

# INSPECTION REPORT

**CHARLOTTE NURSERY AND INFANT  
SCHOOL**

Ilkeston

LEA area: Derbyshire

Unique reference number: 112575

Headteacher: Mr Peter Munro

Reporting inspector: Mr Alan Fullwood  
21184

Dates of inspection: 13<sup>th</sup> – 17<sup>th</sup> March 2000

Inspection number: 195498

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery and Infant

School category: Maintained

Age range of pupils: 3 – 7 years

Gender of pupils: Mixed

School address: Trinity Close  
Ilkeston  
Derbyshire  
Postcode: DE7 8LQ

Telephone number: 0115 9320970

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Appropriate authority: Governing Body

Name of chair of governors: Mr Paul Trueman

Date of previous inspection: January 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Alan Fullwood	Registered inspector	Geography History	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
Pat Edwards	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Geraldine Dinan	Team inspector	Children under five English English as an additional language Music	
John Griffiths	Team inspector	Science Information technology Religious education Equal opportunities	How good are the curricular and other opportunities offered to pupils?
Keith Sanderson	Team inspector	Mathematics Special educational needs Design and technology Art Physical education	

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is a large, maintained infant school with 276 pupils on roll, which serves an area of mixed privately owned and rented local authority housing in Ilkeston. There is a 60 place nursery attached to the school, which caters for 120 pupils on a part-time basis. There are two pupils with formal Statements of Special Educational Need and a further 49 pupils on the school's register of those needing some form of additional support; below the national average. Thirty-two pupils are entitled to free school meals which is below the national average and few pupils come from ethnic minority backgrounds or have English as an additional language. Few pupils join or leave the school other than at the time of first admission. The attainment of the pupils on entry to the infant school is average, although many pupils have below average personal and social skills.

### **HOW GOOD THE SCHOOL IS**

Charlotte Infants is an improving school, which has a newly created sense of common purpose to raise standards and the achievement of its pupils. Pupils make satisfactory and sometimes good progress, in achieving standards which are generally in line with national expectations. The quality of education is sound and pupils are successfully encouraged to have good attitudes to learning and to be well behaved. The school is well led and managed and provides a caring and supportive learning environment for its pupils. The school provides satisfactory value for money.

#### **What the school does well**

- Staff provide a caring environment where teachers know their pupils well and value them as individuals.
- Successfully encourages pupils' good attitudes, values and personal development.
- All staff have consistently high expectations of pupils' behaviour.
- The overall leadership and management of the school are good. The headteacher has developed a clear educational direction for the school and is ably assisted by staff and governors.
- Has established a positive partnership with parents and their involvement in their children's education.

#### **What could be improved**

- Consistency of provision for more able pupils.
- The role of subject co-ordinators in foundation subjects.
- Learning resources for information technology.
- The development of pupils' handwriting and presentation skills.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made sound progress since the time of the last inspection in January 1996; and good progress over the last year with the appointment of the current headteacher. The school has maintained sound standards in line with the rise in national standards. The quality of teaching has been improved by better collaborative planning. Planning in core subjects, such as English and mathematics, has improved and made more manageable; planning in other subjects is due to be reviewed in the summer term. The school has made satisfactory progress in improving provision for more able pupils by raising teachers' expectations of what these pupils can achieve and ensuring that the activities provided for

them are sufficiently challenging. However, this provision is inconsistent and varies across classes and between subjects. The governing body is more actively involved in decision making in the school. The school's accommodation has been improved by the addition of two new classrooms and the hall is no longer used during the summer term as an extra classroom. The school's links with parents have improved rapidly over the last year and the school has made a start in improving liaison procedures with the local junior school. The level of learning resources has been improved and is now adequate in each curriculum area, except for information technology where the number of computers per pupil is low. Machines presently on order will improve this situation. Much has happened over the last 12 months and because changes have been so recent, more remains to be done to fully develop some of these initiatives. The school now has a shared sense of purpose, which is acknowledged by parents, staff and governors. The leadership of the school is aware of what needs to be done to further improve the quality of learning and raise pupils' achievements. It is well placed to meet its targets.

## STANDARDS

The table shows the standards achieved by seven year olds based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			Similar schools	
	1997	1998	1999	1999	
Reading	C	B	C	C	well above average A above average B average C below average D well below average E
Writing	B	B	B	B	
Mathematics	C	C	C	D	

The attainment of the pupils on entry to the reception classes is at expected levels for pupils of this age except with regard to pupils' social and personal skills, which are below average. Evidence from the inspection indicates that while pupils are at the school they make sound progress and attain standards in line with national expectations in most subjects, including reading, writing and mathematics. Sometimes their progress is good; for example in music. Attainment in music is above average. In the 1999 national tests pupils' attainment in reading and mathematics was average and attainment in writing above average. Over the last few years, pupils' attainment has fluctuated at or above national averages. The school has set itself challenging, but achievable targets for improving pupils' achievements in reading, writing and mathematics.

While under five years of age in the nursery and reception classes children make sound progress in most areas of learning. They make good progress in their personal and social development. By the time they are five years of age the vast majority of children have achieved the learning outcomes deemed desirable nationally for children of this age.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to their learning; they are enthusiastic and work hard.
Behaviour, in and out of classrooms	Good; pupils are polite and well mannered.
Personal development and relationships	Relationships are good; pupils treat one another with respect. Pupils willingly accept responsibilities within the school. They make good progress in their personal development.
Attendance	Satisfactory; has improved in the current year. It was unsatisfactory in the last reporting year.

## TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall and often good. It was good in four out of ten lessons, and sometimes very good. This is an improvement since the time of the last inspection. Teachers are hard working and know their pupils well. The quality of teaching of children under five years of age in the nursery and reception classes is good overall.

Across the school, the teaching of English and mathematics, including pupils' literacy and numeracy skills, is good. So too is the teaching of music. The teaching of pupils with special educational needs is satisfactory. The provision of suitably challenging work to meet the needs of more able pupils is inconsistent.

Ambitious, but achievable targets have been set in English and mathematics, for raising pupils' achievements over the next few years.

Teachers manage pupils well and enjoy good relationships with them. Pupils' work is regularly marked and sound use is made of homework to consolidate and extend what pupils have learned at school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; broad and balanced; curriculum planning improved particularly in English and mathematics; sound assessment procedures in place.
Provision for pupils with special educational needs	Satisfactory; appropriate support given to pupils. Individual education plans are detailed and regularly reviewed.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; good provision for pupils' social and moral development. Provision for pupils' spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Good; all pupils benefit from the caring and supportive school ethos. Procedures for monitoring attendance and behaviour are good.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The headteacher has a clear view of the future educational direction of the school and is ably supported by the governors and staff.
How well the governors fulfil their responsibilities	Governors fulfil their legal responsibilities; they are supportive of staff and committed to helping the school to improve. Involvement in curriculum matters is presently underdeveloped.
The school's evaluation of its performance	The school's procedures for monitoring its own performance are developing appropriately. Monitoring of teaching is satisfactory
The strategic use of resources	The school's financial resources are well managed. There is careful financial planning but it is only short term and is only for one year. The school applies the principles of best value satisfactorily.

Staffing, accommodation and learning resources are satisfactory overall. The number of computers available to the school is currently low but will be improved by the new computers currently on order.

The number of support staff in the school is low compared with national figures.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy coming to school.</li> <li>• Their children make good progress.</li> <li>• Staff are approachable.</li> <li>• The school expects their children to work hard.</li> <li>• The school works closely with them.</li> <li>• The school provides an interesting range of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• There were no significant concerns.</li> </ul>

Inspectors' judgements support parents' positive views. The school has established a positive partnership with parents. Parents are pleased that their queries and concerns are listened to carefully by staff and management and now feel welcome within the school.

Parents make a good contribution to their children's learning and many of them help in school. There is a thriving Friends of Charlotte Nursery and Infant School Association which is very involved in the school and raises a lot of money for the pupils.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The attainment of the pupils on entry to the reception classes is at expected levels for pupils of this age except with regard to pupils' social and personal skills, which are below average. Evidence from the inspection indicates that while pupils are at the school they make sound progress in attaining standards in line with national expectations in most subjects, including reading, writing and mathematics. Sometimes their progress is good in lessons. Attainment in music is above average.
2. Children in the nursery and reception classes make sound progress in all areas of learning and good progress in their social and personal skills. By the age of five the majority achieve the learning outcomes deemed desirable nationally for pupils of this age in all areas of learning. Standards have been maintained since the previous inspection. Children's personal and social development is effectively developed through frequent opportunities for children to listen to others, take turns and share equipment. They demonstrate increasing independence and perseverance in their learning. Children have a wide range of experiences, they are able to talk about their work with adults and develop imaginative play in role-play situations. They learn to listen attentively to stories and instructions. By the age of five, children begin to sound out words and recount details of stories in their own words. With appropriate support, they write simple sentences with capital letters and full stops. Most children recognise and write numerals to ten and some go beyond this. They identify and name common shapes such as circle, triangle and square. Children begin to use their developing mathematical understanding to solve practical every day problems. They are increasingly aware of their environment and learn about past and present times, such as when sequencing photographs of themselves taken at different ages. Children explore and know about the different features of living things and can name the main parts of their own bodies. Their physical skills are developing appropriately as they grow in confidence in their movements and learn to manipulate scissors, paint brushes and use the computer. Through creative activities in English, art, music and movement, children are increasingly able to use their imaginations.
3. In English by the end of Key Stage 1, the attainment of the majority of pupils in speaking, listening, reading and writing is in line with national expectations. Pupils speak confidently and express themselves clearly although some pupils lack clear diction. They develop confidence in speaking during whole-class discussions. Pupils generally listen attentively to their teachers during stories and when given instructions. Many pupils read fluently and with increasing confidence at the levels expected for their ages and abilities. Most pupils read with good expression and reasonable accuracy and have a sound understanding of what they have read. They enjoy books and handle them with care. Pupils' writing skills are developing appropriately. They write in a range of different formats making generally accurate use of punctuation, including speech marks. The quality of handwriting, spelling and the presentation of work are variable across year groups. By the end of the key stage pupils, including those with special educational needs make sound progress in all aspects of English. The results of the national tests in English in 1999 showed pupils' standards of attainment to be in line with national averages in reading and

above them in writing. Girls outperformed boys but not significantly so. Over the last three years, standards in reading have remained at or above national averages. Standards in writing have been consistently above the national average over the last three years. Standards have been maintained since the time of the last inspection. The school's successful implementation of the literacy hour and the generally good quality of teaching in English are helping to raise standards.

