

INSPECTION REPORT

CHELLASTON INFANT SCHOOL

Chellaston, Derby

LEA area: City of Derby

Unique reference number: 112754

Headteacher: Mrs S Curtis

Reporting inspector: Mr A C Matthews
Rgl No. 19410

Dates of inspection: 22nd – 25th April 2002

Inspection number: 195741

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Infant
Age range of pupils:	5 - 7
Gender of pupils:	Mixed
School address:	School Lane Chellaston Derby
Postcode:	DE73 1TF
Telephone number:	01332 700298
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr R Morter
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19410	Mr A Matthews	Registered inspector	Information and communication technology	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19727	Mr E Langford	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
10611	Mr M James	Team inspector	Science Geography Religious Education Equal Opportunities	How good are the curricular and other opportunities offered to pupils?
22556	Mr E Morgan	Team inspector	Mathematics History Physical Education	How well does the school care for its pupils?
27324	Ms D Crow	Team inspector	Foundation Stage Art and design Design and technology	
10911	Ms C Deloughry	Team Inspector	English Music Special Educational Needs English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chellaston Infant School is situated in the Chellaston ward of Derby. Chellaston contains a mixture of private, local authority and social housing. The great majority of pupils come from the village itself, with a small minority of pupils coming from the surrounding area. Pupils come from a variety of backgrounds but the social makeup of the area is similar to the national average. The school roll has grown since the last inspection in 1997 and is bigger than most primary schools. There are 338 pupils on roll, aged between 4 and 7 years, 178 boys and 160 girls, who are taught in 13 classes. Since the last inspection the school has had four permanent classrooms built, but the majority of classes are still taught in temporary accommodation. Sixteen pupils (5%) are from an ethnic minority background, and five pupils (2%) do not have English as their first language. Both these percentages are slightly higher than in most schools. There are 40 pupils eligible for free school meals which at 12% is below the national average. There are 28 pupils on the special educational needs register which is 8% and this is well below the national average. There is one pupil with a statement of special educational needs and this is below average for the size of school. Pupil mobility rate for last year was around the national average at 13%, with 27 pupils joining the school and 15 leaving other than at the normal times. Attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

Chellaston Infants is a very good school with some excellent features. Consistently good quality teaching allied to a very good curriculum enables pupils to achieve high standards. Pupils are very well behaved and enthusiastic and respond very well to the positive and caring ethos in the school. All feel very valued and have equal opportunities to succeed. As a result of the highly effective leadership of the headteacher and the strong support of the governors, the school is much improved since the previous inspection. The school is held in very high esteem by parents and provides very good value for money.

What the school does well

- The headteacher provides excellent leadership, is very well supported by her very knowledgeable deputy and governors, and has played a pivotal role in improving the school.
- Pupils thoroughly enjoy school, behave very well, have very good attitudes to their work and get on very well together.
- Consistently effective teaching enables pupils to achieve standards that are well above average in mathematics, science and English.
- There are very good procedures for looking after pupils' personal welfare and for monitoring their academic progress.
- Parents have a very high regard for the school and are most supportive in everything it does to help their children's education.
- All governors and staff share a very strong commitment to continual school improvement.

What could be improved

- Provision for creative and physical development in Reception classes.

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 a very good improvement since the last inspection in June 1997 both in addressing the key issues and in making further improvements to other aspects of the school's work. In relation to the key issues identified in the last report, the school now has very good assessment procedures which help teachers to plan pupils' work effectively and also to draw up termly targets to help individual pupils improve. Teachers set challenging work for pupils of all abilities who now make very good progress in their time in school. Training for teachers has greatly improved the quality of teaching in the school, particularly in English, mathematics, science, and information and communication technology (ICT). Pupils now have a far greater understanding of the multi-cultural world in which they live and parents are much more involved in their learning because of the good quality information they receive about their children's progress and how they can help them at home. There have also been significant improvements since the last inspection in the quality of leadership in the school by the subject managers, pupils' attainment in the major subjects, the quality of the curriculum that pupils are taught, pupils' spiritual, moral, social and cultural development, their behaviour, and their attitudes to work.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
reading	A	A	A	A	well above average A above average B average C below average D well below average E
writing	A	A	A	A	
mathematics	A	A	A	A	

Children make good overall progress through the Foundation Stage and, by the end of the Reception class, the children's attainment is above average. Their attainment exceeds the early learning goals for pupils of this age in communication, language and literacy, mathematical development, personal social and emotional development, and knowledge and understanding of the world. Children make satisfactory progress in their creative and physical development and the great majority achieve the early learning goals for these two areas of learning. The results of the National Curriculum tests for seven year olds, have been consistently well above average in the last three years and the proportion of pupils achieving the higher levels in the three above subjects has also been well above average. The proportion of girls achieving the higher levels in writing far exceeded the boys in the year 2001 but the school has successfully addressed this imbalance this year. Standards in science have also been consistently well above average in the last three years. Current standards match those of the last three years and inspection evidence confirms that Year 2 pupils will meet the very challenging targets set for them. In ICT, design and technology, history and music, standards are higher than national expectations and are in line with national expectations in religious education, art and design, geography and physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic about school and have very positive attitudes towards their work.
Behaviour, in and out of classrooms	Very good. Throughout the school pupils are most polite and behave very well.
Personal development and relationships	Very good. Pupils enjoy taking on extra responsibility, get on extremely well together and show increasing confidence as they become older.
Attendance	Above average. The great majority of pupils attend school punctually and lessons begin promptly.

Pupils show a very good understanding and consideration for each other. They are confident and respond very positively to the consistently good quality teaching. They enjoy the very good range of out of school activities and benefit socially from the other good opportunities they are given.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Good	Good

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 consistently good, with a significant proportion being very good. This good quality teaching has a very positive impact on pupils' achievement and their attitudes to learning. No lessons observed during the inspection were unsatisfactory. The teaching in ICT is particularly good and teachers make good use of the classroom computers to support pupils' learning in other subjects. The teaching of art and design, physical education and geography is satisfactory but not as strong as the other subjects. The teaching of basic skills in literacy and numeracy is very good. The teachers manage pupils very well and this helps the lessons to proceed at good pace. In the great majority of subjects, teachers have good subject knowledge and use this very well when they question pupils to challenge and develop their understanding. Pupils with special educational needs and those with English as an additional language are taught well, take a full part in all lessons, and make similar good progress in lessons as their peers. A significant factor in the good quality teaching is the very good use that teachers make of the hardworking, knowledgeable and versatile education care officers who give good support to pupils of all abilities. Homework is set very regularly and gives good support to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall. The curriculum for the Foundation Stage is good and very good for Years 1 and 2, and is very well supplemented by a very good range of out of school activities.
Provision for pupils with special educational needs	Very good. Pupils with Individual Education Plans (IEPs) have clear targets set for them and make good progress towards meeting these targets.
Provision for pupils with English as an additional language	Very good. Pupils in the school receive the help of outside specialists who work closely with class teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school makes very good provision for pupils' social and moral development, good provision for their cultural development and satisfactory provision for their spiritual development.
How well the school cares for its pupils	There are very good procedures for looking after pupils' personal welfare and for monitoring their progress.

Parents give very good support to their children with the homework that is set. Good opportunities exist for pupils to take on extra responsibilities. The school is a very caring environment where pupils are valued, challenged and flourish.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, ably assisted by her experienced deputy, provides excellent leadership and is very well supported by all staff who are committed to raising standards further. Subject leaders provide good leadership and work hard and successfully to raise pupils' attainment.
How well the governors fulfil their responsibilities	Very good. The governors are very supportive of the school and play a very full part in monitoring its effectiveness and in planning future developments.
The school's evaluation of its performance	Very good. Test results are very carefully analysed and the school sets very challenging targets for the pupils to reach. Co-ordinators in all subjects monitor standards carefully and make recommendations for improvement. The monitoring of teaching by the headteacher and other subject managers is very good and has been used very effectively to improve the quality of teaching in the school. The school's commitment to constant evaluation of its work is helping it to improve even more.
The strategic use of resources	Very good. The school uses its budget very carefully and constantly improves the number and quality of the school's resources. The school applies the principles of best value very well, particularly in consultation with parents, when buying resources and in the monitoring and evaluation of the Year 2 National Curriculum test results.

The school's accommodation is satisfactory overall but not all classrooms in the Foundation Stage have easy access to their discrete play area. Some classrooms are a long way from the main school building which causes difficulties when the weather is poor.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy coming to school and make good progress. • The commitment of all staff to the education of the children. • The improvements made since the last inspection. • The school is very well managed and very approachable. • The teaching is very good and children behave very well. • The school provides good information and works closely with parents in the education of their children. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

The inspectors fully endorse all the parents' positive comments about the school. However, they do not agree with parents' views on out of school clubs which inspectors judged to be very good when compared to opportunities for pupils of a similar age.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of the 2001 National Curriculum tests for Year 2 pupils show that they met the very high targets set for them and that their performance, when compared to all schools, was well above average in reading, writing and mathematics. When compared to schools that draw their pupils from similar backgrounds, again the results were well above average in all three subjects. The proportion of pupils achieving the higher levels in the tests was again well above average in all three subjects. The teacher assessment of science showed that the attainment of pupils was well above average and again with a high proportion achieving the higher levels. The trends over time show that the Year 2 pupils' attainment has risen faster than the national average. Pupils with special educational needs and those with English as an additional language make good progress with most achieving the nationally expected standards at the end of Year 2. Girls have performed better than boys in all three subjects in the last three years, but when compared to their own gender, the results of both boys and girls are well above the national average.
2. The inspection findings are that the present Year 2 group of pupils is achieving standards that are again well above average in reading, writing, mathematics and science. As a result of improvements in boys' writing, there is no noticeable difference between the attainment of boys and girls. The standards achieved by the present pupils show a great improvement on the standards that pupils were achieving at the time of the last inspection.
3. Children in the Foundation Stage make good overall progress and by the time they enter Year 1, their attainment is above average in communication, language and literacy, mathematical development, personal, social and emotional development, and in their knowledge and understanding of the world. In these four areas of learning the great majority of the children will exceed the early learning goals. The provision for the children's creative and physical development is not as strong, with the great majority of children achieving the early learning goals and only a small proportion exceeding them.
4. Standards in English at the end of Year 2 are well above average, with a high proportion of pupils working at the higher levels. Pupils have well above average speaking and listening skills, which are very carefully developed by teachers through the very good use of questioning and through the many opportunities that pupils have for class discussions. A great majority of the pupils speak fluently and confidently, adding clarity through the precise use of language. Pupils' reading is very good because of the regular and effective teaching they receive and the well-structured reading curriculum that gives them confidence to pronounce unfamiliar words. Pupils read with confidence and good expression, with higher-achieving pupils confidently discussing characters in their books. Standards in writing are well above average and the school has successfully addressed the weaknesses in boys' attainment this year. The school has increased the number of non-fiction texts for the literacy hour and this has encouraged all pupils to write on a broader range of topics. This was clearly evident in the pupils' illustrated books about dinosaurs. Pupils have high standards in spelling because the teaching of phonics is very good. Most pupils use basic punctuation accurately but only a small minority of pupils use joined up writing in their written work.

