as well as swimming. Although there are limited opportunities for the co-ordinator to monitor lessons, she has a satisfactory grasp of standards and provides teachers with useful guidance for their planning. Assessment is largely informal, but teachers know their pupils well and make useful suggestions as to how they can improve their performance during lessons. This enables pupils to make appropriate progress in the acquisition of skills. The school is well equipped for physical education, but the space allocated to gymnastics is too small for the use of large

apparatus. The arrangement seen during the inspection was too close to the sides of the hall and pupils were right next to displays, which distracted some pupils with special educational needs. There was also the danger that pupils dismounting from apparatus might collide with objects around the edge of the space.

RELIGIOUS EDUCATION

136. Standards have been maintained since the last inspection when it was reported that pupils had a satisfactory knowledge of the three faiths they studied. However, pupils' limited ability to express ideas, to infer and to make connections because of the small part that religion plays in many of their lives, means that learning from religion is less well developed. Consequently, although pupils make satisfactory progress in their learning in both aspects of the subject, they do not attain the expectations of the locally agreed syllabus overall by the end of Year 2. One other inhibiting factor is the limited amount of lesson time, which does not always provide sufficient opportunity for pupils to reflect on what they have learned and record their responses in a variety of ways.
137. The school is working hard to raise standards through the consistent implementation of the locally agreed syllabus and clear links with the well-planned programme for collective worship to reinforce what is learnt in lessons. Teaching is good because it takes proper account of pupils' experiences and needs, as well as placing appropriate emphasis on the development of religious concepts and subject specific vocabulary. For example, in a Year 2 lesson, the sixth on a unit about the Nativity, a good range of strategies were employed that enabled pupils to participate actively. Thorough planning, a well-structured approach and a range of practical recording methods enabled the pupils to make good progress in understanding one particular account of the Nativity and some of its implications. Practical approaches ensure that pupils with special educational needs as well as those who speak English as an additional language make similar progress to their classmates.
138. Productive links are made with literacy in the use of role-play to develop pupils' speaking and listening skills, the sequencing of events and the consideration of character and motive to encourage structure and interest in their writing. PupilsFor example, when studying the Christmas Story, pupils—listened very carefully and responded enthusiastically in retelling the story and predicting how the characters might react. They have had a—good recall of specific details, such as the gifts carried by the wise men, and make made—sensible suggestions about how they would travel and why it would take so long to follow the star to Bethlehem.
139. The co-ordinator has interest and enthusiasm for the subject and has worked hard to get to grips with the locally agreed syllabus. She has identified the strengths and weaknesses accurately and is working purposefully to address them with the staff. She has set out a clear action plan to take the subject forward in the near future through the introduction of consistent assessment procedures and the monitoring of standards, teaching and learning. There is a developing use of visits and visitors to make study real and relevant. Valuable links have been established with the local church. Pupils went there to enact a Christening and the priest provides support for units of work and takes part in acts of worship. Pupils have also visited Lichfield cathedral and there are plans to visit a local Mosque. The potential of information and communication technology has not been explored to complement these initiatives and to extend resources for learning.