4. In mathematics by the end of Key Stage 1, standards are in line with national expectations. Most pupils understand place value to 100 and identify odd and even numbers. Many pupils show increasing confidence and accuracy when calculating, including mental calculations. They show an increasing ability to make use of mathematical vocabulary, such as 'estimate', and 'perimeter'. Pupils make use of simple fractions when halving or quartering numbers and can record data they have collected using a variety of tables and graphs. More able pupils interrogate graphs to find what information they show. Pupils, including those with special educational needs, make satisfactory progress in their ability to handle number, make sensible predictions and make use of appropriate mathematical vocabulary when recording and talking about their work. In some numeracy lessons, the work planned for higher attaining pupils lacked sufficient challenge. However, teachers are working hard to implement the National Numeracy Strategy and have made sound progress in doing so. In the 1999 national tests in mathematics pupils' attainment was in line with the national average for all schools but below average when compared to schools who take their pupils from similar backgrounds. Girls significantly outperformed boys. Over the last three years standards have remained in line with national averages. Standards have been maintained since the time of the last inspection.
5. Findings from the inspection indicate that pupils' attainment in science is in line with national expectations by the end of Key Stage 1. Standards have been maintained since the time of the last inspection. By the end of the key stage, pupils' investigative skills are developing appropriately as they carry out 'fair' tests by keeping everything the same, when for example testing spinners made from different materials. They make simple electric circuits and know that the circuit needs to be complete for it to work. Pupils are beginning to understand the effect of natural forces, such as gravity, and can define a force as a push or a pull. Pupils make sound progress overall. In the 1999 compulsory teacher assessments at the end of the key stage, pupils' attainment was broadly in line with national figures. There is no significant difference between the attainment of boys and girls.
6. By the end of Key Stage 1, pupils' standards of attainment in information technology are in line with national expectations as they were at the time of the last inspection. Pupils can load and open a program and are developing appropriate skills in operating the mouse to access icons. Their keyboard skills are developing as they write short pieces of writing but evidence of pupils' previously completed work was insufficient to make a judgement of their overall skills in word-processing. Pupils make use of simple data handling programs to enter data and can enter information into a programmable toy to make it follow a simple route. They use graphics programs to draw landscapes. Pupils make good progress overall. Pupils with special educational needs make satisfactory progress. The available computers, although few in number, are used well to support both literacy and numeracy lessons.

7. Pupils' attainment in religious education is in line with the expectations of the locally agreed syllabus. By the end of Key Stage 1, pupils have a sound understanding of the main Christian festivals and similar festivals from other religions, such as Diwali and Hanukah. They develop a sound knowledge of the Bible and stories such as Moses and the parable of the mustard seeds. Pupils are aware that prayer is a way of talking to God and that different creation stories demonstrate the need to look after our world. Pupils show respect for the ideas and beliefs of others and the need to care for others less fortunate than themselves. Pupils make satisfactory progress in their knowledge and understanding of their own and other faiths.
8. Pupils' standards of work in other subjects are in line with those usually found in most schools and pupils make satisfactory progress. Pupils make good progress in attaining above average standards in music. The school places a strong emphasis on enjoyment in developing pupils' music making and singing skills and this is successful in promoting pupils' positive attitudes to their learning. The generally good quality of teaching in music is effective in raising pupils' standards of attainment.
9. Pupils with special educational needs generally make satisfactory progress towards the targets set for them, and for some pupils progress is good. Teachers effectively adapt work to meet the needs of these pupils. Few pupils have English as an additional language and generally arrive at school with a good understanding and use of English.

#### **Pupils' attitudes, values and personal development**

10. Pupils' positive attitudes to their work found at the time of the previous inspection have been maintained. Pupils' attitudes to their learning are good. They are enthusiastic and work hard. They listen attentively and follow instructions carefully as seen in a reception class taking part in an outdoor physical education lesson. The majority of pupils respond well and show an interest in the activities provided. They work collaboratively together, share ideas and are keen to succeed. They are developing independence in their learning, for example in a reception class science lesson where the children began writing up their diaries to record an activity on planting seeds before being told to do so by their teacher. Parents show strong agreement with the positive attitudes encouraged by the school and they know their children enjoy coming to school.
11. The school has high expectations of pupils' behaviour. Parents are very pleased about this and have readily signed the home-school agreement. There have been no exclusions in the last reporting year. The standard of behaviour in the classroom, in the school and the playground is good. Pupils are polite and well mannered. They readily apologise to each other, for instance if they accidentally bump into one another while playing. They demonstrate their understanding of school rules and their awareness of the impact of their action on others. They take care of their own and other people's belongings and school property. Parents are happy that bullying is not a concern in the school.
12. Relationships are good between pupils and adults working in the school. Pupils demonstrate care for one another and value each other's contributions; for example, offering spontaneous applause when a pupil with special educational needs was congratulated by the class teacher for a piece of work. Pupils willingly accept responsibilities when given the opportunities and enjoy helping with the routines of

class and school such as register monitors and classroom helpers. Some pupils take responsibility in lessons; for example, using the pointer when reading the big book in literacy lessons.

13. The level of attendance is satisfactory being in line with the national average for the current academic year which is an improvement in attendance since the last reporting year.
14. Pupils with special educational needs generally show positive attitudes to their work. Relationships between them and their peers are good.

#### **HOW WELL ARE PUPILS TAUGHT?**

15. The quality of teaching is satisfactory overall and often good. It was satisfactory or better in all the lessons observed and was good in four out of every ten lessons and sometimes very good. This is an improvement since the time of the last inspection when one in five lessons was judged to be unsatisfactory. Curriculum planning has been improved by greater collaboration between teachers and a more manageable whole-school approach to planning particularly in English, mathematics, science, and information technology. Teachers are hard working and know their pupils well.
16. Significant strengths of teaching are the management of pupils, the relationships teachers have with their pupils and the generally good questioning skills of teachers. Weaknesses in teaching are inconsistencies in some teachers' expectations, the work provided fails to challenge more able pupils in some lessons and the variable development of pupils' handwriting and presentation skills.
17. The quality of teaching for the under-fives in nursery and reception is good and has improved since the time of the last inspection. It was good in approximately half the lessons seen. All teachers have a secure knowledge and understanding of the early years' curriculum. They set high expectations for children's progress and attainment. Teachers explain clearly, use open-ended questions to foster children's abilities in thinking, discussion and interaction. The teaching areas are thoughtfully prepared and constantly changed in order to provide a welcoming base and to enrich learning opportunities. Play opportunities are purposeful and enjoyable, because of this children show positive attitudes to each other, their teachers and their work. Support staff are appropriately used, highly valued and well trained. Their part in preparing and making materials to support the learning activities for children represents a significant contribution to the quality of children's learning.
18. On-going teacher assessment of learning and progress takes place on a daily basis and teacher observations are recorded and shared with all nursery staff, as appropriate. Identification of children with special educational needs is undertaken in the early stages after a settling in period and provision is made for specialist support. Liaison between nursery and reception teachers is good, individual pupil records of progress are shared and used to inform future provision.
19. The quality of teaching at Key Stage 1 is satisfactory overall and often good. It was particularly good in the reception and Year 2 classes. It was never less than satisfactory and good in four out of ten lessons, and sometimes very good. Teachers have a sound knowledge and understanding of the National Curriculum and religious education, and plan collaboratively within year groups to ensure all pupils experience the same curriculum entitlement. However, planning does not

always provide sufficiently challenging work for more able pupils. In some lessons, notably in history and geography that have yet to be reviewed by the school, the same work is often provided for all ability groups. In other lessons in English and mathematics, work is adapted for more able pupils but not sufficiently so to provide appropriate challenge to meet their needs. There are inconsistencies in some teachers' expectations of what these pupils can achieve. Extra support is given to pupils with special educational needs in order for them to be able to complete the work set. All teachers ensure pupils are reminded of previous work at the start of lessons. The learning outcomes of some lessons, that detail what it is the pupils are to learn, are sometimes too general and not sufficiently focused to be achieved during the lesson. At times learning objectives are in fact the activities that pupils are to complete. In the better quality lessons teachers set work which is well matched to the different ability levels of pupils in the class and structure activities so that good use is made of the time available and lessons move at a brisk pace. Pupils' learning is enhanced by the interest they generally show in their work and their satisfactory levels of concentration. In the better quality teaching pupils are well motivated and work more productively and at a good pace. Pupils acquire knowledge and skills satisfactorily and as they mature, learn to think for themselves.

20. The teaching of literacy and numeracy skills is generally good. The National Literacy Strategy has been implemented well and is having a positive effect on pupils' attainment. Teachers employ good questioning techniques to assess pupils' levels of understanding, to reinforce previous learning and to extend ideas. The National Numeracy Strategy is soundly implemented. Teachers use a range of teaching strategies including whole-class instruction, group and practical work. Good use is made of mental arithmetic sessions at the start of lessons and teachers are developing effective strategies to consolidate learning during plenary discussions. Time is allocated each day for the development of pupils' literacy and numeracy skills and this is generally used well. Pupils' numeracy skills are satisfactorily developed in other subjects, such as measuring in science and data handling in information technology. Literacy skills are effectively developed in other areas of the curriculum, such as history and geography.
21. The teaching of basic skills in English and mathematics is good although not all teachers systematically develop handwriting skills. This is a target in the current school development plan. The teaching of phonics is good. The teaching of music is particularly good. Teachers plan effectively for pupils to listen to a wide range of different types of music and to have regular opportunities to perform music. The pace in lessons is appropriately brisk.
22. Teachers generally make good use of ongoing assessments to plan future work, particularly in English and mathematics. However, this is not always the case with more able pupils. Pupils' work is regularly marked but is generally supportive in nature or just ticked. The quality of verbal feedback to pupils is better with teachers informing pupils of what they need to improve their work. Homework is satisfactorily used to consolidate what pupils have learned at school.
23. The knowledge teachers have of their pupils and their use in framing targets has a positive impact on the attainment of special educational needs pupils. Progress towards targets is reviewed each term. Support staff, employed to help pupils with Statements of Special Educational Need, make a valuable contribution. They refine targets into even smaller steps, liaise effectively with other support staff, monitor progress and "problems" and provide an effective link with other support agencies.