5. Standards in mathematics are well above average at the end of Year 2 in all areas of the subject. Pupils have a very good understanding of basic mathematical concepts and particular strengths in their number work. For example, the great majority of pupils can count in intervals of two, three, five and ten both forwards and backwards and understand halves and quarters. Pupils have a very good mathematical vocabulary that they use effectively to explain their thinking and methods of working. Pupils are particularly confident in their shape, space and measure work with pupils understanding right angles and using this knowledge well to programme the floor turtle in their information and communication technology (ICT) work.
6. Standards in science are well above average. Much of this is due to pupils' practical skills which underpin a large proportion of their science work. In their investigative work, pupils show a good understanding of the importance of a fair test, such as when comparing plant growth. In all aspects of the subject, pupils have very good knowledge. For example, they can name the external features of both the human body and a flowering plant and understand the importance of a good diet and the conditions needed for plant growth. Pupils understand about reversible and irreversible changes and know that some materials will conduct electricity, whilst others are insulators.
7. Standards have been maintained in religious education since the last inspection and are in line with the expectations of the locally Agreed Syllabus for pupils of this age. Pupils have a satisfactory understanding of the Christian, Hindu, Jewish and Moslem faiths and most can retell some of the stories of famous figures related to these religions. Teachers make good use of the experiences of pupils from other faiths to talk to their peers about their beliefs. Pupils know that religions have their particular places of worship and whilst most pupils know about the significance of mosques and the church, fewer understood the significance of a synagogue to the Jewish religion.
8. Pupils' attainment in information and communication technology has improved since the last inspection and is now above national expectations. The establishment of an ICT suite, well-focused training for staff and a new curriculum, have all played their part in the improvements noted in the inspection. Pupils have very good skills in presenting information in a variety of ways, and are very confident with word processing. They make good use of the Internet to support their work in other subjects, such as in a history topic on Ancient Egypt and also access information on the CD ROMs to supplement their learning. They know how to set up a simple database and use this information to construct appropriate graphs. Teachers plan the use of computers across many subjects, and it is because pupils have many opportunities to practise the skills they have learnt in ICT lessons, that their confidence and understanding is much higher than would normally be expected for pupils of this age.
9. There have also been improvements since the last inspection in design and technology and music, where standards are now above expectations. In history, standards have remained above national expectations and in geography and physical education they are in line. There has been an improvement in art and design where pupils' attainment is now in line with national expectations and where they have access to a far wider and more practical curriculum. Opportunities for pupils to use their art and design skills across the curriculum have also been well developed, such as when pupils use their observational drawing skills to good effect when drawing pictures of their plants as part of their science work. In design and technology pupils have a good understanding of the importance of planning as was clearly seen in the variety of approaches that pupils showed when fixing axles to a wooden chassis. The

standard of singing in the school is now very good, with pupils singing tunefully and clearly, and showing good phrasing. Good standards have been maintained in history where pupils have a particularly good understanding of chronology that has been carefully nurtured by teachers' careful planning and expedient use of visits and visitors.

10. Pupils of all abilities and backgrounds make consistently good progress through the school because teachers plan carefully from a very good curriculum to ensure all pupils are appropriately challenged in lessons. Lesson planning takes careful account of pupils' previous work, and areas of weakness identified in the plenaries at the end of lessons are addressed in future planning. Pupils also make good progress because of the way in which teachers adapt their questioning to ensure it is challenging to individual pupils. As a result, all pupils feel included in lessons, develop very positive attitudes to learning, achieve well and show growing confidence and self-esteem. Pupils on the special educational needs register also make good progress because of the high quality individual education plans which teachers incorporate well into their lesson planning. As a result, the work is very well suited to these children's needs and because of the good support of the school education care officers, these pupils make good progress towards the targets set for them. Pupils with English as their second language receive well focused support from outside specialists and make good progress in acquiring speaking and reading skills that enables them to play a full and active part in lessons. The school does not have a register for gifted and talented children but has informally identified a small number of pupils who also make good progress because of the way that they are challenged in lessons.

Pupils' attitudes, values and personal development

11. The attitudes of all pupils to school and their learning are very good and a significant improvement over the satisfactory judgement recorded at the last inspection. The overall level of behaviour and quality of relationships between pupils in and around the school has also improved and are also very good. A warm and welcoming family atmosphere of consideration, care and tolerance of others permeates the school.
12. Pupils of all abilities are keen to come to school and the great majority quickly settle down to their work. During the inspection most pupils demonstrated good listening skills, which enable them to take an active part in lessons and make a valuable contribution to class and group discussions. However, there are a small number of younger pupils who find difficulty in sitting on the floor for long periods and become restless in overlong lessons. For most of the time, the good, and often very good teaching, ensures that these pupils give of their best and make good progress in their lessons. Pupils really enjoy what the school offers them. This was confirmed by a quote from a Year 2 pupil who said, "I wish I could go back to the Reception class and start all over again!"
13. The great majority of pupils demonstrate high levels of commitment to their work and most are highly motivated and enthusiastic learners. Many sustain good levels of concentration during their lessons and collaborate well with each other in both group and paired activities. Of note are the mature attitudes demonstrated by most pupils who tend to ignore the occasional silly behaviour of a very small minority of pupils and do not allow this to disrupt their learning.
14. The level of very good behaviour and discipline in school serves to enhance the positive relationships that exist between staff and pupils. The very good behaviour observed in the classroom is very much the result of the good teaching and the

consistency with which teachers monitor and effectively manage behaviour. This is also the case for the few pupils who find self-control difficult; effective intervention strategies from staff ensure that there is minimal interruption to the class's learning .

15. The well-structured system of behaviour rewards and sanctions is clearly understood by pupils and proving to be very effective in supporting the ongoing development of the very good behaviour and discipline to be seen in and around the school. A major testament to the success of the procedures for managing the pupils' behaviour is the absence of any pupil exclusions. An anti-bullying culture is actively promoted within the school and reinforced through assembly discussions and the personal, health and social education programme followed in the classrooms.
16. The very good relationships that exist between pupils and between pupils and adults make an important contribution to the high attainment being achieved by the pupils. Pupils collaborate well with each other in their learning and play activities, happily taking turns and willingly sharing the learning resources. Pupils from all age groups display a natural sensitivity and awareness to the needs of others and many examples were seen of unsolicited help and support being offered to other pupils and adults alike.
17. There are very good opportunities for pupils' personal development and this represents an area of significant improvement since the last inspection. Teachers' high expectations ensure that pupils are challenged to give of their best and encourage pupils to join with them and share responsibility for their learning and development. Within each class, the teacher provides a range of class monitor responsibilities, which are willingly undertaken with vigour and pride by the pupils. Worthy of note are the whole school responsibilities assigned to the Year 2 pupils for breaktime bell ringing, collecting lunch numbers from each class and helping to clear away the hall after assembly, all of which encourage pupils to use their initiative and take pride in their extra responsibilities.
18. Pupil attendance at school is good and the current year statistics suggest a trend of improvement. However, the figures are not as high as they could be because of the non co-operation of a few parents who do not inform the school about the reason for their child's absence and the number of parents who take family holidays during term time. This practice reduces their children's access to learning and can also disrupt the class's progress when they return. However, the great majority of pupils cannot wait to get to school, arrive punctually with lessons regularly starting on time.
19. Pupils with special educational needs and English as an additional language are totally included in all school and classroom activities. They form very good relationships with others in their classes and the teachers and adults who support them.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The quality of teaching is good overall and has improved significantly since the last inspection with a significantly higher proportion of good and very good lessons. No lessons of the 72 observed were unsatisfactory and almost four fifths were good or better. The good quality teaching is spread evenly through all the years. There are strengths in teaching in the great majority of subjects but there were significant strengths in ICT which result in pupils making very good progress and achieving above average standards.

21. The pupils make significant gains in their learning during their time in the school. Much of the progress is due to the good quality teaching which is very carefully planned and takes very good account of the ongoing assessments that teachers make in lessons. Teachers also benefit from very good in-service training and from a very good curriculum to guide their planning. As a result of very good ongoing assessment and a very good curriculum, no time is wasted in any lessons repeating work that pupils have already covered. This means that very good use is made of time, and together with the good quality teaching, this enables pupils of all abilities and from all backgrounds to be suitably challenged, well supported and move from average attainment on entry to the Foundation Stage to well above average by the time they leave Year 2 in English, mathematics and science.
22. The quality of teaching in the Foundation Stage has improved since the last inspection, is now consistently good and results in the great majority of children exceeding the expected standards at the end of the Reception year. Higher-achieving children are well challenged and a significant proportion of them are already working on aspects of the Year 1 curriculum. This is particularly the case in children's language and mathematical work where the quality of teaching is consistently high. Teachers make very good use of assessments to ensure that the work set for children is at an appropriately challenging level. Teachers manage the pupils very well and, as a result pupils behave well in lessons and apply themselves well to the tasks set. Whilst children's work is marked accurately, it is not sufficiently annotated to show clearly what children have learned over time. Teachers have good subject knowledge and apply this well to develop children's understanding of the world around them and in areas such as information and communication technology where children have above average skills. The teaching of physical and creative development is satisfactory, with teachers providing sound opportunities for the development of children's manipulative and creative skills. A strength of the teaching is the close partnership between the teachers and the education care officers which helps to ensure that the children are given well targeted support during lessons.
23. The teaching of English has improved since the last inspection and is now consistently good. The basic skills are taught very well and this leads to well above average attainment in all aspects of the subject. Teachers use questioning well and respond positively to pupils' contributions, building up their confidence and self-esteem. The teaching of spelling and reading is particularly effective, with teachers making very good use of their resources to ensure that pupils are interested and challenged in the work that they are set. The teaching of writing, particularly amongst boys, has improved this year. However, there is an overuse of a newly acquired grammar scheme, which is restricting the opportunities for pupils to write creatively.
24. Consistently good teaching in mathematics is enabling pupils to make good progress. Lessons now have good pace and teachers build systematically on pupils' previous knowledge because they make very good use of ongoing assessment. Teachers are enthusiastic about learning. This motivates pupils, sustains their interest and enables lessons to proceed at a good pace. Teachers have high expectations of their pupils, and the challenging work ensures that pupils make good progress in lessons. Teachers use questioning well to consolidate pupils' learning and to assess how well they have understood a particular concept. Good use is made of homework, which is often an extension of pupils' ongoing class work. In all aspects of teaching there have been good improvements since the last inspection, and this is resulting in the much improved progress that pupils make as they move through the school.

25. The quality of teaching in science has also improved since the last inspection and is now good. Teachers now have a greater subject knowledge and increased confidence when teaching the subject. High expectations and careful planning effectively challenge the pupils who work hard and make good gains in their knowledge and skills. This is most noticeable in the practical activities that form the basis of many of the science lessons. Teachers use questioning well and successfully develop pupils' scientific vocabulary. Because lessons are carefully planned to match the abilities of the pupils, they generally concentrate well and work hard. Occasionally the introduction to lessons is too long, with pupils losing concentration and not making the progress they are capable of.
26. The teaching of information and communication technology has improved significantly since the last inspection and is the principal reason for the high standards that now exist through the school. Teachers plan carefully from a very good curriculum and make very good use of the new ICT suite which enables small groups of pupils to be taught together. Particularly effective is the use of the class education care officers who will often teach the other half of the class for small group ICT work. Whilst the teaching of skills is particularly effective, the way that teachers integrate ICT across the curriculum means that pupils' newly acquired skills are successfully consolidated and extended in other subjects.
27. In religious education the quality of teaching has remained satisfactory. Careful planning provides interesting tasks for the pupils who work hard and take care with the presentation of their work. Teachers use questioning well to challenge the pupils' thinking, with many providing a variety of thoughtful answers and observations in response. Pupils show confidence in using the appropriate language for the different faiths because this is carefully emphasised by teachers. Teachers make good use of the improved resources and take opportunities to use the personal knowledge of pupils in the class, such as when they talk about their own beliefs. Most lessons have good pace but occasionally pupils are not fully involved into the lesson and when this happens, pupils lose interest and do not make the progress they are capable of.
28. The quality of teaching is good in design and technology, history and music and satisfactory in physical education, geography and art and design. The teaching of basic skills is very good in the majority of subjects. This is not only in the core subjects of English, mathematics and ICT but also in design and technology. For example, carefully planned, focused tasks helped Year 1 pupils to make very good improvements in their joining skills. Teachers make good use of the experienced education care officers who give good support to individuals and groups of pupils and make a significant impact on these pupils' learning. Particularly effective is the way that the education care officers assess the strengths and weaknesses of the pupils they have been working with at the end of the lesson so that the future planning can build on the strengths and address the weaknesses. The teachers and the education care officers make a very strong team, work closely and effectively together in the planning of the work and the execution of lessons. The management of pupils is very good. This results in pupils' very good behaviour and great enthusiasm for learning. Lessons generally have good pace and time is used effectively to develop pupils' learning. Another consistent strength of the teaching is the good quality questioning which is used well in the initial teaching session at the beginning of the lesson and in the plenaries at the end of lessons where teachers consolidate pupils' learning and assess their level of understanding. Pupils have very good subject vocabularies because this is well emphasised by teachers in their questioning. Relationships between teachers and pupils are very good. This results in pupils having confidence to ask for help when they have difficulties and to share their personal feelings, such

as in personal, social and health education lessons. Whilst marking is conscientiously carried out by the teachers, and is supportive, too often it does not clearly indicate what a child needs to do to improve further. Teachers have high expectations of what pupils can achieve and the amount of work they cover in lessons. Tasks are clearly explained to the pupils, and as a result, little time is lost and pupils produce a good amount of work. Homework is used very effectively in a significant number of subjects. Some homework is set as routine, such as reading and spellings, but the majority of homework evolves from the learning that has taken place in lessons. Pupils are often very enthusiastic about this, and are keen to share their findings with their peers during the next lesson. Pupils are clear on the benefits of homework and value the contribution that it made to their learning.