Teachers increasingly adapt work for special educational needs pupils in their classes.

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

24. Since the last inspection the school has maintained its satisfactory curriculum provision. This has been achieved in addition to successfully incorporating effective strategies for teaching the national initiatives for literacy and numeracy. This has resulted in a reduced time allocation for the remainder of the curriculum. However, whilst a review of the foundation curriculum has yet to take place, the school maintains a satisfactory balance of the curriculum.
25. At the time of the last inspection it was judged that teachers did not plan together sufficiently which led to inconsistent and inefficient practice. The situation is now much improved as teachers now plan in year groups and there is collaboration between different year groups as well. This process is now providing a satisfactory and coherent curriculum.
26. The curriculum provided for pupils with special educational needs is satisfactory. Although the school's policy is in need of updating, the school's procedures comply with the Code of Practice. Appropriate targets, which are "small step" and achievable are identified and individual education plans are sound and used well. The school ensures that pupils with special educational needs take part in all activities.
27. The school has satisfactorily introduced strategies for teaching the basic skills in literacy and numeracy. These strategies give greater detail for short-term planning and it gives greater assurance that planning provides for progressive learning experiences across and between each year group.
28. The curriculum meets legal requirements for all subjects of the National Curriculum and meets the recommendations of the locally agreed syllabus for religious education. There are policies for all subjects but all, including religious education, are in need of revision to take account of the new national initiatives. Most subjects require their schemes of work to be updated as well. Several subjects, including science, are successfully incorporating the schemes provided by the Qualifications and Curriculum Authority as a basis for both their curriculum guidance as well as assessment. Curriculum review in each subject is led by the co-ordinator for the subject on an ongoing basis. This process has been commenced in the core subjects of English, mathematics and information technology but has yet to commence in the foundation subjects. The restricted time for subjects other than English and mathematics has created problems of coverage for the remaining subjects but the school has managed to maintain breadth and balance of the curriculum. The school makes effective provision for pupils' personal and social education, including health education, sex education and drug misuse.
29. At the last inspection the school provided a satisfactory range of extra-curricular activities. In spite of the increasing pressures of time this provision that includes country dancing, craftwork, recorder and French clubs, as well as the book club run by parents, has been satisfactorily maintained.

30. The culture of the school and the ethos within it provides a climate for all pupils, including those with special educational needs, to experience equality of opportunity and to have full equality of access to the curriculum. The equality of access to clubs is satisfactory and the school has strategies to ensure that all pupils are included when visits are made to places of interest.
31. The school makes sound links with the community as well as other institutions in the area. The headteacher has recently commenced meetings with the headteacher of the nearby junior school and the co-ordinators for mathematics and information technology have meetings with their counterpart in the nearby junior school to discuss the information technology curriculum.
32. Overall the provision for pupils' spiritual, moral, social and cultural development is good.
33. Pupils are provided with satisfactory opportunities to develop an understanding of spiritual values and beliefs through school assemblies and in lessons. This approach reflects the ethos in the school, which provides a caring environment for pupils and encourages them to think of others. Appreciating other beliefs was seen in a Year 2 lesson looking at creation stories, where the teacher encouraged a pupil with a different religion to suggest what these differences were. In lessons pupils knew whom they were talking to when they were writing a prayer.
34. The caring ethos of the school promotes a strong moral sense of right and wrong and the provision for pupils' moral development is good. Pupils are considerate to one another and they treat each other and adults with respect. A Year 2 pupil wrote a prayer to God about helping younger pupils. Both in assemblies and classes there is an emphasis to develop the idea of right and wrong. A Year 2 class also considered the rights of animals in a lesson.
35. The school provides good opportunities to develop pupils' social skills and attitudes. This is evident in the overall good behaviour in classes as well as in and around the school. Pupils relate to one another amicably, both at work and at play. They help to tidy up at the ends of lessons and in some classes this happens without prompting. They listen to each other as well as to the teacher in classes. They show appreciation for the efforts of their peers as seen in a Year 1 class when the pupils spontaneously applauded a pupil when he read out his work to the class.
36. Pupils are given satisfactory opportunities within the curriculum and through extra-curricular activities, such as country dancing, to appreciate cultural traditions and an awareness of their national identity. The appreciation of other cultures through subjects such as religious education is satisfactory.
37. There has been an improvement in the links with the main receiving school and the wider community since the previous inspection. Links with the community are satisfactory. The parish priest visits the school at least monthly to lead collective worship and from time to time visits the school to talk to the pupils. The school supports a charity each year. Last year funds were raised for Barnado's and next year the National Society for Prevention of Cruelty to Children will be supported. During this school year the school raised a record amount in support of the Poppy Appeal and a visit was made to the school by members of the British Legion. These links enable pupils to become aware of citizenship and their responsibility to others less fortunate than themselves.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The clear policies for pupils well being and the appropriate care of pupils found at the time of the previous inspection have been maintained. The school provides a caring environment where teachers know their pupils well and value them as individuals. Most parents are happy with the care and guidance offered to their children. They feel their children are happy in school and able to concentrate on their work.
39. The procedures for assessment and monitoring pupils' academic development are satisfactory. There is a good policy for assessment outlining a comprehensive but manageable range of assessment procedures. This policy when fully implemented will address the criticism made in the last inspection report about the complexity of the school's procedures. Some of these revised procedures have been introduced for example, the baseline assessment. Others such as the assessments to be made at the end of Year 1 in order to compare pupils' progress since they entered school will be made for the first time at the end of this academic year.
40. Assessment procedures in English, mathematics and science, are effectively in place. In other subjects this process has yet to begin.
41. Assessment opportunities are identified in the longer-term planning in some subjects and the assessment co-ordinator who is giving a good lead to this development, is exploring more concise ways to evaluate lessons and pupils' progress within the weekly lesson plan. Teachers in each year group plan together to ensure that pupils have common experience. There is satisfactory use of assessment information to modify general curriculum plans which coupled with the good knowledge teachers have of each pupil, can lead to changes in the support of individual pupils.
42. In the core subjects of English, mathematics and science portfolios of pupils' work are now being updated in order to establish benchmarks for standards of attainment as well as establish progress for individual pupils.
43. The school uses effective assessment procedures to comply with the Code of Practice when identifying pupils with special educational needs. Individual educational plans for these pupils have detailed targets, and they are reviewed on a regular basis. The school involves parents as fully as possible in these reviews and maintains close links with the appropriate outside agencies, which give further support to pupils with special educational needs.
44. The school endeavours to support all pupils by keeping parents and carers informed about their progress in school. Parents and carers are given opportunities to learn about the progress of their children by attending the regular meetings with their class teacher. The good home/school reading diaries also provide opportunities for parents to have an ongoing insight into progress. This liaison process has been considerably enhanced since the arrival of the new headteacher who has promoted a more open approach to school.
45. Parents receive an annual report for their child. These, in addition to academic achievement and progress, provide information about their personal development,

behaviour and levels of attendance through the year. Whilst some reports contain targets for improvement, this is not, at present, a consistent practice.

46. The school behaviour policy is applied consistently by all staff and is successful in promoting good behaviour. Lunchtime staff have attended training days and have worked with the headteacher on pupil organisation and behaviour management. Parents report that any incidents of bullying brought to the attention of the school are dealt with swiftly, and effectively by staff.
47. The school monitors attendance regularly and consistently. All absence is followed up and regular reminders of the need for good attendance and punctuality are included in newsletters to parents. The school has good links with the education social worker who visits the school monthly and works closely with the school and families where there is perceived to be a problem with attendance.
48. The school has an appropriate child protection policy. Procedures comply with those of the area child protection committee and all staff are fully aware of these procedures. Pupils' health, safety and general well being are effectively looked after. Staff are vigilant in their care of pupils. A sex education policy has been agreed by the governing body. There are two fully trained first-aiders on the staff. The school maintains an accident book for recording incidents and first-aid equipment is appropriately sited. Parents are informed if a child receives a bump to the head. The governors have approved a comprehensive health and safety policy and risk assessment is usefully undertaken. Several health and safety issues noted at the time of the inspection were known to the school and appropriate action to rectify these matters has already been taken.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

49. The positive contribution made by parents to the work of the school has been maintained and the information provided for parents has improved since the previous inspection. The vast majority of parents indicate that they are pleased with what the school provides. Much useful information is given to parents in newsletters, the prospectus and annual report to parents from the governing body. Parents have been consulted in a questionnaire, regarding their expectation of the school and this has provided a tool for improving the schools partnership with the parents. There are regular parent-teacher consultation evenings and open days. Parents feel welcome in school and know that staff are approachable and willing to talk to them at any reasonable time. Parents receive annual progress reports. However, these are inconsistent in quality. Many inform parents of what their children know, understand, and can do. Some are mainly descriptive and contain little information on what pupils have achieved or how they can improve.
50. Parents' involvement in their children's learning is good. Some parents of pupils in Year 1 have taken part in family literacy sessions. These are held weekly and enable parents to be more confident when working with their children. Parents are happy with the homework provided for their children and the majority readily complete the recently introduced home-school liaison book, which is useful in communicating information between parents and teachers, including information on the curriculum to be studied each term. The number of reliable helpers in school is increasing. Parents and volunteers feel welcome in school and assist in class with a range of activities. This help is much appreciated by teachers. The Friends'

Association is open to all and is very active in organising fund-raising and social events, such as the summer fair and fashion shows. Good support for events is received from parents, friends and the local community, enabling considerable amounts of money to be raised to buy equipment for the school.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

51. The school is well led and managed.
52. The headteacher, who has only been in post for a year, provides good leadership and has established a clear educational direction for the work of the school. Prior to his appointment the school had gone through an unsettled period due to the illness and death of the then headteacher and a period of time with several acting headteachers. On appointment, the headteacher made a careful and thorough analysis of the school and identified key areas that required attention. As a result, changes have taken place that will raise standards. In a short space of time, the current headteacher has successfully involved staff, governors and parents in deciding the school's future development. All stakeholders feel liberated by the headteacher's democratic approach and the school has developed a shared sense of purpose with the raising of pupils' achievements as its most important consideration.
53. Parents feel actively involved in the school's work and feel the ethos of the school has improved considerably. When asked how the school had improved since the appointment of the current headteacher, one parent suggested '200 per cent' and all parents at the meeting quickly agreed.
54. A senior management team has been established which contains representatives from each year group and the nursery. They feel involved and valued and are clear about their roles and responsibilities. Subject teams have been established in the core subjects of English, mathematics, science and information technology. All staff are involved in one of these teams and are overseeing the necessary developments for the successful implementation of the literacy and numeracy hours, and improvements to provision and the raising of attainment. The role of subject co-ordinators in other subjects is less well developed but is planned to take place later in the year. The monitoring of teaching is satisfactory. The headteacher has formally monitored all staff teaching and also carries out informal monitoring on a daily basis. Literacy and numeracy co-ordinators have monitored teaching in their subject areas and it is planned that the information technology co-ordinator will appraise teachers in introducing new computer programs in the very near future. Procedures for more formal monitoring of teaching are developing.
55. The school has clear aims and values that are reflected in its work. In its mission statement the school emphasises the positive partnership it wishes to establish with parents.
56. The headteacher has established a rigorous system of drawing up targets for tracking the attainment and progress of individual pupils and it is hoped that records will become computerised in the very near future. Twice yearly staff review the targets set for individuals in the light of pupils' recent progress. Ambitious, but achievable targets have been set in English and mathematics, for raising pupils'

achievements over the next few years. The school makes good use of new technology in its work.

57. The school development plan is a thorough working document that has for the first time been drawn up by all those involved in the school. As well as success criteria, costings and who will be responsible for the development of individual targets, the plan details the actions already taken to meet those targets.
58. The governing body feels empowered to make decisions, which formerly it was not allowed to do. The governing body is supportive of the school and its staff and is actively involved in beginning to monitor the school's work. Members of the governing body are undergoing appropriate training so that they can take a more proactive role in the school's future development. Their involvement in financial matters is well developed and through good quality information they effectively monitor spending and the school's budget. However, financial planning is only short term and for one year only. Involvement in curriculum matters is presently underdeveloped.
59. The special educational needs co-ordinator works closely with colleagues and gives them sound support. However, she has full-time class responsibilities and since there are no special educational needs support staff, other than those helping pupils with formal Statements of Special Educational Need, teachers have to work very hard to make appropriate provision. The school attempts to identify needs at the earliest stage, and parents are involved as soon as needs are identified. They are invited to all reviews. The headteacher supports the co-ordinator by providing "release time" to attend review meetings etc. The co-ordinator provides effective support in writing targets for individual education plans. The use of local education authority support staff is managed effectively, as is the work of other support agencies.
60. Overall staffing, accommodation and learning resources provide a satisfactory basis for the effective teaching of the National Curriculum and religious education.
61. The qualifications, number and experience of teachers satisfactorily match the needs of the curriculum. All teachers are suitably qualified and the school has a good induction system to support newly qualified staff. Appraisal, which has been neglected in the past, is now recommencing with a focus on information technology although all aspects of the appraisal process will be incorporated. There is a staff development co-ordinator who is giving a good lead organising proper training arrangements for all staff. Staff development, for both teaching and support staff, is closely linked to the needs of the school. The school has good support systems for supporting newly qualified teachers and staff new to the school.
62. There are good quality support staff who are well briefed by the teachers. When they are present in the classrooms their effect upon pupils' learning is noticeable. However, they are insufficient in number to provide sufficient ongoing support for the pupils.
63. The quality of the school's accommodation is satisfactory overall. Since the last inspection accommodation has been considerably improved with the addition of two new classrooms. This has removed the unsatisfactory status of the accommodation last time. This has had the effect of allowing the hall to be used for its intended purpose, for example assemblies, physical education, music, country dancing and

dining room. Structural problems in playground walls and the replacement of decaying window frames, together with a programme to update toilet facilities are a high priority and the governors are dealing with these as a matter of urgency.

64. The new classrooms are good in size for the current number of pupils. The classrooms in the older building have less room but they are used as efficiently as possible by the teaching staff. Due to the open plan of these areas, some noise intrusion is experienced when pupils in another class move to activities. Classrooms are enhanced by colourful displays of pupils' work.
65. Learning resources to support the curriculum are satisfactory in quantity, quality and the way they are satisfactorily stored and maintained in spite of a pressure on space.
66. The school manages its finances well. Financial planning is based on good current data and sound projections. Governors receive regular financial reports that are used to monitor expenditure and consider future needs. The school has very effective procedures for financial control. Routine administration and financial control procedures are carried out very effectively by the school's administration officer. She supports the headteacher very well, and gives support to the running of the school and the endeavours of teachers. All funds for designated purposes are spent appropriately. The governors employ the principles of best value, especially competition, in their decision making. Recent tendering out of contracts for grounds maintenance has resulted in savings for the school. Seeking out energy saving solutions, such as timer switches, has also led to money being saved. Decisions are not always made on the basis of 'the cheapest'. Governors seek to take into account quality and potential costs over a longer term.
67. The headteacher recognises that there has not been a financial audit since the time of the previous inspection (1996). Issues raised then have all been addressed.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

68. The governors, headteacher and staff, with the support of outside agencies as appropriate, should:
  - (1) improve the provision made for more able pupils by:
    - i. raising some teachers' expectations of what these pupils can achieve; (paragraph 16)
    - ii. improving planning procedures in subjects such as history and geography to more effectively meet the needs of these pupils; (paragraphs 140 and 146)
  - (2) improve the role of subject co-ordinators in subjects not yet reviewed by the school so that co-ordinators have opportunities to monitor teaching and curriculum in their subjects; (paragraphs 109, 141 and 147)
  - (3) in line with current school policy, improve the number of computers available to staff to support them in teaching all aspects of the National Curriculum Programme of Study in information technology; (paragraph 110)

(4) develop pupils' handwriting and written presentation skills more systematically to make more consistent the good practice that exists in some classes. (paragraphs 16 and 91)

69. In addition to the key issues above, the following minor weaknesses should be considered for inclusion in the action plan:

- when funds become available, review the level of support staff available for a school of this type as currently the level is low by national figures; (paragraph 62)
- review provision and planning of the curriculum for foundation subjects in the light of the government's 'Curriculum 2000' initiative; (paragraph 28)
- continue the review of assessment procedures in all curriculum subjects. (paragraph 40)



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	88
Number of discussions with staff, governors, other adults and pupils	41

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	40	57	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	60	276
Number of full-time pupils eligible for free school meals		32

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	3	49

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	6.5
National comparative data	5.7

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### **Attainment at the end of Key Stage 1**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	57	46	103

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	50	48	46
	Girls	43	43	43
	Total	93	91	89
Percentage of pupils at NC level 2 or above	School	90 (88)	88 (85)	86 (85)
	National	82 (80)	83 (81)	87 (84)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	47	46	50
	Girls	43	43	43
	Total	90	89	93
Percentage of pupils at NC level 2 or above	School	87 (86)	86 (85)	90 (83)
	National	82 (81)	86 (85)	87 (86)

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	175
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	25
Average class size	27.6

#### **Education support staff: YR – Y2**

Total number of education support staff	3
Total aggregate hours worked per week	78.25

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	30

Total number of education support staff	3
Total aggregate hours worked per week	84.75

Number of pupils per FTE adult	12
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998
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	£
Total income	464,229
Total expenditure	459,349
Expenditure per pupil	1,445
Balance brought forward from previous year	11,933
Balance carried forward to next year	16,813

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	336
Number of questionnaires returned	146

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	2	0	1
My child is making good progress in school.	55	41	1	0	3
Behaviour in the school is good.	41	52	3	0	3
My child gets the right amount of work to do at home.	22	51	13	3	12
The teaching is good.	58	39	1	0	1
I am kept well informed about how my child is getting on.	45	45	8	1	2
I would feel comfortable about approaching the school with questions or a problem.	72	25	3	0	0
The school expects my child to work hard and achieve his or her best.	64	34	1	0	0
The school works closely with parents.	46	47	6	0	1
The school is well led and managed.	66	32	0	0	1
The school is helping my child become mature and responsible.	47	49	2	1	1
The school provides an interesting range of activities outside lessons.	44	48	4	1	2

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

70. One hundred and twenty children attend the nursery on a part-time basis either attending in the morning or the afternoon sessions. In addition, at the time of the inspection, 51 children in reception classes were under five years of age.

#### **Attainment**

71. A formal assessment is made of children's attainment on entry to the reception classes and informal assessments made on entry to the nursery. These assessments indicate children's attainment to be average and in line with expectations for pupils of this age, except for pupils' social and personal skills which are below average. During their time in the nursery and reception classes pupils make sound progress in most areas of learning and good progress in their personal and social development. By the time they are five, most children achieve the learning outcomes deemed desirable for pupils of this age. Standards of achievement in the nursery and reception classes have been maintained since the previous inspection.
72. Thoughtful and systematic planning by the teachers, ensures that priority is given to the development of children's social interaction and language skills which underpin the nursery curriculum and form the preparation for National Curriculum work in the reception classes. This is achieved by offering a wide curriculum that builds children's confidence and raises their self-esteem.