29. The teaching of pupils with special educational needs is good. Teachers plan the work well to meet the targets on the pupils' individual educational plans. Classroom support assistants work very closely with the teachers, enabling the pupils to make good progress. A small group of pupils is given extra help from a teacher from the special educational needs support service which has a positive impact on their progress in literacy. The teaching of pupils with English as an additional language is effective. Specialist help is brought in from outside the school and work is then set by this teacher for the class-teacher to develop during the week. This system works particularly effectively for pupils who make good progress in developing their speaking, listening and reading skills.

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

30. The quality and range of opportunities for learning provided by the school are good for children at the Foundation Stage and very good for pupils at Years 1 and 2. Significant improvements have been made since the time of the previous inspection. All statutory requirements are met to teach the National Curriculum and the Locally Agreed Religious Education syllabus.
31. The curriculum for children in the Foundation Stage is good overall and is planned effectively in accordance with the nationally recommended Stepping Stones towards the Early Learning Goals in the six areas of learning. The planning for These areas are Personal, Social and Emotional Development; Communication, Language and Literacy; Mathematics; Knowledge and Understanding of the World; Creative Development and Physical Development. However, there are limited opportunities for the full development of pupils' creative abilities in the areas of creative and physical development. As a result, the children's progress in these areas is satisfactory. The children's learning also takes appropriate account of the National Literacy and Numeracy Strategies as recommended for children in their Reception Year. Overall, the teachers in all four classes in the Foundation Stage provide a wide range of stimulating activities, which have a positive impact on developing children's learning.
32. The curriculum for Years 1 and 2 is very appropriately broad and balanced, and a most suitable provision is made for all subjects. At the time of the last inspection, there were considerable weaknesses in the curriculum, such as a lack of detailed planning, few adequate schemes of work that outlined clear skills development, limited challenge for pupils in much of the work provided, and an overall lack of suitable coverage in art. All of these issues have been most successfully addressed. The provision for many subjects now goes well beyond that expected, and a rich and challenging curriculum is provided for all pupils. The provision for English,

mathematics and science is particularly extensive and stimulating, as it is, for example, in design and technology and history, and this is contributing significantly to the standards being achieved in these subjects. Information and communication technology (ICT) is used very successfully to enhance pupils' learning in other subjects. For example, pupils in Year 2 successfully searched for information about the Egyptians in history on the Internet, and pupils in Year 1 used computers to develop their mapping skills. Cross-curricular links, such as these, are carefully planned by the teachers, and this makes learning exciting and relevant for the pupils. The length of the school day is adequate and the time allocations for individual subjects are satisfactory.

33. Appropriate and relevant policies and schemes of work are now in place for all subjects, and they contain most detailed and extensive information to provide for a full coverage of these subjects. The school has adopted the National Literacy and Numeracy Strategies with great success. Numeracy has been most effectively implemented, with an appropriate use of mental activities in lessons and a ready use of mathematics in other subjects of the curriculum, such as science and design and technology. The success of this implementation has helped to produce the high standards now being achieved. In Literacy, many opportunities are provided for pupils to develop their reading and writing skills, both within English itself and, especially, across the range of curriculum subjects, such as history and geography. This has helped the school to raise standards in English to a high level.
34. Teachers produce an extensive range of very good quality lesson planning that ensures the steady and effective development of pupils' knowledge and skills as they move through the school. Planning now makes most suitable allowance for the various needs of pupils, particularly higher attainers in the core subjects of English, mathematics and science. The school makes very good provision for the equality of pupils' access to the whole curriculum, with the staff making sure that all pupils are involved, as far as possible, in the full range of activities. As a result, pupils of all abilities and backgrounds achieve very well as they move through the school. In particular, a most appropriate and successful effort has recently been made in the school to improve the performance of boys' writing. Very good provision is also made for pupils' personal, social and health education, with aspects of sex and drugs education being fully covered within lessons when appropriate. The wide range of topics covered within lessons on personal and social education, such as on problems within families and bullying in school, significantly enhances pupils' learning and understanding in this important area.
35. The provision for pupils with special educational needs is good and makes a significant contribution to the progress they make towards meeting the targets on their individual educational plans. These plans are very good, with the targets defined in small steps so that lesson planning can be precise and careful records of progress can be made. Class teachers set the targets supported by the special educational needs co-ordinator and outside agencies as appropriate. Targets are discussed and reviewed every term. The needs of pupils with a statement of special educational needs are being fully met. Similarly, pupils with English as an additional language receive very good support from a specialist language support assistant who works very closely with pupils' class teachers to ensure that their learning is appropriate to their needs and successfully develops their speaking and reading skills.
36. The relationship between the school and its community is good, and this has a positive impact on pupils' learning. Members of the community are welcomed into school to talk to pupils, and this enriches the curriculum. For example, the local Fire

Service provides workshops for Year 2 pupils. There are good links with the local churches; pupils are given opportunities to visit them and two of the local ministers come in to lead a school assembly twice a term. Pupils sing Christmas carols at the Golden Hour Club and distribute gifts at harvest festival time. The school has good links with its partner institutions. There are good relationships with the local playgroups and they co-operate well in making children's transfer to the school happy and stress-free. There are appropriate links with the local junior school, which ensure the smooth transfer of pupils at the end of Year 2. A number of pupils from the local secondary school spend time in school as part of their work experience. Teacher training students and nursery nurse students also provide a valuable contribution to the life of the school. The school regularly supports a number of local charities such as the Rainbows Hospice.

37. The school now provides a very good, and much improved, range of extra-curricular activities, including mathematics, recorders, reading and computer clubs. The 'Top Games' club is particularly well supported, both by teachers, mid-day supervisors and pupils. The school welcomes many visitors, including the police, members of the medical profession, Derby County footballers, fire officers and the local Member of Parliament. This is in addition to a full range of musical and theatre groups. A wide variety of educational visits are arranged to places such as Ashby Castle, Crich Tramway Museum, Twycross Zoo and St. Peter's Church. These activities make a significant contribution to pupils' personal, social and cultural development, as well as to their learning in the specific subjects.
38. Overall, the provision for pupils' spiritual, moral, social and cultural development is good and makes a significant contribution to the quality of pupils' learning. This is an improvement on the findings of the last inspection. The school's assemblies satisfy statutory requirements. They provide opportunities for engendering a sense of community within the school and provide an appropriate contribution to pupils' spiritual, moral, social and cultural development.
39. Provision for pupils' spiritual development is satisfactory. Assemblies, during the week of the inspection were used effectively to provide pupils with opportunities to reflect on their lives and on issues affecting the lives of others. In an assembly taken during the inspection by the local vicar on the theme of 'Water,' pupils reflected on how fortunate they were to have fresh water on tap. The development of a 'Quiet Area' in the school grounds, with a memorial seat, provides pupils with a suitable place to reflect and think about life. Occasionally, opportunities in lessons are well used to engender a sense of awe and wonder in pupils. For example, in a science lesson, Year 2 pupils were in wonder as they compared plants that had been kept in the dark with those kept in the light. Teachers provide pupils with an opportunity to reflect in lessons and there was a sense of spirituality when they talked about things that were special to them in a religious education lesson. Regular opportunities are provided for pupils to examine their feelings and emotions through discussion sessions called 'circle time'. However, spiritual development is not planned for sufficiently within lessons, and while teachers seize the opportunities should they arise, there are occasions when these opportunities are missed.
40. The provision for pupils' moral development is very good. Teachers have very high expectations of pupils' behaviour and pupils respond accordingly. The school has a clear set of values that teach the principles of right and wrong. These are implicit throughout the daily life of the school and spelt out clearly to all pupils. Consequently, their attitudes to each other and their behaviour are both very good. Sometimes there is good discussion about other aspects of morality. Even the youngest children in the

school are encouraged to be involved in considering some quite difficult moral and social issues such as the acceptance of a new father figure in the family as related in a story that had been read to them.

41. There is very good provision for pupils' social development. Teachers and all staff throughout the school provide pupils with good role models, which encourage the development of positive attitudes and generally very good social behaviour. As soon as they start school, the children are helped and encouraged to work together as part of their daily routines. In Years 1 and 2, pupils work together to set class targets and rules that maintain a safe and happy environment for themselves. Pupils are also encouraged to help those less fortunate than themselves. They are actively involved in raising money for a number of charities both here and abroad. During the time of the inspection, there were many examples of pupils working and playing well together. In lessons, they share equipment sensitively, co-operate in pairs and collaborate very well in group tasks. Relationships within the school between staff and pupils are very good which gives pupils the confidence to discuss and voice their opinions on a variety of matters and concerns. Extra curricular activities, which take place mainly during the lunch break, further support pupils' social development. These include Top games club, a computer club, and popular recorder groups that are attended by many pupils.

42. Provision for the cultural development of pupils is good. Much of the stimulus for this comes through religious education, art, music and literacy lessons. Pupils enjoy learning about the major world religions and to understand and show respect for the faith of others. In literacy lessons, they study a wide range of books and poetry written by a variety of authors and poets. In art and design, pupils study the work of well-known artists such as Van Gogh and Rousseau. Visitors to school make a valuable contribution to pupils' cultural development such as the Footprints Theatre group and The Key Strings ensemble. They also have opportunities to visit places of cultural interest such as Crich Tramway Museum and Ashby Castle. The school pays due attention and respect to people and aspects of other cultures. Children in Reception classes take part in Christian festivals, and also learn about festivals of other faiths, such as Divali. Year 2 pupils have visited a Hindu temple and a mosque, and they have created their own designs for a Muslim Prayer mat linked to their work in art and design. During an Arts Day, children in the Foundation Stage worked with an African artist whilst other pupils worked with a dance group and attended a rainforest workshop. In geography, there are planned opportunities for pupils to study other cultures and ways of life. Currently Year 2 pupils are studying the culture and way of life of the people of St. Lucia.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school's provision for the care and welfare of its pupils is very good and a strength of the school. This represents an improvement over the findings of the previous report. Very good child protection procedures are in place, which are well understood and acted upon by all staff. The head teacher is the named person for child protection, is fully trained, and has established very good working relationships with external support agencies. All staff are familiar with the child protection procedures and are aware of, and alert to, the need for the continuous monitoring of the pupils' well being. Teachers and support staff respond in a discreet and sensitive manner to any personal queries or concerns raised by pupils. The pastoral support offered to all children and pupils is very good, with effective procedures established to monitor and support the specific needs of the 'looked after children'.
44. The headteacher, together with governors, has established good health and safety procedures for the school. Governors are actively involved in the health and safety auditing of the school, and outcomes and recommendations of all health and safety inspections are reported to the full governing body. Risk assessments are also undertaken by some teachers. However, the school's health and safety procedures do not formalise all the risk assessment routines presently carried out. The deputy head teacher and caretaker have a good practice for weekly informal health and safety checks of the school's accommodation. The school premises are maintained to a high level of cleanliness and provide a safe and secure environment. The school has an adequate provision of staff with first aid training and very good procedures are in place for the management and reporting of pupil injuries happening in school time. Effective management arrangements are in place for the correct recording and administration of prescribed medicines to pupils, as and when requested by parents.
45. The school's procedures for promoting good attendance and managing absence are good. The governors are provided with attendance data reports at each of their termly meetings. The school has a good working relationship with the education welfare service and makes good use of newsletters and school brochure to raise parents' understanding of the need for good attendance and an explanation for any pupil absence. The daily registration practice in school fully complies with statutory requirements.
46. Very good and well-established behaviour management routines help to enhance and promote the self-image of pupils and contribute greatly to the very good attitudes to learning displayed by the pupils. Great emphasis is placed on promoting good behaviour and the school operates a number of incentives to encourage and reward this. Teachers and support staff work hard to instil and reinforce the benefits of good behaviour and self-discipline, and the success of this strategy is evident in the overall very good behaviour seen around the school. The school has a philosophy of zero tolerance towards bullying and racism, and has worked hard to promote a culture of anti-bullying amongst pupils. During the inspection there was no evidence of any oppressive behaviour or harassment of pupils. Pupils feel safe in school and past incidents of inappropriate behaviour are judged by pupils and parents to have been swiftly and effectively dealt with by staff.
47. Pupils with special educational needs receive good care. Their needs are identified at an early stage when they are placed on the school's monitoring list. They are well supported in their learning, usually in the classroom but occasionally in small withdrawal groups for literacy. Care is taken to ensure they have equality of access to the full curriculum. The school has very few pupils with English as an additional

language, but good support from school has ensured not only very good overall progress in the way pupils learn to speak and read, but a happy and successful integration into all other aspects of school life.