#### **Personal and social development**

73. Personal and social development is fostered through carefully structured play opportunities. Children learn to take turns on the apparatus patiently, share toys, games and books fairly and to listen and speak at appropriate times. They learn to modify their own behaviour in order to accommodate and show respect for the needs and feelings of others. Children under five demonstrate increasing independence in both nursery and reception classes, when selecting activities in which to take part, when dressing themselves for physical education and for home-time. Children learn right from wrong through stories and in assemblies when appropriate behaviour is discussed and exemplified. Pupils make good progress.
74. Teachers in the nursery place high value on the teaching of social skills. Concepts such as "mine" and "yours" are carefully introduced through providing opportunities for children to share and take turns with equipment and toys. Teachers plan for children to sit or wait quietly and show respect for each other. In reception classes, teachers refine these skills and provide realistic opportunities for children to develop acceptable modes of behaviour, such as answering politely during registration, taking responsibility for small tasks; and taking a message to another class, or working co-operatively with others on learning tasks in acceptable and amicable ways.

#### **Language and Literacy**

75. To develop their language skills, children in the nursery talk about their own experiences with their teacher and in groups. They listen to poems, rhymes and stories and make up their own, using simple starting points offered by the teachers, from experience or from stories. They enjoy role-play activities which develop the imagination and social interaction, such as dressing-up or in the home area. Children are encouraged to interact with books from an early stage, they know that pictures and text convey meaning, that print is read from left to right and from the top to the bottom of the page. Some pupils recognise familiar words and can write their own names. Initially a few pupils have difficulties with their diction, teachers address this by providing specific opportunities for practice, either individually or in groups. Children in the nursery begin to write lists and letters, showing awareness of some of the different purposes of writing; for example after hearing a story about a bear, from an enlarged text, some pupils chose to write their own letters to the bear, using the conventions of "Dear Bear" and ending with "Love from".
76. In reception classes, children under five begin to sound out words and recount details of stories in their own words. They write simple sentences with capital letters and full stops, using support materials, such as word cards and sequenced pictures. They use familiar stories as starting points for their own work; for example using the illustrations from the story book "Grandpa's Handkerchief", children decided what Grandpa might be saying and wrote a sentence to match it. Children make sound progress.
77. Pupils in nursery use the " My World " program on the computer to match and order shapes, colours and sizes; for example they use the mouse correctly to click and drag selected clothing items across the screen to fit the three bears. Some children enjoy the humour of deliberately choosing clothes which are too big or too small for the big, medium and small bears, and share their jokes with friends, which shows good levels of skill and understanding.
78. The teaching of language and literacy in the nursery is planned well. Teachers structure the development of language skills, both spoken and written, not only in designated language and literacy sessions but where appropriate, into their planning and practice for all the activities in which children take part. Support staff are briefed well in this respect and their intervention has a positive effect upon children's language development. Teachers in reception classes, plan appropriately to the Desirable Learning Outcomes for children under five in their classes, to enable them to transfer easily to the Programmes of Study in the National Curriculum on reaching five.

## **Mathematics**

79. Children in the nursery handle practical apparatus to sort, match and count shapes and numbers. They count on their fingers, recite poems such as "Five Teddy Bears" to count back from five to one and sing songs to become familiar with mathematical vocabulary and understanding of number operations, such as addition and subtraction.
80. In reception classes children under five recognise and write numerals to ten and some go beyond this. Many need support to form their numbers correctly. Children begin to use their developing mathematical understanding to solve practical every day problems; for example when teachers fill in the attendance register. Some

children are able to subtract the number of absentees from the total class number to give the correct number of those present. Children make satisfactory progress.

81. Teachers in the nursery provide carefully structured opportunities for children to develop an understanding of mathematical concepts and vocabulary. They often do this through repetition in poems, rhymes and songs with a strong emphasis on numbers, counting, addition and subtraction. In reception classes teachers plan effectively for children under five in their classes; this enables them to move on to the Key Stage 1 curriculum at five.

### **Knowledge and understanding of the world**

82. Children make sound progress as they learn to talk about where they live, their locality and environment. They discuss features they like and dislike. In reception, children under five sequence photographs of themselves from age one to four and write about what developments have taken place over time; for example, "When I was one I could not walk", "When I was two I could not ride my bike". This helps them to gain an understanding of past and present events in their own lives. Children explore and know about features of living things. In the nursery they notice the characteristics and habits of fishes in the aquarium. Pupils in reception read enlarged texts about "My Body", and can identify parts of the human body; for example, thumb and elbow.
83. In the nursery, teachers use the local environment as a starting point when planning children's learning activities to develop their knowledge and understanding of the world. They concentrate on the child's own understanding of where they live and play, and the part which they, themselves take in it. Teachers use familiar themes such as home and the school's surroundings to introduce ideas that are then developed by the reception teachers into an understanding of times past and present. In reception classes, children under five focus on short time spans, such as their own lives in preparation for a wider understanding of history on transition to Key Stage 1.

### **Physical development**

84. In the nursery and reception classes, children under five take part in structured activities, both indoors and out, to develop balance and co-ordination. They use a range of small and large equipment and climbing apparatus with increasing confidence and capability. They learn to handle tools, artefacts, construction kits and learning materials safely and with increasing control. They use space appropriately and begin to co-ordinate directional movement with sound levels of competence. Children make satisfactory progress.
85. The quality of teaching in the nursery successfully develops children's skills in co-ordination and balance. Teachers provide activities that encourage children to stretch, climb, jump, hop and balance on indoor apparatus as well as planning opportunities for similar activities out of doors. These tasks challenge and extend pupils' physical development further, raise self esteem and boost confidence. In reception classes teachers also follow the early years' curriculum when providing suitable physical activities to ensure smooth transfer at five into the Key Stage 1 Programmes of Study.

### **Creative development**

86. Children explore a suitable range of activities designed to extend their creative development and understanding. They use colour, shape, textures and form when making patterns and pictures and also in their modelling and other three dimensional work. For example, in the nursery, children made teddy bears from salt dough. They also cut out puppets from card with articulated limbs, joined with split pin paper fasteners to allow movements. They use a developing range of materials, tools, and instruments to express ideas and communicate feelings. They listen attentively to music, discuss illustrations in books and talk about their preferences. Children develop an increasing ability to use their imaginations through music, dance, stories, role-play and their picture making activities. Singing features prominently in the nursery. Children sing in unison with increasing confidence and volume. They memorise words, develop timing, rhythm and accurate pitch.
87. In the nursery and reception classes, teachers utilise every opportunity to help children develop co-ordination for the creative capabilities needed to become proficient in music, art and other expressive areas of the curriculum. They plan activities and simple tasks which are designed to give practice; for example, in holding a pencil, brush or crayon correctly. They assess children's capabilities on an ongoing basis, intervening as necessary to demonstrate or provide more practice time. Teachers in reception classes also interact with the under-fives and provide more practice opportunities in those basic handling skills which children need to acquire before entering National Curriculum work. Children make sound progress.

## ENGLISH

88. Results in the National Curriculum tests in 1999 showed that by the end of Key Stage 1, the percentage of pupils reaching Level 2 or above in reading was above the national average. The percentage of pupils reaching the higher Level 3 was close to the national average. Over the last four years pupils' attainment has fluctuated from year to year but has remained above the national average. In comparison with pupils in similar schools, pupils' attainment is above average. In writing, the percentage of pupils achieving Level 2 was close to the national average. The percentage reaching Level 2B and above was above the national average. A small percentage of pupils reached Level 3 and this was close to the national average. Girls out perform boys, but not significantly so. In comparison with similar schools, pupils' attainment is above average. These results represent an improvement since the previous inspection report.
89. Overall, standards in the pupils' speaking and listening skills are in line with those expected nationally for pupils of their age. A few instances were observed where some pupils' lack of clear diction contributed to poor spelling skills. Overall, pupils speak about their interests and experiences confidently in one to one situations. In small groups they take turns and express themselves so that others can understand, modifying their approach as necessary. Pupils develop confidence in speaking to an audience during the plenary sessions of the literacy hour, which encourages individual pupils to recall, sequence and explain what they have achieved. Pupils pay good attention to their class teachers and listen intently to stories and instructions. They also show respect to each other as in Year 2 when pupils were chosen to read their favourite poems to the class, pupils discussed their preferences, giving sound reasons and talked about the humour in "There's a Hole In My Trousers!" which was a particular favourite. Pupils showed their appreciation of each other's efforts by applauding politely. Pupils with special educational needs



make appropriate progress because teachers plan suitable work and activities to match their capabilities.

90. Many pupils read fluently and with increasing confidence at the expected level. They demonstrate sound understanding and read with expression and interest. Pupils use phonics as well as the context of the story, as cues to interpret unfamiliar words. Reception pupils know that illustrations offer opportunities for extracting meaning and readily predict likely outcomes for the story. Pupils are happy to read to adults and are keen to demonstrate their abilities. Home-school reading records are regularly checked and kept up to date. Parents' written comments indicate that they play an important part in the development of pupils' reading skills. The school uses the reading notebooks well to inform parents of half-termly curriculum planning and gives suggestions for methods which parents may wish to employ when reading with their child.
91. Pupils make satisfactory progress in their ability to write independently by the end of the key stage. They write sentences and short stories using capital letters and full stops. By Year 2 pupils use the apostrophe correctly and suitably distinguish commentary and description from direct speech. Pupils write for a variety of purposes such as letter writing as well as composing simple prayers and poems. In Year 1 pupils composed "Thank You" prayers for things to keep us warm. Pupils in Year 2 write simple evaluations of the properties of materials for work in science. Writing seen in pupils' workbooks demonstrated fluency and comprehension but the quality of handwriting and methods of presentation were not always of a consistently high standard across year groups. It is better developed in classes where it is taught systematically. Satisfactory opportunities are given to pupils to develop their literacy skills in other areas of the curriculum, such as writing accounts of experiments in science, and detailing events in history.
92. The quality of teaching is good overall and this is an improvement since the previous report. It was good or better approximately half of the lessons observed. The National Literacy Strategy is well established and is having a positive effect on pupils' attainment. In some lessons, the expectations of teachers are not sufficiently high and their learning objectives are too general and not shared with pupils. This is especially pertinent with regards to some high achieving pupils who are not being suitably stretched to reach the higher standards of which they are capable. Teachers manage pupils well within the structured confines of the literacy lessons. The majority of teachers apply sound management strategies and they achieve good standards of behaviour, this creates an atmosphere where pupils concentrate and learn effectively. Teachers employ good questioning techniques to assess pupils' levels of understanding, to reinforce previous learning and to extend ideas. Teachers effectively use a good supply of resources for literacy, for example enlarged texts (Big Books) which enable whole-class reading and helps lower attainers to increase their reading skills by taking part with others. Some teachers prepare their own resources, such as work cards of opposite words used for paired games. In some classes valuable learning opportunities are lost when teachers do not plan for pupils to use the computer for literacy related activities to reinforce and extend pupils' information technology skills. The use of dictionaries is established throughout the school, they are suitably different in format and content to meet the needs of younger and older pupils as well as high, medium and lower ability groups.
93. The co-ordinator has a clear vision for developing the subject and a firm commitment to raising standards. There is little opportunity to fulfil the

responsibilities of the role of subject manager. Lack of designated time prevents the subject co-ordinator from gaining deeper insights into the delivery of the subject throughout the school and be able to fully monitor teachers' planning, learning objectives, attainment and assessment procedures on a regular basis in order to raise standards further. The library is adequately resourced and well used by the pupils.

## **MATHEMATICS**

94. Pupils start the National Curriculum in mathematics with overall standards that are in line with expectations. By the end of Key Stage 1 attainment is in line with the national averages. The percentage of pupils reaching Level 2, the expected level, was close to the national average. The percentage of pupils reaching the higher Level 3, was below average. In comparison with all schools pupils' attainment is average but below average in comparison with schools who take their pupils from similar backgrounds. Inspection findings broadly confirm the results of national tests in 1999. Pupils make satisfactory progress through the key stage.
95. On entry to Key Stage 1 pupils can recognise number symbols, can order shapes by size and can make and repeat their own patterns. They have experience of shapes such as circle, triangle and rectangle, and are beginning to use mathematical language such as "longer", "tallest", "corner", "point" and "side". In Year 1 pupils use their knowledge of number facts to solve problems. They can use standard units of measurement for length and time, and are able to talk about "take away", "subtract" and "more than". More able pupils are beginning to understand that the value of a number is affected by its position. By the end of the key stage most pupils understand place value. Many confidently "count on" and "count back" in 100s up to 1000. They understand "odd" and "even" numbers, and can identify values worth a half and a quarter. Pupils collect and record information using tally charts, Venn diagrams and block graphs. More able pupils can "tell the story" of their graphs and charts. Pupils use such terms as "estimate", "perimeter" and "minus".
96. Progress is satisfactory through the key stage. Pupils develop an ability to use a greater range of mathematical language and, by the end of the key stage, setting out of work shows more purpose, organisation and better use of space than it did earlier in the key stage. Pupils are better able to use their mathematical knowledge to make predictions, as in their work on "odd" and "even" numbers. Many pupils demonstrate increasing confidence and fluency in their ability to calculate mentally and to devise their own strategies to aid calculation. Appropriate tasks help pupils with special educational needs to make sound, and sometimes good progress in relation to prior learning. Good use is made of extra support staff, but for the ages of the pupils the level of support staff is sometimes inadequate.
97. Pupils' attitudes to mathematics are good. They display enthusiasm, and particularly enjoy the challenge of the "quick-fire" questioning in the whole-class mental sessions. They generally work purposefully on individual tasks and co-operate well in group activities. They take advantage of supportive relationships in the classrooms. Most are responsible even when not directly supervised.
98. Teaching is never less than satisfactory and in over a half of lessons seen it was good. Teachers' positive relationships with pupils, effective, deserved use of praise and sound subject knowledge, enable pupils to be managed very effectively thus

providing a positive learning environment. A well balanced range of teaching strategies are used including whole-class instruction, group and practical work. Explanations and instructions are clear and questioning includes a wide range of pupils and generally moves learning on. In a Year 2 lesson observed, the teacher began with a lively, whole-class session of mental activities, followed by a range of carefully devised group, practical tasks. One task involved pupils picking a number and giving clues to enable others to guess the number, eg "My number is a multiple of five, it is even and it is more than 65 and less than 75". During the plenary session, whilst checking the pupils' understanding, the teacher asked "What might be the best clue to start with?" One pupil, after some thought, said "Say whether it is odd or even." "Why?" said the teacher. "Because it gets rid of half the numbers" came the swift reply. Teachers question well, continually probing alertness and testing understanding. In another lesson, looking at "doubles" and "halves", pupils were using number fans to show their responses to "double 18", "double 25" and "halve 40". In responding to answers the teacher asked "How did you do it?" and "Is there another way?". Many pupils offered alternative methods, encouraged by the teacher's prompts and obvious valuing of their responses, even when not completely accurate. Work is planned for different ability groups with learning objectives based on pupils' prior attainments. However, in one or two instances work planned for higher attaining pupils lacked sufficient challenge. Teachers have worked hard to implement the National Numeracy Strategy. Skills in mental mathematics are constantly practised and opportunities for speaking and listening are an integral part of lessons, especially the whole-class sessions that introduce lessons.

99. The school has a framework for the planning of mathematics, which covers all aspects of the National Curriculum. The school is working to integrate the numeracy strategy with a new scheme of work that incorporates a good range of practical activities. A range of assessment procedures and perceptive assessment of pupils' performance in class gives staff information to develop the next steps in learning. The subject is managed well. The school portfolio of examples of levelled work is currently being updated to help ensure consistency of assessment judgements. The co-ordinator has a clear view of the need for continued improvement, including the need to develop systems for monitoring teaching and to raise expectations of what can be achieved. Resources are of good quality and accessible, enabling teachers to make use of apparatus to support pupils' learning. There is a need for a wider range of resources to be used to extend the more able.

## **SCIENCE**

100. In the 1999 assessments at Key Stage 1, pupils were assessed as being broadly in line with national expectations. The proportion of pupils attaining the higher Level 3 was average.
101. Inspection evidence indicates standards at the end of Key Stage 1 are in line with national expectations and reflect the recently published national results. This shows that since the last inspection standards have been maintained. Pupils enter from the nursery and reception classes with a satisfactory range of experiences that prepares them well for the National Curriculum work in science.
102. Reception pupils in the key stage can identify and label the main parts of a human being and have satisfactory knowledge of the five senses. They are able to sort and group healthy foods. They also know that humans, other animals and plants

need water to live. Year 1 pupils have a sound knowledge of the conditions that seeds require to grow. In an investigation on growing seeds they are also beginning to grasp the need for fairness when making tests to compare their results. They also can make satisfactory predictions as to what they think will happen. Year 2 pupils testing card and paper spinners, in a topic on flight, show further development in fair testing when trying to keep everything the same. Pupils build simple electric circuits. In both year groups drawing skills are satisfactory and colouring shows careful use of the crayon even if at times the use of colour is too heavy. When writing, spelling is frequently impeded by pupils' lack of clarity to sound their words when speaking.

103. Pupils' learning and progress are satisfactory in science. Progress in the presentation of work is better illustrated in pupils' books rather than on the worksheets that are sometimes used for recording tasks. Year 1 pupils were able to apply knowledge from a previous lesson to predict what would happen when they sowed seeds. They can follow instructions quite well, particularly when they have been shown what to do. This was evident in a Year 2 lesson where pupils were cutting out paper to make card spinners from clear diagrams on the board and verbal instructions from the teacher.
104. Overall teaching in science is satisfactory and during the inspection examples of good teaching were observed in all year groups. All teachers have a secure knowledge of science and in all lessons they emphasised the correct terminology and made good links to literacy, where it was appropriate, which resulted in pupils showing that they understood these words when questioned. Good cross-curricular links are made where appropriate; for example in design and technology when making spinners, and in science when using a programmable toy.
105. Teachers plan their lessons thoroughly and are beginning to use the Quality and Assessment Authority's guidelines. Where lessons are good they clearly identify what the children are to learn in the lesson rather than just what they are to do. Where teaching is good pupils are made aware of these intentions during the introductory session. Most lessons end with a session for pupils to show what they have done and establish what has been learned, although teachers do not refer back to the learning intentions sufficiently. Teachers satisfactorily plan tasks for differing ability groups, including pupils with special educational needs, in each class, although extension work to challenge the higher attaining pupils is not always provided.
106. Teachers questioning techniques in science are generally good and are formulated to make pupils think. Teachers encourage pupils to have reasons for their answers or opinions and to explain their thinking. In a Year 1 lesson on growing seeds, good quality questioning led to pupils being able to make sensible predictions about what plants need to grow. Teachers' expectations of what pupils can achieve were appropriate in most classes and in some of these classes time and achievement targets are set.
107. The management of behaviour and organisation in science lessons was generally good and lessons proceeded at a brisk pace. Teachers monitored the work well and made good use of questioning to maintain pupils' interest and perseverance. Teachers make effective use of the support staff available to them. However, they are insufficient in number and not all classes receive the support they need.

108. Overall marking of science work is satisfactory although there are few written comments for older pupils of how they might improve their work. Teachers are good at giving ongoing verbal feedback during the lesson but there are insufficient comments to inform pupils what they need to do next in the annual report to parents. Records of achievement are kept and this evidence is satisfactorily used to modify subsequent planning.
109. The co-ordinator gives a good lead to science but at present does not yet have scheduled time to visit other classes in order to monitor the development of the subject.