48. The school has successfully addressed the shortcomings highlighted in the last inspection report with present arrangements for assessment and the use made of assessment is now very good. The school has a clear assessment policy that is implemented consistently by all teachers. Teachers assess pupils in all aspects of their work in every subject. Pupils' behavioural and personal development is also routinely monitored and recorded. This ensures that teachers are well aware of pupils' strengths and weaknesses and individual targets are set for all pupils on a termly basis. The assessment co-ordinator works closely with class teachers to ensure consistency in judging and levelling the standards of pupils' work. Teacher assessment of pupils' work accurately reflects their performance in the end of Year 2 National curriculum tests. The headteacher and subject co-ordinators carefully evaluate these test results and this information is used effectively to inform teachers' future planning so that strengths are built on and weaknesses addressed. Improvements have been made as a result of these careful assessments. For example, boys' writing was identified as being considerably weaker than that of girls. New planning and curriculum initiatives were put in place and have successfully addressed the problem, with boys' writing now being well above average again.
49. Teachers use assessment results as an integral part of their planning to ensure the work they set for pupils is appropriately challenging with their plans clearly highlighting assessment opportunities for each lesson. Learning objectives are clearly stated and shared with pupils. A notable feature of lessons is the way tasks are well matched to pupils' different abilities and their prior attainment. Baseline assessment is effectively used in the Reception classes to inform the teachers' planning and to ensure that the curriculum is well matched to the six areas of learning for the Foundation Stage. Individual education plans for pupils with special educational needs are detailed and regularly reviewed as pupils achieve the objectives set for them. The very good use of assessment has been instrumental in raising standards since the last inspection to the present high levels. All teachers follow agreed procedures for recording pupils' progress, clearly focusing on what pupils can and cannot do, and these individual records accompany pupils through the school.
50. Teachers know their pupils well and are sensitive to their individual needs. Personal development is routinely monitored and recorded and, where appropriate, individual targets set for improvement. Informal day-to-day assessment of pupils, both in terms of their academic progress and personal development, is used well by teachers and the class education care officers. This was apparent during the inspection when teachers deviated from their lesson plans to refocus their teaching to make it even more effective. Teachers are well aware of their pupils' strengths and weaknesses and ensure that lessons include opportunities for pupils to work co-operatively with others. Teachers value pupils' contributions in class discussion and this enhances their self-confidence and desire to do well. Classroom support, including the substantial number of parents who help in the school, make a valuable contribution to pupils' learning and their personal development. Pupils identified as needing support in literacy and numeracy meet for extra lunchtime booster sessions to address their areas of weakness. Overall, the school has very good and effective procedures for supporting and guiding pupils and for monitoring their academic progress and personal development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents are very supportive of the school, hold the staff in high regard and believe their children receive the highest quality of care and education during their time in school. All consider the school to be very open, with all staff willing to listen and talk with parents. A majority of parents are actively involved in their children's learning and have developed very good relationships with the teachers. Parents receive detailed information about the school before their child begins and regular information is sent home to all parents concerning the work their children will be covering in class.. This represents a significant improvement since the last inspection and has a marked impact on pupils' achievement.
52. The school has established very good links with parents that provide for their full, regular and quality involvement in all aspects of their children's education and personal development. Parents are welcomed and actively encouraged to become involved in their children's learning. All parents have signed the home-school agreement and the parent / teacher consultation meetings are very well attended. Parents praise the way teachers are more than willing to meet with them at the end of the school day to discuss their child's progress over the day and to clarify ways that they can help with their children's homework.
53. The school greatly appreciates the invaluable contribution of some 40 volunteer parent helpers who regularly work alongside and support the pupils during the school day. The school is proud to record that a few past volunteer parent helpers are now on teacher training programmes and many more have taken NNEB and B-TEC training qualifications to work as teaching assistants. Many more parents willingly volunteer to accompany and support pupils on field trips and out of school visits. The very good level of parental involvement in the working of the school has a positive impact on improving the quality of the pupils' learning environment and on individual pupils' progress.
54. The school benefits from a very active parent teacher association (PTA), which organises regular half termly fund raising social events, all of which are well attended and provide informal opportunities for meetings and communications between teachers and parents. The PTA provides a valuable conduit for making parents' views known to the school, as well as making a significant financial contribution to the school each year in support of the pupils' learning.
55. The regular school newsletters and other correspondence ensure parents are kept up to date on all aspects of school happenings. The school prospectus and governors' annual report are comprehensive publications and viewed by parents as valuable reference documents about all aspects of their child's time in school. Many parents praise the termly curriculum activity sheets produced for each year group as valuable insights into what their children will be learning. Worthy of note are the individual pupil targets that are outlined in the termly sheets and the focus these provide for both parents and pupils. End-of-year progress reports are easy to read and, for the most part, provide good levels of information about what the pupils have experienced and achieved. However, there are some inconsistencies in the level of detail of what pupils can do and areas for improvement that pupils need to address.
56. Overall the parents' contribution to their children's learning in school and in the home is very good. Parents are supportive of the school's homework policy, and the only criticism to be heard from parents related to not knowing about spontaneous homework (often given by teachers as an extension to a class lesson) and how they could best help their child complete this. The close working liaison that exists

between many parents and teachers has a positive impact on the continuity and quality of pupils' learning and a major influence on their very good achievement.

57. Partnerships with parents whose children have special educational needs are very good. Parents are invited to the half-termly review of the targets on the individual educational plans, and are given a copy so they are able to help their child at home. Parents are also welcome to visit the school and discuss their child's progress at any time.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. Excellent leadership is provided by the headteacher who is ably assisted by her knowledgeable deputy. She is also very well supported in all her work by her hardworking staff and supportive and knowledgeable governors. The school has made very good improvements since the last inspection and much of this is due to the headteacher's vision, determination and a wealth of ideas that have helped to considerably improve the standards that were described in the last inspection report. She knows her own strengths and uses the skills of others to very good effect. All the staff in the school work very well as a team. Collectively they have a very good combination of skills and as such provide a very strong team that has a very good capacity to build further on the improvements that have been made.
59. The governors have improved in all aspects of their work since the last inspection and provide very good leadership in helping the school move forward. The linking of governors with an individual subject has made them more keenly aware of the strengths and weaknesses within the school. This knowledge is shared effectively with the full governing body which, as a result, is now in a far stronger position to challenge the headteacher on aspects of the school's work. The roles of governors' committees are very well defined and there is effective delegation to these committees. As a result, all governors are well informed about the school's strengths and weaknesses and play a significant role in evaluating and drawing up the school development plan.
60. The role of the subject co-ordinators is now good, has been considerably strengthened since the last inspection, and is one of the principal reasons for the great improvement in standards through the school. In the core subjects of English, mathematics science, ICT and religious education, co-ordinators provide strong leadership for their subjects. The headteacher has judged aptitudes very well and gives very good encouragement to all those with subject co-ordinator responsibility. There is very effective delegation for the standards and resourcing in individual subjects with the head teacher having effective systems in place to maintain a watching brief over this work. The school has quite rightly concentrated since the last inspection on raising standards, not only in the core subjects but also in other subjects. Very effective monitoring by the headteacher and challenging setting of targets for individual classes has helped to drive up standards. The monitoring of teaching carried out by the headteacher has addressed individual teacher weaknesses and raised the quality of teaching in the classrooms. However, more could be done to share the very good practice that exists in the school so that the quality of education continues to improve, particularly in creative and physical development in the Foundation Stage, and art and design and physical education in Years 1 and 2.

61. The school has made very good improvements since the previous inspection. Teachers now assess pupils' progress and attainment far more carefully and use this information to challenge pupils, of all abilities in their future work. The setting of targets has considerably raised expectations of the standards that pupils can achieve and the more structured approach to teaching by all staff has led to more consistent learning in lessons. Teachers plan carefully for pupils to make decisions and take initiative in their work and older pupils are now given good opportunities for increased responsibility. The school plans more carefully for pupils' cultural development, which is now good. Much improved communication with parents has helped them to become more effective partners in their child's education, whilst termly meetings with teachers gives parents a far great insight into their child's progress towards their individual targets. The National Literacy and Numeracy Strategies are now very well established and careful thought has been given as to how pupils' skills in these subjects can be developed across the curriculum.
62. The quality of teaching has improved considerably since the last inspection. Much of this is due to the enthusiasm and determination of staff to improve but also to the greatly improved curriculum and the way that pupils' progress is more closely tracked. Central to this improvement, is the role of the subject co-ordinators who now have a far greater influence over the standards that are achieved in their subjects. There is a very good induction process for new members of staff during which they are regularly observed teaching and also have opportunities to see other members of staff teach. The performance management policy is working very well and having a positive impact on improving teachers' skills in the classroom. This is particularly so in English, mathematics and science where higher-attaining pupils are now far better challenged in lessons due to much improved lesson planning. This has resulted in a marked increase in the proportion of pupils who achieve the higher levels when compared to the time of the last inspection.
63. The school's aims are highly appropriate and are extremely well incorporated into the school's daily life. The aims highlight the opportunities for pupils to achieve their full potential, both academically and socially, and to have caring and responsible attitudes towards others and the environment in which they live. The development of a positive self-image, a value of their own culture and the full encouragement of parents to work with the school in the education of the children are constantly reflected in the work of the school and in future developments. As a result, the school has a very happy, disciplined and purposeful ethos where all pupils are valued and yet challenged.
64. The provision for pupils with special educational needs is very good. The co-ordinator has very good knowledge and understanding of this curriculum area and gives good support to her teaching colleagues. Outside agencies work closely with pupils when there is a need. Pupils' individual education plans are of high quality and regularly reviewed. The resources for learning are good and used effectively through the school to support these pupils. The special educational needs co-ordinator has received training in preparation for the implementation of the new Code of Practice. Next term she has been allocated time to monitor the teaching of special needs pupils in the classroom and there is a delegated Governor who visits the school regularly and is very well informed and supportive.
65. The quality of financial planning and strategic use of resources is very good and is clearly focussed on providing pupils with a quality educational environment. This represents a commendable improvement since the last inspection, especially in the knowledge that the school has a very low budget allocation per pupil when compared to the national average. The governors are fully involved in the financial management

and strategic decision making process, ensuring that all expenditure priorities are clearly related to improving the pupils' learning opportunities. Very good financial reporting and control systems are in place, which ensure the effective day-to-day monitoring and management of the school's expenditure. The school secretary is very skilled and highly effective in managing budgets and provides the head teacher and governors with meaningful, up-to-date and timely budget information monitoring reports. The prudent budget management practised in the school has enabled the current class sizes and staffing arrangements to be maintained and enabled the Year 2 "booster" class for lower-attaining pupils to be continued. An important feature of the governors' decision making is their continued funding of an above average level of classroom support. However, given the reducing level of budget reserves, the governors will need to seriously consider the schools ability to maintain these current staffing levels.

66. The head teacher and governors have fully embraced the principles of best value and make very good use of these in their evaluation and assessment of the use of school resources in relation to agreed educational priorities. The school makes good use of special grants to help improve the school environment and enhance the pupil's learning opportunities. Examples include the use of DfEE "Seed Challenge" monies to help create the Reception garden area and the use of extra government funds to improve the computer resources in the Year 2 classrooms.
67. The school's use of new technology is very good with very effective use being made of software applications to fully support the school's financial and administration processes. Teachers make good use of these systems for recording pupils' assessments, planning activities and for producing pupils' annual reports for parents. The school's digital camera resources and internet links are well used to celebrate pupils' activity and achievements and support their learning in the classrooms.
68. The school employs a good mix of qualified and experienced staff, who are deployed in a flexible and effective manner to make best use of their skills. Educational care officers are well trained and display good use of their own initiative in the support of pupils' learning in the classroom. All staff co-operate well with each other to provide the full range of curricular and personal development activities for the pupils. The school secretary, caretaker and mid-day supervisors are dedicated to their duties and ensure that the day-to-day life of the school functions effectively.
69. Appropriate appraisal procedures are in place, which are linked to staff training and development needs. However, there are not enough opportunities for teachers to observe each other in the classrooms so that the very good practice in the school is shared, particularly in subjects where pupils do not achieve above national expectations. Very good and effective induction procedures have been established for new staff and good systems are in place to inform and ably support the staff working in the school. The school has made good progress towards achieving the "Investors in People" award and is confident of gaining this accreditation in recognition of the quality staff development systems that are in place.
70. The school provides a satisfactory level of accommodation that is well used by staff for the benefit of the pupils' learning and personal development. The accommodation has been improved since the last inspection with the addition of a new hall, administrative block and four new classrooms. However, the geographical spread of six classrooms located some distance from the main school building, does create problems for teachers during poor weather, especially in relation to visiting the school hall for physical education lessons, assembly and lunchtime meals. The school

grounds contain reasonably sized asphalt playgrounds and grassed areas. Worthy of note is the quiet area, a part of the playground that contains seats and a number of trees, providing shaded areas for pupils to sit and socialise in safety. The addition of a separately fenced off garden and play area has enhanced the facilities for play available to the Reception pupils. However, there is no easy access to this discrete play area for the pupils whose classrooms are in the main school building. The school grounds are securely fenced off, well maintained and provide a safe and secure environment for use by pupils and staff alike.

71. Overall the range and quality of educational resources are good and used well by staff to support the delivery of the school curriculum. The learning resources for English and ICT are very good and satisfactory for art and special educational needs. The resources to support children's learning in the Foundation Stage are satisfactory. The school library and ICT suite are located in the main school building which, given the geographical spread of pupils across the school, imposes constraints on the pupils' ease of access to these resource points. There is a more than adequate provision of storage space in the school to provide teachers with easy access to learning resources.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. In order to improve even further the standards of attainment, the head teacher, staff and governors should:

- 1) *Improve the provision for the children's physical and creative development in the Foundation Stage by:
- planning more opportunities for children to use their creativity in art and design, music and dance;
 - ensuring children have easy access to creative/ role play areas in the classrooms;
 - continuing the development of the discrete outside play area;
 - creating more time on the curriculum for the use of this area;
 - improving the resources for this area.

(Paragraphs 83, 84)

In addition the school may wish to include the following minor issues in its future development planning:

- *More opportunities for sharing the high quality teaching practice particularly in subjects where pupils' attainment is in line with national expectations.

(Paragraphs 69)

- Teaching joined up writing earlier in a pupil's time in school, and giving more opportunities for pupils to write creatively.

Paragraphs (88, 89)

- Greater emphasis on developing pupils' creative skills in art and design and physical education.

Paragraph (106, 138)

* denotes these elements are included in the present school development plan

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	16	40	16	0	0	0
Percentage	0	23	54	23	0	0	0

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

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)		338
Number of full-time pupils known to be eligible for free school meals		40

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y2
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		28

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.4
National comparative data	5.2

School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	52	60	112

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	51	51	50
	Girls	60	60	60
	Total	111	111	110
Percentage of pupils at NC level 2 or above	School	99 (99)	99 (99)	98 (99)
	National	83 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	50	50	51
	Girls	60	60	60
	Total	110	110	111
Percentage of pupils at NC level 2 or above	School	98 (97)	98 (94)	99 (97)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	14.7
Number of pupils per qualified teacher	23
Average class size	26

Education support staff: YR – Y2

Total number of education support staff	13
Total aggregate hours worked per week	196

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	535851
Total expenditure	535565
Expenditure per pupil	1614
Balance brought forward from previous year	28163
Balance carried forward to next year	28449

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	338
Number of questionnaires returned	130

Percentage of responses in each category 38%

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	1	1	0
My child is making good progress in school.	74	25	1	0	0
Behaviour in the school is good.	57	38	3	0	2
My child gets the right amount of work to do at home.	47	45	4	2	2
The teaching is good.	70	28	1	0	1
I am kept well informed about how my child is getting on.	47	45	7	1	0
I would feel comfortable about approaching the school with questions or a problem.	66	26	6	1	1
The school expects my child to work hard and achieve his or her best.	71	27	2	0	0
The school works closely with parents.	49	42	8	1	0
The school is well led and managed.	76	21	1	0	2
The school is helping my child become mature and responsible.	63	32	5	0	0
The school provides an interesting range of activities outside lessons.	21	41	23	4	11

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

73. The school admits children to school at the start of the academic year in which they attain their fifth birthday into one of four reception classes. Classes are organised according to children's' date of birth, from the oldest to the youngest children in the year group. At the time of the inspection, there were 119 children in the Foundation Stage.
74. The attainment of most children on entry to school is average. This is confirmed by the base-line assessment carried out soon after the children start school. The children, including those with special educational needs or who are high attainers, make good overall progress in all the Reception classes because of the consistently good quality teaching they experience. By the time they enter Year 1, the great majority of the children exceed the expectations of the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. In these areas of learning, many children will have moved from the Foundation Stage curriculum and be working from the National Curriculum, with higher-attaining children working at levels one year above their chronological age. In the areas of creative and physical development, the children make satisfactory progress with most of them achieving the Early Learning Goals in these two areas. There has been good improvement in the children's overall progress since the last inspection. The quality of teaching is now consistently good with teachers using assessment more accurately to plan appropriately challenging work for the children. Assessment procedures are currently being modified further to take account of the nationally recommended 'Stepping Stones' for learning.
76. The curriculum for the children in the Foundation Stage is good overall and is planned effectively in accordance with the Early Learning Goals in the six areas of learning. The planning for creative development and physical development is comparatively weaker than the other areas as there are limited opportunities for the full development of pupils' creative skills in these two areas. This is a principal reason for the children's satisfactory progress in these areas. The teachers take good account of the National Literacy and Numeracy Strategies as recommended for children in their Reception Year and this has a significant impact on their good progress in their skills. Overall, the teachers in all four classes provide a wide range of stimulating activities, which together with the consistently good teaching, have a positive impact on developing children's learning.
77. Educational care officers work closely with the teachers, provide good assistance, and make a positive contribution to the children's learning. However, occasionally teachers do not employ them to best effect and children's learning is not so effective as it could be. The children in the Reception classes are happy and motivated because of the very good relationships between the pupils and staff and because of the strong teamwork of the teachers and education care officers.

Personal, social and emotional development

78. The children's attainment in this area is above expectations by the time they enter Year 1 because of the good quality teaching and the teachers' careful planning. This area of development is given a high priority by all staff and, as a result, the children make good progress in developing personal and social skills. Children are appropriately encouraged to take responsibility for simple day-to-day tasks such as tidying up after activities. Children's confidence and self-respect develop well and staff help children to develop a clear sense of what is right and wrong. Children play and work well together. A good example of this was observed during a literacy session when a group of the youngest children in the Foundation Stage were acting out the story of 'Mrs. Honey's Hat'. They organised themselves well, taking turns at the various parts and handled all the props and equipment with care and respect. When working in a group with an adult, or when working at a task independently, children show good interest and generally concentrate well. However, teachers do not always take into account the needs of the youngest and/or lower-attaining children during long class teaching sessions, particularly during literacy and numeracy lessons. As a result, some children become restless and inattentive and do not make the progress they are capable of. There are good opportunities for children to learn about their own culture and beliefs and for them to develop a sound awareness of other cultures and sensitivity towards those with different beliefs. They participate in Christian festivals and are given appropriate opportunities to learn about the festivals of other cultures such as Divali. Sometimes, teachers provide children with good opportunities to develop a sense of awe and wonder about the world that surrounds them. For example, in a very good art and craft lesson, children were amazed and intrigued by the patterns on animals' coats and shells. However, spiritual development is not planned for sufficiently within lessons, and while teachers sometimes seize the opportunities when they arise, there are occasions when these opportunities are missed. Relationships between the staff and the children are very good and the children respond well to the high standards set for them.

Communication, language and literacy

79. Overall the teaching of literacy skills is good and by the time the children move to Year 1, their attainment exceeds the early learning goals in this area. The children make good progress in developing their communication, language and literacy skills. At the end of their time in Reception, many children will be working from the Year 1 National Curriculum in English with higher-attaining children covering aspects of Year 2 work. Teachers are successful in promoting speaking and listening skills. They encourage children to use the correct language and to extend their vocabulary and, as a result, children learn to express their thoughts and feelings clearly in sentences. Children have satisfactory opportunities to participate in role-play. During the time of the inspection, they were developing their communication skills through a range of role-play activities mainly related to books they had been reading together such as 'Peace at Last' by Jill Murphy. The development of specific speaking and listening sessions called 'Circle Time' also provides children with good opportunities to develop their communication skills by taking turns in conversation and in expressing their thoughts. Many children are developing a real confidence in talking about things that interest or concern them.
80. The children enjoy stories, and whole class sharing of books and texts during literacy sessions helps them to develop expression in their reading. They understand and use correctly terms such as 'title', 'front cover' and 'author'. Most children recognise a good number of familiar words and many children read a simple book confidently

using picture and letter sound clues well to help them pronounce unfamiliar words. Higher-attaining children read with good expression appropriately related to punctuation. They talk knowledgeably about what is happening in the story and have sensible ideas about what might happen next. Good opportunities are provided for children to write, with many of them making good attempts at writing a simple sentence unaided. Teachers teach letter sounds very effectively so that even the lower-attaining children know the sounds of the letters and can spell simple three letter words correctly. Many children know a good range of double letter sounds such as 'oo' and 'oi'. Higher-attaining children apply their knowledge of sounds very well when undertaking independent writing. They spell a good range of familiar words correctly and make good attempts to spell more difficult words, for example 'frends' (friends). Most children form letters correctly. Whilst teachers regularly mark the children's written work, the marking does not always show clearly the learning that has taken place. Children are taught a good range of songs and rhymes and this helps them to associate sounds with patterns in rhymes and letters in words.