## **INFORMATION TECHNOLOGY**

110. From the work seen and what pupils can do in classes, attainment in information technology is in line with national expectations. This judgement reflects the one at the time of the last inspection. However, whilst the provision of computers in each classroom is still insufficient, the school is awaiting the imminent delivery of already purchased machines that will rectify the current position.
111. By the end of Key Stage 1, pupils have good knowledge of the programs they use. They can load and open a program and most are familiar with the correct procedures within the program. Pupils have good control of the mouse. Pupils arrive in Year 1 from the nursery and reception classes having had appropriate experiences with the limited number of computers available. Five year old pupils in the reception classes are introduced to new programs and in one class they were observed satisfactorily entering data into a chart of eye colour in the class. Year 1 pupils are independently able to select and operate a program to support their literacy lesson. Year 2 pupils can satisfactorily operate a Roamer through a set route and they are aware that a Roamer distance unit equals the length of the machine. There is little evidence of pupils' previous work either in books or on display.
112. Learning and progress overall are good. For example, pupils in Year 2 show good progress in learning a new graphics program, 'Splosh', in order to generate landscape pictures on the screen to compare to paintings made earlier with brush and paint.
113. Pupils with special educational needs achieve and progress satisfactorily according to their ability. A pupil with special educational needs in a reception class showed satisfactory control of the mouse and better language skills than when working with pencil and paper. A Year 2 pupil demonstrating to the rest of the class, showed good control of the mouse although his manual dexterity was poor.
114. Although the numbers of computers are currently insufficient, what are available are generally used well to support both literacy and numeracy lessons, using programs that help develop the skills and ideas in language and number. Graphics are used to support art and data logging programs are used in conjunction with science.
115. Pupils' attitudes to information technology are good. They treat computers with care and show confidence in using them. This was evident when pupils throughout the school were anxious to be chosen to demonstrate a process to the rest of the class. They watch attentively and listen to each other as well as to the teacher. When at

the computer they show independence in working and those that can make an operation work willingly show another pupil what to do.

116. Overall, teaching is satisfactory and during the inspection examples of good teaching were observed. All teachers show a high level of confidence when introducing a new program to pupils. They all have sufficient knowledge of the subject enabling them to challenge pupils through good questioning, and relating information to other subjects of the curriculum. The co-ordinator has developed a satisfactory scheme of work to guide lesson planning. At present a coherent assessment procedure is not in operation but the co-ordinator is developing a portfolio of graded work for reference and moderation.
117. The co-ordinator is giving a good lead to the subject and information technology is currently a high priority in the school development plan. The next appraisal process will focus on the subject and the co-ordinator will have scheduled time to work with all teachers to establish staff needs and develop the subject.

## **RELIGIOUS EDUCATION**

118. Pupils' attainment in religious education at the end of Key Stage 1 is in line with national expectations and with the requirements of the Derbyshire syllabus. Throughout the school pupils, including those with special educational needs, are making satisfactory progress. The school has maintained its standards of attainment and progress since the last inspection. The school provides adequate opportunities to gain insight into religion and through whole-school and class assemblies they have a satisfactory number of opportunities for reflection.
119. Pupils aged five in a reception class used a story to develop an appreciation of others. Some are able to write independently and they later stick their writing and drawings to a wall display themselves. Year 1 pupils begin to appreciate that beauty can be hidden in seemingly unattractive objects through a story about flowers coming from bulbs. This story also too helped to develop the idea of caring for others. Year 2 pupils, looking and listening to creation stories, show an awareness of the need to look after the world. In these discussions pupils show a good transfer of knowledge from other subjects, such as science, and they show that their knowledge of animals spreads across the animal kingdom and is not restricted to mammals. In this lesson pupils listened to a pupil, who has a religion other than Christianity, talk about their creation stories. When writing thank you prayers in lessons pupils across the key stage knew that they were talking to God.
120. From the scrutiny of work in books pupils show satisfactory progress through writing about Bible stories in their own words. Year 1 pupils write about the parable of the mustard seed as well as the five loaves and fishes. Year 2 pupils write a good account of Abraham and, Moses in the bulrushes, showing sound insight into the stories. Lesson plans and work show that pupils satisfactorily explore other religions through festivals such as Diwali and Hanukah. Written work shows progress in knowledge and presentation, although in lessons some pupils' spelling is hindered by their diction.
121. The quality of teaching in religious education is satisfactory. Teachers have a sound knowledge of the subject. In all lessons observed teachers were confident in teaching the subject which contributed to the positive attitudes and satisfactory behaviour of the pupils. The marking of work at present particularly for the older pupils, does not have sufficient comments to show what and how attainment can be

improved. An assessment procedure for religious education has yet to be developed.

## ART

122. Standards are in line with those expected of pupils of this age and progress is satisfactory. This is a similar picture to the time of the last inspection.
123. Pupils aged five successfully learn how to mix colours and they handle paint well. They explore a range of materials and techniques including paint, chalk, pastel, collage, observational drawing, stitching and printing. Pupils use wax crayons and colour washes to produce wax-resist landscapes. They demonstrate a sense of pattern using a range of materials as when they use black and white papers to create cut out pictures showing reflections. They create symmetrical designs using weaving techniques. Year 2 pupils study the work of such artists as Monet and Van Gogh, and use a variety of paints to create their own pictures of "Starry Night" and "Sunflowers" in similar style. They use clay, plaster of Paris and "junk" materials to create three-dimensional work.
124. Pupils make satisfactory progress. Observational drawing skills are developed well. In one lesson pupils looked at a wide range of shoes and boots, and were able to reveal some careful observation of details of shape, colour and pattern. They refine their drawing and painting skills, paying greater attention to line, tone and "shading". Techniques and experiences are further developed through larger scale projects. Older pupils, studying birds, create detailed pencil sketches, use paint and collage for large pictures and closely observe pictures and photographs of birds before using pastels, wax crayons and water and wax to create their own "birds".
125. The subject makes a good contribution to other areas of the curriculum. Pupils create "story-time" pictures, reflecting stories they have enjoyed such as "Beeswax the Bad" and "Big Al". "Rainy Weather" pictures are shown with associated language such as "cloudy", "pitter-patter" and "damp", and displays of observational drawings of daffodils are enhanced by pupils' own poetry. Large scale collage, using tissue, raffia, paper, cotton wool and printing techniques depict a variety of numbers, and pictures relating to shape, number and fractions have a high profile.
126. Pupils' attitudes to art are good. They listen carefully and are able to follow instructions to complete tasks. They work hard and, as they progress through the school, with increasing self confidence and independence. They take responsibility for putting out and clearing away materials. These features have a positive effect on their personal development and on the progress they achieve.
127. Teaching across the school is never less than satisfactory, and occasionally it is good. Teachers provide a good range of materials and often create a stimulating start to the lesson. Effective use is made of demonstration and questioning so that pupils understand their tasks. Teachers talk to the pupils whilst they are working and this helps to develop confidence in experimenting with different materials. Teachers work hard to involve all pupils in the activities. One pupil with special educational needs has a weak grip but provision of such resources as spring-loaded scissors and extra thick crayons helps towards full participation in lessons and enables learning to take place.

128. Pupils' work is obviously valued and their learning is stimulated through the variety of displays around the school. The co-ordinator supports staff through informal advice and the provision of a range of learning resources. She has attended courses to improve her own expertise, and has involved staff in a 'dabble day', where they had the chance to experience a range of materials prior to devising activities for pupils. There is an appropriate scheme of work that shows how skills and knowledge can be progressively acquired. The school is aware of the need to revise and update the subject policy.

## **DESIGN AND TECHNOLOGY**

129. Attainment in design and technology is in line with the standards that are expected of this age.
130. Pupils use both pictures and words when communicating designs. They draw on their experiences, as when they draw up designs for posters to persuade people to look after their environment. They are able to make simple evaluations of their work and identify strengths and weaknesses. Pupils are able to use materials, both natural and pre-fabricated, to construct models. Reception pupils design and make a skeleton with moving limbs, using a variety of fastenings. They design a poster showing healthy food and make an ingenious representation of a healthy meal using tissue, cotton wool, pasta shapes, wool and a variety of papers. Year 2 pupils use commercial construction kits to produce models that need wind to help them move. Pupils are able to make simple statements describing what they have made and how the wind makes it work, using words such as 'surface', 'platform' and 'glider' in their text. By the end of the key stage pupils develop skills in using simple tools and a variety of materials. They begin to understand different materials have different properties and uses.
131. Through the key stage pupils make sound progress. They develop a greater understanding of the need to plan work and show some understanding of key features when evaluating both their own designs and commercially made products. Reception pupils quickly decided that appropriateness and strength of materials was a more significant factor than colour when evaluating how well shoes keep feet comfortable, warm and dry. Through collaborative projects they share and extend ideas, and look for ways of improving them. Pupils with special educational needs make satisfactory progress due to the provision of appropriate resources, tasks well matched to their abilities and close support from classroom assistants and parents.
132. Literacy is supported well through discussion and writing. A range of large-scale shape designs, using a variety of papers and card, utilised pupils' knowledge of triangles, squares, semi-circles and circles gained in mathematics. Work on making a skeleton move, and designing healthy meals, is effectively linked with science topics.
133. Pupils enjoy the subject and show positive attitudes to the work. They are co-operative with others, pay due regard to safety and are willing to share their ideas and opinions with others.
134. Teaching in the lessons seen was never less than satisfactory, and in two lessons was good. Teachers provide appropriate resources, make good use of encouragement and demonstration, and emphasise the need to develop good basic skills. In one lesson, where pupils had been using a template to cut around, the



teacher very effectively demonstrated that variations in size and shape could still occur if insufficient care was taken in drawing and cutting out. Teachers use the clear scheme of work to plan appropriate activities. A range of tasks involves pupils in focused “making”, food technology and evaluation of designs and commercial products. More open ended “design and make” projects are less well developed.

135. The new co-ordinator supports staff through informal advice, and resources are satisfactory, being stored well and of good quality.