Mathematical Development

81. The children's attainment is above average in this area with the great majority of children exceeding the early learning goals and having particularly strengths in their ability to handle numbers. Nearly all children will reach the expected standards in this area by the end of their Reception year. Children of all abilities make good progress in mathematics because the teaching is consistently good and moves pupils' learning along at a brisk pace. There is a strong emphasis on the teaching of number skills and children make very good progress in this area. Many children are working at Year 1 work with higher-attaining pupils working on elements of Year 2 work. For example, they sequence numbers to 100 and solve straightforward number problems using mental calculations quickly, giving sound reasons for how they arrived at their answers. Day-to-day activities are used effectively by teachers to reinforce and develop children's understanding of number. For example, during registration, they count the number of children who are having school dinners and those who are having packed lunches. During one lesson a higher-attaining pupil worked out very quickly that there were eight more packed lunches than dinners. Children are taught a range of number songs and rhymes and through these the youngest children develop a good understanding of mathematical language such as 'more' and 'less'. Virtually all the children identify and name simple two-dimensional shapes, such as circles, triangles and squares and they are developing an early understanding of capacity through carefully planned sand and water play activities. Regular opportunities are provided by teachers for children to sort, match and order objects resulting in most children being able to identify and recreate simple patterns. Good opportunities are provided for children to develop a clear awareness of money coins and values such as through money games and role-play. In one lesson observed, the youngest children were counting out the correct money to pay for things in the 'Garden Centre'. Sometimes work in literacy effectively supports work in mathematics. For example, through reading and acting out the story 'The Bear Hunt', children were developing a very good understanding of positional language such as 'over' and 'under'.

Knowledge and understanding of the world

82. The quality of teaching is good and children make good progress in developing their knowledge and understanding of the world. They achieve above average standards because teachers plan a good variety of experiences that successfully develop children's knowledge and understanding. Work in this area is also enhanced by visits out, such as walks in the school grounds, visits to the local church or further afield, for

example to Twycross Zoo. Children are encouraged to look closely at similarities, differences, patterns and change, such as when observing and recording the weather. Related to their work in literacy on the story 'We're Going on a Bear Hunt,' children learnt to draw a simple map. Satisfactory opportunities are provided for children to develop a sense of time, for example, by looking at and comparing old and new teddy bears, and finding out about the changes that have taken place in the life of the older teddy. They are beginning to understand the features of living things, both plant and animal. In one lesson, children were observing and investigating different plants in the school grounds. Nearly all the children had a clear understanding of the different parts of a plant with many accurately naming 'petal', 'stem' and 'roots'. Higher-attaining pupils recognised that there is a variety of plants and that they grow in different places. Children have regular access to computers and their computer skills, such as controlling the mouse and using the keyboard are developing well. Teachers use information and communication technology (ICT) effectively to support pupils' other work. For example, linked with their work on plants, a group of children used the computers in the ICT suite to draw and label the parts of a plant. Children are given good opportunities to develop their designing and making skills. They have recently designed and made bird feeders and carried out a simple evaluation of the finished product. Appropriate opportunities are provided for children to begin to know about their own culture and beliefs and those of others. Throughout the Reception year, teachers give children good opportunities to develop their knowledge and understanding of the world through first hand experiences and also through effective questioning to encourage children to think about how things work and why things happen.

Physical Development

83. Children achieve the expected standards in physical development by the time they start Year 1. The teaching in this area and children's progress are satisfactory overall. However, limited time and resources for outside play inhibit children achieving further in this area. Most children are well co-ordinated and can run, jump, hop and skip with good control. They move about confidently and use space well. Children make good progress in the carefully planned physical educational lessons. Instructions are clear and children follow them well. There is an appropriate time allocated to warming up and cooling down exercises. Children are beginning to understand the reasons for these, and the effects that exercise has on their bodies, such as the heart beating faster. By the end of a session, children show clear improvement in developing their physical skills, such as jumping and landing with good control. There is an appropriate selection of large apparatus to enable children to develop their balancing and climbing skills. Sometimes, other areas of the curriculum are used as an appropriate stimulus. For example, related to the story 'We're Going on a Bear Hunt', children developed a variety of body shapes. However, although they demonstrate satisfactory body control, they lack the expression in their movements that would help to raise standards in the creative aspects of their dance. Teachers provide a range of satisfactory opportunities for children to develop their manipulative skills, and children use scissors, pencils, crayons and paintbrushes with increasing precision and control.

Creative development

84. Due to the amount of time given to literacy and numeracy, children only have limited opportunities to develop their creative abilities to their full extent. Overall, the teaching for this area of learning and children's progress are satisfactory and most children achieve the expected standards for creative development before they enter Year 1. In

a very good lesson observed, the teacher provided a stimulating range of well-prepared resources, which sparked children's interest and curiosity. There was an appropriate balance of adult led and free choice activities which allowed children to learn the necessary art and craft skills but also gave them the time to explore and develop their own ideas. However, although there are not enough opportunities for them to use their imagination freely and creatively in art and design, music and dance, children do have good opportunities to sing. They know a number of songs and sing well in tune for their age. There are satisfactory opportunities for children to participate in imaginative role-play often related to stories they have read in literacy sessions. However, spiritual development is not planned for sufficiently within lessons, and while teachers seize the opportunities should they arise, there are occasions when these opportunities are missed. Visitors to the school provide an interesting and effective dimension to children's creative development. Recently a visitor from Africa led a very enjoyable session for the children during which they had the opportunity to use and explore mud as a media for making pictures and patterns.

ENGLISH

85. Standards in reading and writing in the 2001 National Curriculum tests were well above the national average and well above average when compared to similar schools. These findings were confirmed during the inspection and represent an improvement on the previous inspection. This is because the school has effectively introduced the National Literacy Strategy, evaluated the outcomes and modified their curriculum accordingly. Over the past four years, for example, the girls have been out-performing the boys in English, especially in the writing tests, with more girls attaining the higher level 3 and above. The increased teacher awareness of this issue and the introduction of more suitable reading material and writing experiences are successfully leading to a rise in the attainment of boys. The great majority of pupils, including those with special educational needs and those with English as an additional language, make good progress.
86. Most pupils' speaking and listening skills are very good and some are excellent. They listen very well to the explanations and instructions given by their teachers and to each other in, large and small groups. By the end of Year 2, a majority of pupils are speaking fluently and confidently, often adding clarity to their meaning by providing good relevant detail and using precise language. This was particularly evident in one class where pupils were comparing the characters in the story of "Kate Morag and the Two Grandmothers". Pupils volunteered to represent the two grannies, and were questioned, by the rest of the class, regarding their different lifestyles. They provided very good well-reasoned answers, such as, a lengthy explanation of Granny Island's mode of dress being suitable for a busy woman looking after her farm animals. Whilst role-play was used very effectively on this occasion to help pupils utilise their language skills imaginatively, pupils are not generally provided with sufficient opportunities for drama and role-play throughout the school. This would help them to widen their vocabulary further and develop their imagination.
87. Attainment in reading is very good. Pupils are introduced to a very good range of carefully graded, quality reading books so they begin to recognise many words on sight at an early stage. The effective and regular teaching they receive in using phonic letter sounds, based on the well-structured and imaginative "Jolly Phonics" scheme, enables them to competently decipher unfamiliar words. They are provided with frequent opportunities to read and discuss the content of stories and poems with their teachers and this helps them to develop their comprehension skills, and to learn how

books are structured. By the end of Year 2, most pupils are able to read fluently, often with good expression. Their level of understanding is very good, they talk about the plot and some are beginning to critically discuss the characters in their stories, with the higher attainers referring to incidents in their books in order to justify their views. A majority of pupils are keen readers, choosing to read both fiction and non-fiction, with many expressing a love of poetry. Most have favourite books and many of the higher attainers in Years 1 and 2 have already developed preferences for particular authors, for example, Dick King Smith and Enid Blyton. One pupil has read all the Harry Potter books and is eagerly awaiting publication of the others. The school is very successful in helping pupils to acquire these good attitudes towards reading. Teachers encourage pupils to take books home, and to choose from a wide and interesting range of fiction and non-fiction. Most pupils also benefit from reading regularly to their parents. Some parents make effective use of the home-to-school diaries, not only to record progress but also as a means of maintaining a two-way communication of queries and requests. Year 2 pupils know how to use an index and glossary and are beginning to research information for themselves in other curriculum areas.

88. By the end of Year 2, standards in writing are well above average, and the school has focused well on the discrepancy between the achievement of boys and girls, by becoming more aware of the interests of boys, and by introducing more non-fiction texts during the Literacy Hour. This encourages them to write on a broader range of topics. They have, for example written and illustrated little books on Dinosaurs. Basic writing skills are well taught. The very good standards in spelling are mainly due to the excellent use the pupils make of their phonic knowledge, which gives them confidence to 'have a go', usually with very positive results. Teachers emphasise basic punctuation rules during lessons so most pupils recognise sentences and use capital letters and full stops correctly, with a small minority including question and speech marks appropriately in their writing. Pupils' handwriting is legible and the letters are usually correctly formed. Although they are taught how to join their letters, the school does not expect pupils to apply this skill until their final term in Year 2, which means they only have a limited time in the school to develop their expertise on a daily basis.
89. Pupils write well in different styles for different purposes, such as instructions for making a cup of tea or chocolate, writing news, which describes events in their own lives, and composing poetry. They write stories based on ideas or characters from a book studied by the whole class. There are for example, some interesting stories arising from the book about the Lighthouse Keeper, with pupils solving an imaginary problem. Pupils know how to plan and structure a story because these skills are effectively taught by their teachers. However, they are not provided with sufficient opportunities to write more freely at length, exploring creative ideas of their own, using imaginative and adventurous vocabulary. Very good use is made of writing opportunities in other curriculum areas, such as the Egyptology topic in history, or reporting on the growing of seeds in science, or the plans for developing the playground in design and technology. Although on these occasions it gives writing a meaningful purpose, the emphasis is not so clearly focused on developing the writing skills being taught and practised in the Literacy Hour.
90. Pupils' attitudes to their literacy work are very good. They express a love of books and most are becoming avid readers, choosing to read every day at home, with a minority being members of the public library. Most participate eagerly in class discussions and settle enthusiastically to their written tasks, organising themselves and their equipment efficiently. They are able to work quietly and independently without direct adult supervision and collaborate very well when asked to work in pairs and small

groups. These planned activities have a positive impact on the pupils' social and moral development. Most pupils concentrate well and are keen to learn. Pupils' behaviour is very good and they form very good relationships with their teachers and classmates, which is helping them to make good progress.

91. The quality of teaching of English is good with some very good features. This is an improvement on the previous inspection and is having a positive affect on standards. The teachers have a good knowledge and understanding of the subject and teach the basic skills very well. Their lessons are well planned and usually move at a good pace, which keeps the pupils interested and motivated; this is particularly evident in the very good lessons. Teachers maintain very good relationships with their pupils, ensuring their co-operation and good behaviour. They listen carefully and respond positively to pupils' contributions in discussions, building up their confidence and self-esteem. Teachers know their pupils well and usually match the work to their different abilities, making good use of day-to-day assessment of their progress. The 'Jolly Grammar' scheme, however, which has recently been introduced into the school, is being applied too rigidly by some teachers who are relying heavily on the worksheets and not adapting the work to the abilities and interests of individual pupils. The over use of the scheme is limiting pupils' opportunities to write creatively. The scheme is currently being trialled and will be reviewed in July. Very good use is made of the education care officers. The teachers ensure they are fully aware of the lesson objectives and prepare an evaluation sheet for them to assess and comment on the progress of each pupil in their group. The quality of marking varies. Teachers mark and discuss much of the work with the pupils during the lessons but they seldom provide useful written comments to identify areas for development. Individual targets are, however, set for each pupil, which provide them and their parents with useful insights into their personal progress, strengths and areas for improvement. Teachers are consistent in regularly planning the use of computers in literacy lessons and pupils enjoy the added dimensions that they give to their lessons. Information and communication technology is used effectively to develop pupils' grammar skills, for paired writing and to produce work for display. In some literacy lessons the teacher effectively utilises the computer instead of the whiteboard.
92. The co-ordinator has good knowledge and understanding of the English curriculum and the subject is well led and organised. Literacy lessons are regularly monitored and high targets are set for all classes. As a result, teachers are constantly reviewing their practice to make their teaching even more effective. Resources are very good with a wide range of individual readers, sets of group reading books and an attractive collection of big books for whole class use. The Library is well resourced with non-fiction books, which are in good condition and easily located. There are also graded library books for the pupils to borrow and take home.

MATHEMATICS

93. The 2001 end of Key Stage 1 national test results show that pupils' attainment is well above the national average when compared to all schools nationally and to similar schools. The inspection findings support the school's predictions that similar standards will be attained this year. Since the last inspection when pupils' attainment was judged to be in line with national expectations, the school has successfully raised standards, and results over the last three years have been consistently well above national averages. This is the result of good teaching and the effective use of assessment to underpin the teaching and to ensure that work is well matched to pupils' ability and prior attainment. Overall, pupils of all ages and abilities, including

those with special educational needs and those with English as an additional language make good progress in mathematics in Years 1 and 2.

94. By the end of Year 2, most pupils have a very good understanding of basic mathematical concepts and there are particular strengths in their number work. They have a very good mathematical vocabulary that enables them to explain their thinking and methods of working. The National Numeracy strategy has been successfully implemented and pupils benefit from daily opportunities to practise, extend and consolidate their learning. The vast majority of pupils handle number confidently, both mentally and on paper, and by the end of Year 2 they have a very good knowledge and understanding of place value, with many pupils confidently handling numbers beyond one hundred. The great majority of pupils in Year 2 can count in intervals of two, three, five and ten, both forwards and backwards. They recognise negative numbers in context, such as money, and use simple fractions. Pupils understand halves and quarters and this learning is positively reinforced when pupils learn to tell the time to quarter and half past the hour.
95. Pupils in Year 2 name a wide range of two and three-dimensional shapes and classify them based on their properties, such as the number of sides and corners. Pupils distinguish between straight and turning movements and recognise right angles. Pupils have a good understanding of measurement and select the appropriate units for measuring length, capacity and mass. They have a good sense of estimation clearly shown when they were measuring books, pencils and tables in the classroom. More able pupils use non-standard measurements to estimate distance, as when programming a floor 'roamer'. One pupil estimated the distance it needed to move as "three roamers". Good opportunities are provided for pupils to use computers to reinforce their work in mathematics, such as the work on straight and turning movements.
96. Pupils have very good opportunities to use and apply their developing mathematical skills and this is well illustrated in a whole school challenge to find how clowns can be identified using pom-poms of two colours singly, in pairs, in threes and in fours. The tasks were well matched to pupils' age and ability beginning with Reception children. The increasingly complex tasks involved Year 2 pupils in predicting likely outcomes, developing suitable strategies based on their own ideas for testing their predictions. Results showed that many pupils were capable of making realistic predictions based on a perceived pattern of numbers but were also capable of drawing realistic conclusions based on their findings, although these were often contrary to their predictions. Pupils of all ages present their information in a clear, organised manner using annotated diagrams, simple tables and graphs. Pupils' numeracy skills are very well used across the curriculum, as for example in science where pupils measure accurately and represent their findings graphically and draw realistic conclusions.
97. The quality of teaching and learning are good throughout the school. Teachers have a good knowledge and understanding of mathematics and this gives them confidence in their teaching. Their enthusiasm for the subject is conveyed to the pupils which, in turn, motivates them and sustains their interest. Lessons generally proceed at a brisk pace and incorporate challenge. Occasionally, where lessons lack pace, pupils lose interest in their learning. Teachers' expectations of their pupils are high in terms of both their academic achievement and behaviour and these expectations are invariably met. Teachers' planning includes assessment opportunities and a particularly noteworthy and worthwhile aspect of all lessons is the way tasks are matched to pupils' ability and prior attainment. Teachers use questions well, both to consolidate learning, and through carefully phrased questions to assess pupils' understanding.

Teachers successfully build up pupils' vocabulary through carefully introducing new words and using them in context. They give very clear explanations of key concepts. For example, the idea that two right angles of 90 degrees make a straight line of 180 degrees was methodically taught and effectively ensured that all pupils' understood this concept. Plenary sessions are well used to consolidate the learning. Extra support during the lunchtimes by education care officers is also another good feature of teaching and gives well focused support to pupils identified by the school as likely to benefit particularly from small group activities. Homework is set regularly and is often an extension of class work. Homework tasks are also challenging, encourage pupils' thinking and make a very good contribution to pupils' learning.

98. Pupils behave very well in lessons and respond enthusiastically because they find their work interesting. Teachers establish good relationships in classrooms. Pupils' responses are valued and listened to by their teacher and peers and this helps to develop pupils' self-confidence. Pupils work together co-operatively and are sensitive to each other's needs, sharing equipment as and when required. They show good levels of independence. The subject makes a good contribution to pupils' social and moral development.
99. The school has a well-developed scheme of work, which effectively underpins teachers' planning. Subject co-ordination is good and the school is well resourced for the teaching of mathematics. Assessment of pupils' attainment is very good and is used effectively by teachers to plan their work.

SCIENCE

100. Pupils are making good progress with standards at the end of Year 2 being well above the national average having improved markedly since the last inspection when they were average. In the national teacher assessments at the end of Year 2, in 2001, standards were also well above average. Very good improvements have also been made since the last inspection in the quality of teaching, the use of assessment and in the range and use of resources.
101. Pupils in Year 1 have above average understanding in all aspects of the subject and show good confidence in their investigation work, such as when they experiment with sound and different waterproof materials. Pupils record their observations carefully with higher-attaining pupils making good use of both their art and literacy skills. By the end of Year 2, pupils successfully undertake experiments on many aspects of their work, for example, when investigating electricity, plant growth and forces in Year 2. Pupils readily put forward their own ideas, carry out appropriate activities and then confidently record their observations. They have a very good understanding of a fair test because this is very well taught. Pupils use this knowledge well in their practical investigations, such as when they compare the distances their vehicles travelled after rolling down a ramp. Pupils successfully name the main external features of both the human body and a flowering plant, and they are able to identify the conditions needed to sustain life. For example, they knowledgeably explain how lack of water or light will affect plant growth. They have a very good knowledge of a healthy diet and the importance of exercise. They recognise and name common materials, such as metal, plastic and wood, and understand how their properties determine their uses. For example, they know some materials are magnetic and some will conduct electricity. Pupils have considered the effects of heating on materials, and understand reversible and irreversible actions. They understand that pushes and pulls are examples of forces, and that pulling is a force that will stretch certain materials. Pupils

have a good knowledge of electrical circuits, some properties of sound and know that light comes from a variety of sources.

102. The overall quality of teaching and learning are good, with very good practice also being observed in both Years 1 and 2. This is a significant improvement since the previous inspection. Lessons are very carefully planned to ensure pupils' new learning is built on their previous work. Occasionally the introduction to a lesson is too long, with the result that a few pupils lose concentration. The teachers are particularly careful to use, and emphasise, the correct scientific terminology, and this is having a positive effect on the pupils' overall learning. The teachers have very good subject knowledge, and use this well when questioning pupils to consolidate their knowledge and assess their understanding. Clear instructions and helpful demonstrations of the work that is to be undertaken give pupils a clear idea of what they are going to learn in a lesson. As a result all pupils, including those with special educational needs and English as an additional language, make good gains in their knowledge and understanding of the subject. Where teaching is very good, such as in a Year 2 lesson on plant growth in different conditions, the teacher gave particularly clear instruction, expectations were high, the pace of lesson was especially brisk with all pupils making very good subsequent gains in their knowledge and understanding. All teachers are enthusiastic, and because they plan challenging work of a practical nature, the pupils are enthusiastic, work hard, concentrate well and are keen to find answers to the problems set. The teachers, and education care officers, provide well-directed support throughout lessons, and this has a positive impact on pupils' learning. The pupils' behaviour is good, they collaborate well, are very aware of safety procedures and most produce neat and careful work. The teachers mark pupils' work regularly, although they rarely add written comments of support and advice to help the pupils develop their work further. Homework is provided regularly, and makes a very good contribution to the development of pupils' knowledge and interest in the subject.
103. The school has a very good curriculum, based on national guidelines, and, through careful and detailed planning from the schemes of work, all aspects of the subject are very well covered. Resources are now more readily available than at the time of the previous inspection, and this is contributing towards the overall improvement in the subject. The co-ordinator provides very good leadership, is enthusiastic and knowledgeable, scrutinises teachers' planning carefully, studies samples of pupils' work and keeps detailed records of pupils' progress. She also observes lessons, to see that standards are appropriate. Very good arrangements are now made for assessing pupils' work, and a good range of examples are kept of pupils' past and current work, to ensure the good progress is maintained. Good use is also made of this information to plan challenging work in lessons for pupils of all abilities, and to provide focused support where necessary. The written work undertaken by pupils, especially that relating to reporting on practical activities, provides considerable support to the school's initiative in literacy. Counting and measuring activities, in various aspects of the subject, support the school's work in numeracy. Information and communication technology is also used very well. For example, pupils in Year 2 successfully record information on plant growth, and pupils in Year 1 write about their work on forces. The study of some of the wonders of science, especially in practical work, successfully enhances pupils' spiritual development.

ART AND DESIGN

104. The standards in art at the end of Year 2 are in line with national expectations. Although, pupils made good progress in developing art and design skills in the three

art lessons observed during the inspection, discussion with groups of Year 2 pupils and an analysis of pupils' work shows that pupils, including those with special educational needs make satisfactory progress over time. However, this is an improvement since the last inspection when standards were below national expectations and pupils' progress was limited. The work pupils do in class and on the recent 'Arts Day' is displayed attractively in classrooms and shared areas throughout the school. The opportunity for pupils to share and enjoy the work of others makes a satisfactory contribution towards their spiritual development.

105. By the end of Year 2, pupils have experienced an appropriate range of art and design media and been taught a satisfactory range of art and design techniques. These include collage, printing, drawing, three-dimensional work in clay and using textiles for weaving. Most pupils, by the end of the key stage, have satisfactory levels of confidence in mixing and matching colours and producing variations in tone and intensity. For example, inspired by Henri Rousseau's use of green in his picture 'Tropical Storm with Tiger', Year 2 pupils mixed shades of green using pastels and paints to produce effective pictures of plants. Pupils in Year 1 looked at the way Van Gogh used brush strokes in his paintings and they tried hard to produce work in a similar style. Throughout Years 1 and 2, the introduction of sketchbooks is starting to give pupils the opportunity to develop their ideas and to practise and refine their newly acquired skills. However, not all teachers are at present using them to best effect. Pupils are given appropriate opportunities to describe their thoughts and feelings about their work and like to discuss what they have achieved. Pupils enjoy the practical nature of art and design activities. They usually concentrate well on what they are being taught and take care of their own and others' work. They like experimenting with different materials and techniques and persevere when they find the task difficult.
106. The quality of teaching and learning is satisfactory and has improved since the last inspection. Pupils are taught the necessary skills to enable them to develop as artists. They are taught an appropriate variety of techniques using a range of media and the finished product is of a satisfactory standard. The necessary attention is paid to developing pupils' ability to evaluate and appraise their work orally, and this supports the development of their language skills and their technical language. Teaching appropriately draws pupils' attention to the work of famous artists and still emphasises their need to produce their own work in the style of an artist rather than an exact copy, such as in lessons observed in Year 1 relating to portraits. However, overall pupils have too few opportunities to develop the imaginative side of art and design.
107. Teaching provides pupils with good opportunities to appreciate some artwork of other cultures and from other times, such as the Year 1 focus on Aboriginal art. Teachers provide pupils with appropriate opportunities to work together. Pupils in Year 2 are currently looking at the pattern and design of buildings, which is to be developed into a whole class shared activity. Art and design contribute well in supporting pupils' spiritual, moral, social and cultural development. The recently undertaken Art Day has provided pupils with a good opportunity to focus on their art and design skills and there are some examples of good quality work on display resulting from this. Information and communication technology is used effectively to support work in art and design. Work in other subjects appropriately supports pupils' art work. For example, pupils undertake careful drawings of plants in science, which helps to develop their observational skills. Related to their study of St. Lucia in geography, pupils painted colourful pictures of an ancient rainforest. Educational care officers

give pupils good support in lessons. Teachers make good use of homework to develop pupils' learning.