## **GEOGRAPHY**

136. Pupils’ standards of work are in line with those usually found in most schools for pupils of this age.

137. By the end of Key Stage 1, most pupils identify the countries of the United Kingdom on a blank map and find the approximate position of where they live. Using a map of the world, pupils identify the British Isles and some other countries of the world, such as New Zealand. Pupils’ knowledge of their locality is progressively developed as they use simple plans of the school grounds and map their route to school. Year 2 pupils make use of map keys when identifying natural physical features and buildings such as churches and schools. They know that a map is a bird’s-eye view of the land. Most pupils can identify attractive and unattractive features of the school grounds and draw pictures of how they would make improvements to it. They are less secure in identifying such features in the wider area around the school. No judgement can be made of pupils’ knowledge and understanding of a contrasting locality for work on this aspect will not begin for Year 2 pupils until the summer term.

138. Pupils make satisfactory progress in their knowledge and understanding of the subject. Reception pupils use maps to identify land and water and begin to use terms, such as road, path and shop to describe it. Year 1 pupils identify simple physical features, such as field, house, ponds and rivers. Pupils skills in reading and interpreting maps are developing appropriately. From simple plans and maps of the school grounds, pupils in Year 2 begin to interpret aerial photographs and how they reflect the maps that have been drawn from them. They begin to give directions in terms of the points of the compass and to know the usual map symbols that are used.

139. Pupils respond well to lessons and are well behaved. They enjoy taking part in class discussions and giving their ideas about how they would improve the school environment. Pupils settle quickly to their work and show suitable concentration when completing it.

140. The quality of teaching is satisfactory overall and good in approximately one in four lessons. Lessons are satisfactorily planned but do not always contain extension work for more able pupils. In the better quality lessons, good use is made of a range of learning resources to bring the subject alive for these young pupils and they are motivated well to give their own ideas and opinions and show interest in their work. All teachers make good use of questioning to extend pupils’ oral responses, and in the better quality lessons activities are sufficiently structured so that good use is made of time and pupils work at a good pace. For example, in a Year 2 lesson, the teacher efficiently recapped pupils’ work and made good use of a ‘big book’ of aerial photographs to establish the purpose of the lesson. Very good

use was made of questioning to discuss different physical and man-made features that could be seen. Pupils, working in pairs, were given their own aerial photograph and a number of questions to answer. Good monitoring by the teacher ensured that pupils worked at a good pace and were effectively helped when misunderstandings arose or they required help. Although the session was only 25 minutes in length pupils had completed much of the work by the end of the session. The activity motivated them to give of their best and was suitably challenging for all ability groups within the class. In some more mundane lessons, teachers talked to their class and then pupils had to draw their ideas on paper. The pace of learning was slower and although pupils applied themselves well to their work they showed little interest in it.

141. The role of the co-ordinator is underdeveloped at present, as the subject has not been the focus of review since before the last inspection. The subject is taught as part of a rolling programme of topics and the scheme of work has not been reviewed since before the last inspection. The school is aware of the need to review the curriculum in the light of the government's 'Curriculum 2000' initiative. Resources are satisfactory.

## **HISTORY**

142. Pupils' standards of work are in line with those usually found in most schools for pupils of this age.
143. By the end of Key Stage 1, pupils are knowledgeable about the lives of some famous people, such as Florence Nightingale and Louis Braille. They are aware that they made a significant contribution to nursing and to the blind respectively, and how the events of their own lives shaped what they achieved. Year 2 pupils recount the facts of the great fire of London but are less certain about Samuel Pepys' part in informing us of what happened at the time. Pupils develop an appropriate concept of the chronology of events from the recent past and long ago. They have some knowledge of the development of transport through the ages and how the coming of the railways and steam engines replaced the stagecoach as the main means of travel across the country. Pupils are less secure in stating whether the motor car was invented before the aeroplane.
144. The majority of pupils make sound progress in their knowledge and understanding of the past. Reception pupils compare how everyday happenings such as washing clothes, have changed between the 1950s and the present day. Year 1 pupils sequence photographs of their own lives and talk about what they could and could not do at a certain age that they are now able to accomplish. Examination of the previous work of pupils and evidence from the history lessons seen, indicates that the amount of written recording of pupils' work varies considerably from class to class within year groups. Teachers' expectations of the work produced by average and more able pupils is not always matched to their abilities. There was little evidence from the scrutiny of work of pupils using their literacy skills in finding information to complete tasks, although most are proficient in using the contents and index pages to find relevant information.
145. Pupils enjoy finding out about times beyond living memory and the way life to day has been shaped by them. Pupils are well behaved in lessons and listen attentively to their teachers. They enjoy talking about what they know. Pupils quickly settle to their work and show good concentration in completing it.

146. The quality of teaching is satisfactory overall. It was satisfactory in four out of the five lessons seen. Lesson planning identifies general learning objectives but frequently does not adapt work to meet the needs of more able pupils. In the better quality lesson observed in a reception class, work was clearly adapted to meet the needs of all ability groups. Lessons generally involve pupils in listening to an exposition by the teacher and then writing down, in their own words, the information they have been given. The lessons observed were sound but uninspiring and used a narrow range of teaching strategies. In the good quality teaching observed the teacher made good use of questioning to involve all pupils in the learning experience and a number of different activities helped to keep pupils' concentration and the lesson moved at a brisk pace.
147. The role of the co-ordinator is underdeveloped at present as the subject has not been the focus of review since before the last inspection. The subject is taught as part of a rolling programme of topics but is not closely linked to the development of pupils' historical skills and the school is aware of the need to review the curriculum in the light of the government's 'Curriculum 2000' initiative. Resources are satisfactory, although some are outdated and not attractive to pupils. Recent purchases of group reading books with a historical perspective have improved book provision.

## **MUSIC**

148. Standards in music are good both at the end of the key stage and throughout the school. This is an improvement since the previous inspection.
149. Throughout Key Stage 1, a strong emphasis is placed on listening to and enjoying music and this is successful in promoting the pupils' own positive attitudes. Pupils know the names of instruments and handle them with confidence and competence. They make suitable choices when producing sound effects to interpret poems and texts in music lessons. Pupils repeat short rhythmic and melodic patterns, they also create and choose sounds in response to starting points in other subjects like English. For example, pupils created a musical story using shakers, cymbals, triangles and tambourines, to produce sound equivalents for the rain, sunshine and digging to accompany a story about the growth of a sunflower from a seed to a bloom. Pupils taking the part of the audience offered sensible suggestions for modification to the sounds produced. The performers, for their part, responded appropriately to simple graphic notation cards to create crescendo and diminuendo.
150. The quality of teaching is good and has improved since the previous inspection. Teachers plan effectively for pupils to listen to a range of instrumental and orchestral music from mainly European cultures and occasionally from further afield. Pupils in reception classes are encouraged to discuss their own responses to music such as 'Spring' and 'Winter' from 'The Four Seasons' by Vivaldi, selected popular vocalists like Helen Shapiro and bands like Queen. Pupils respond to different moods and rhythms in music through gesture and dance, they say how it makes them feel and discuss whether they like or dislike it.
151. All pupils have regular opportunities to select and play simple pitched and unpitched percussion instruments. Though the time allocation is sometimes short for practical music making activities, the pace in lessons is appropriately brisk. The school provides opportunities for pupils to enjoy taped music in assemblies, which promotes a spiritual atmosphere and focuses pupils' attention on the issues of the

day. Pupils enjoy singing together to piano accompaniment. They memorise the words, adopt correct posture and sing out clearly and confidently with good levels of volume and expression. Teachers choose songs carefully for their educational content. Accordingly, pupils learn to count, learn the names of days of the week, and the seasons of the year etc. through repetition and singing.

152. The pupils' spiritual, moral and social development is promoted through songs such as 'Hands to work and feet to run', 'All Over The World', and 'When I'm Feeling Very Sad', pupils show sensitive understanding of the words and sentiments expressed.
153. Leadership in the subject is good, though there is insufficient time and opportunity allocated for the subject leader to monitor, evaluate and therefore improve the subject performance further. Resources for music are kept on a mobile trolley in the hall to supplement those held in classroom bases. They are of good quality, sufficient quantity, well maintained, properly stored and labelled.

## **PHYSICAL EDUCATION**

154. The attainment of pupils is broadly satisfactory and is as expected for pupils of this age. Progress is satisfactory and standards have been maintained since the last inspection. Pupils are able to perform simple gymnastic skills both on the floor and on apparatus. Many link their movements and develop simple sequences of work demonstrating high and low shapes, fast and slow movement and the use of different body parts for travelling. Many pupils are able to interpret music, making up dance movements matched to the tempo of the sounds. In games pupils catch and throw effectively, using bean bags and large balls.
155. Pupils, including those with special educational needs, make satisfactory progress. They show an increasing awareness of space. They are developing a wider vocabulary of gymnastic movements, such as in one lesson making twisted, curving and angular shapes as part of stretching and curling movements. Many pupils have developed increasing control, and work in group situations reveals greater awareness and good levels of co-operation. When given the opportunity pupils are increasingly able to refine their performance through watching others.
156. Pupils' attitudes to the subject are good. Their good behaviour contributes to the standards achieved. Consideration for others enables all to progress. Pupils support each other, dress appropriately for the activity and are responsive to instructions. All pupils have access to the curriculum and are given support where appropriate.
157. The quality of teaching is satisfactory overall. The best lessons are planned conscientiously to achieve a good balance between instruction, pupil activity and evaluation of what has been done. Teachers provide clear explanations of activities to be undertaken and use praise to encourage pupils. However, on occasions, too few demands are made of pupils to improve the quality of their movements and techniques.
158. The curriculum is broad and the subject is effectively managed. There is a clear scheme of work, which helps ensure continuity in pupils' learning. 'Keep Fit Stay Fit' and football coaching organised by Derby County Football Club, are initiatives which enhance the physical education programme. Resources are satisfactory. The hall offers suitable space for gymnastics and dance and there is a spacious hard play

area. Gymnastic apparatus is in good condition and games equipment is plentiful, with a satisfactory range.