108. The co-ordinator provides good leadership for the subject, and has worked hard and successfully since the last inspection to improve standards. Recent initiatives include updating the subject policy and scheme of work to take appropriate account of developments and national guidance in the subject. She is currently developing an up-to-date portfolio of work to help teachers make more accurate judgements about the standards of pupils' work so that their planning can build more accurately on the pupils' skills. She has good opportunities to monitor teaching and learning in the classrooms, and is at present developing an assessment sheet to record the development of pupils' skills and understanding in the subject.

DESIGN AND TECHNOLOGY

109. No lessons were observed during the inspection. However, an analysis of pupils' work and discussions with class teachers and pupils, shows that pupils of all abilities and those with English as an additional language make good progress through the school. Standards have improved since the last inspection and are now above national expectations at the end of Year 2, with a significant minority of pupils working at a higher level.
110. Pupils in Year 1 build well on the skills and knowledge that they learned in the Reception class. They understand the importance of planning and derive a good knowledge from studying commercial products. For example, before planning a chassis for their skateboard, they examined how wheels and axles were attached to a series of toys. This knowledge was then very well used in a variety of plans, with the pupils using novel ways of fixing axles to their wooden chassis. Access to a good range of materials resulted in a large range of original designs which all met the criteria for a moving chassis. Pupils have a good understanding of the importance of the finished product and make very good use of evaluation templates to describe how they made their skateboard.
111. By the end of Year 2, pupils have above average understanding in designing, making and evaluating their products. Teachers make very good use of focused tasks to develop pupils' cutting and joining skills. The playground equipment project, which had close links with their science work on forces, was very carefully planned by teachers. Good use of the school's digital camera enabled pupils to bring photographs back of a local playground, which were then used in their original designs. Pupils have an above average knowledge of joining materials, of creating a firm structure and understand how evaluation can improve their future work.
112. Pupils have very positive attitudes to the subject, as the tasks set are both challenging and relevant and most are closely linked to work in other subjects. Teachers make good use of pupils' collaborative skills in all aspects of the subject and this has a very positive impact on their social development. The good range of materials that pupils can choose from in their work, leads to good originality of design and an added challenge to the pupils.
113. Although no lessons were observed, the quality of work seen around the school is consistent with teaching being of good quality. Teachers' knowledge and understanding of the subject have improved significantly since the last inspection and this is shown clearly in their very good quality termly and weekly planning. Teachers

also benefit from planning together in year groups so that expertise can be shared. Teachers make very good use of a new high-quality design and technology scheme of work which clearly sets out the tasks that pupils will be carrying out in a year and gives very good supportive details for teachers to use in their planning. A particular strength of the curriculum is the way that it is evaluated by the year teachers at the end of every project so that improvements can be made for when the project is next taught. For example, the Year 1 project on a moving chassis was simplified this year to ensure pupils concentrated more on the chassis and less on the body work mounted on the chassis. As a result, pupils' work on this project is of a particularly high standard. Pupils are rightly proud of their work. Much is very carefully displayed in classrooms, together with a useful synopsis of how the pupils went about the task. Expectations for the pupils to achieve well are high and this is clearly evident in the challenging targets that are set for pupils to meet at the end of each year. In this way the school has successfully raised attainment in the subject and enabled some pupils to achieve the higher levels. The role of the co-ordinator is very good and has been considerably developed since the last inspection. Regular release time enables good opportunities for evaluating the quality of teaching and learning in the classroom and ensuring that pupils' work meets the school's high expectations. A particularly good initiative has been the checking and prepacking of all the resources and tools needed for a teacher to undertake a specific project.

GEOGRAPHY

114. Pupils make satisfactory progress in geography and as at the time of the last inspection, their attainment at the end of Year 2 is in line with national expectations. However, improvements have been made in pupils' presentation of work and in the way that teachers use assessment to inform their planning.
115. By the end of Year 2, pupils have developed satisfactory map skills through working with a range of maps. They have drawn their own maps of the imaginary island of Struay, and have successfully identified the places visited by 'Katie Morag' in the story they have read. Whilst most pupils are confident in identifying human features on maps, a small number of pupils are less confident in naming physical features. Through studying a contrasting locality in St. Lucia, most pupils correctly identify principal differences between the island and their village of Chellaston. For example, pupils understand how climate affects the style of housing and clothing, and the need for different types of transport. Pupils name the countries of the United Kingdom, but a small minority has difficulty in placing Derby on a map of England. Pupils understand the importance of looking after the environment through their topic on litter, and are most enthusiastic in suggesting ways in which improvements might be made, such as through recycling.
116. Pupils make satisfactory progress in all aspects of their work. Pupils have studied the traffic in the proximity of the school and understand how traffic causes problems to the environment. Pupils successfully identify geographical features of places, such as houses, roads and shops. They also recognise different kinds of houses, such as bungalows and flats. Pupils have good opportunities for fieldwork in the local area, and they have, for example, successfully drawn simple maps of the area, and of their journey to school. Pupils understand that people in the school's locality have different occupations and readily describe some of the jobs undertaken by people who they know.

117. The quality of teaching and learning are satisfactory overall, with some very good features in Year 2. Teachers have satisfactory subject knowledge, and provide a good range of planning. Overall, a most suitable variety of work is provided, with, for example, a good range of maps being successfully introduced to pupils. Geographical terminology is also emphasised to help develop pupils' knowledge in this important area. Teachers provide clear explanations of the work being covered, although occasionally they do not involve all the class in their questioning. When this happens, it limits the opportunities for other pupils to contribute and results in some pupils losing interest. However, the great majority of pupils enjoy the subject because they cover interesting topics. They concentrate well on the tasks set in lessons and behave well. Teachers provide pupils with a good range of learning opportunities, including fieldwork, and this enables all pupils, including those with special educational needs and English as an additional language, to make satisfactory gains in their knowledge and skills. Most pupils take considerable care with their work, and they make every effort to complete the tasks neatly and carefully. This is an improvement since the previous inspection. Pupils have good collaborative skills and use them well in group work, such as when discussing various physical and human features on a map. Teachers mark pupils' work regularly, but only on a few books do they write constructive comments to outline how pupils can improve.
118. The school uses national guidelines as the basis for its scheme of work. Planning is detailed, and all aspects of work are suitably covered. The co-ordinator provides good leadership for the subject is knowledgeable, fully aware of the work that is being covered and supports her colleagues well. She monitors the quality of teaching and learning in the classrooms to ensure standards are appropriate and feeds back relevant information to individual teachers and the head teacher. Assessment procedures have improved considerably since the last inspection and are now used effectively by the teachers to plan their work. The written work in geography is making a significant contribution towards the development of pupils' literacy skills, and the various measuring and counting activities, such as recording the results of a traffic survey in Year 1, contribute well towards their numeracy skills. The school is successfully using information and communication technology to support the work in the subject. For example, pupils in Year 1 readily use computers to produce maps and plans. The study of the contrasting area of St Lucia successfully helps to develop the pupils' cultural awareness and understanding.

HISTORY

119. Standards in history are above national expectations at the end of Key Stage 1. The school has successfully maintained standards since the time of the previous inspection because of good teaching, and a well-planned curriculum that incorporates a wide range of experiences for pupils. Pupils of all abilities, including those with special educational needs and English as an additional language make good progress.
120. Pupils of all ages in Key Stage 1 have a clear understanding of chronology and know that changes take place in their own lives. Pupils in Year 1 know that babies are totally dependent on others, but as they grow they are able to do different things for themselves. In discussion pupils show that they know that babies play with simple toys whilst toddlers can walk, run and play with more sophisticated toys. At their own age they realise that they can do different things, such as read, write and play computer games, and are becoming more independent. These pupils can recall some of their own experiences at different times in their lives and predict what might

happen in the future. Pupils in Year 1 are finding out from parents and grandparents what changes have taken place in their lives and this type of enquiry brings the subject to life for the pupils and essentially introduces the notion of primary evidence. By the end of Year 2, most pupils, through their studies of ancient Egypt and the Victorians, have a good understanding that the past is divided into different periods of time. Their studies of the Victorians includes visits to museums and houses depicting life in the past and how our lifestyles have changed. Pupils in Year 2 know, for example, that clothes were washed by hand and not by machine and that electric irons did not exist. They have seen, at first hand, a replica of Victorian schoolrooms and discussed the daily routines of children during Victorian times. Pupils of all abilities recognise the similarities and differences between the Victorian way of life and their own.

121. Most pupils in Year 2 have a good knowledge of some famous people from the past, for example Florence Nightingale and know what she accomplished. Pupils in Year 2 use their ICT skills well to explore on the Internet what they can find out about life in the past. Pupils learn to select information critically and to present their findings accurately. A notable and worthwhile feature of the work is the strong cross-curricular links in the work. The work pupils do in Year 2, based on the ancient Egyptians, is well linked to work in art, resulting in good quality displays of Egyptian masks. Pupils are aware also of the geographical location of Egypt and how climate affects the daily life of the people.
122. The quality of teaching and learning in history is good. Teachers are knowledgeable and have a good understanding of history and their natural enthusiasm for the subject is obvious in their teaching. In consequence, pupils are motivated and keen to learn. Historical enquiry skills are well developed through the use of a wide range of artefacts, visits and in particular through the use of information technology. Strong cross-curricular links effectively support pupils' learning and enable them to have a better understanding of cause and effect. Pupils make very good use of their literacy skills to record their findings. Very good use is made of assessment in that tasks are well matched to pupils' abilities and prior attainment. In discussion many pupils display a natural curiosity and enthusiasm for the subject and this reflects the quality of teaching. The subject is well lead by a knowledgeable co-ordinator who carefully monitors teaching and learning in the classes as well as pupils' work from different years. The subject makes a very good contribution to pupils' social and cultural development and helps pupils to develop their individual learning skills and to take some responsibility for their own learning. The scheme of work effectively underpins the teaching, and the school is well resourced to support teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. Pupils make very good progress through the school, and by the end of Year 2, their attainment in information and communication technology is above national expectations with a significant minority of pupils working at the higher levels. This represents a considerable improvement since the last inspection when standards were in line with national expectations and no pupils were working at the higher levels. Much of the improvement is due to the enthusiasm and very good leadership of the co-ordinator, the dedication and hard work of staff to improve their subject knowledge and personal skills, and the careful investment in good quality hardware and software by the school.
124. By the end of Year 2, pupils have very good awareness of how to present information, clearly shown in their poems about 'Hairy Maclary'. They have above average word processing skills, and use these well such as when editing work as part of their grammar exercises in literacy. Pupils have good mouse control skills and make effective use of an art program to illustrate their writing about dinosaurs. Pupils make very good use of the Internet to support their work in other subjects: for example, as part of their history topic on Ancient Egypt. Similarly they have good skills in accessing information from CD ROMs. Pupils have above average skills in data handling, and pupils use these well when collecting class statistics on where they had been on holiday and represented their findings in a graph. Pupils' skills in control are good: they are able to program a screen turtle to make squares and rectangles, with higher-attaining pupils attempting to construct a triangle. Opportunities for pupils to explore what happens in real and imaginary situations is less well developed as the school, at present, is building up resources in this area.
125. Pupils in Year 1 have a good understanding of the importance of audience for their posters on Healthy Eating, and use their well developed word-processing skills to ensure the size, colour and font have the maximum impact. Pupils develop their skills effectively in other subjects. For example, pupils used a data handling program to produce block graphs to show how far their skate boards, that they had made in design and technology lessons, had travelled. Pupils demonstrate good mouse control skills in lessons and use these effectively, such as in an art program to illustrate their work. Particularly impressive was their range of pictures of Africa that they produced as part of their African art day.
126. The quality of teaching in the school is very good and this is reflected in the very good progress that all pupils, including those with special educational needs and English as an additional language, make in all aspects of the subject. This is due to a well-organised curriculum that has been carefully developed by the co-ordinator and the determination of staff to ensure that the learning of computer skills is not in isolation to other subjects. Lessons are very carefully planned and teachers make very good use of pupils' well developed collaborative skills when working in the ICT suite. This results in pupils learning well from one another as well as from the teaching input and this makes a significant contribution to pupils' moral and social education. The pace of learning in the ICT suite is also enhanced because the half classes are grouped by ability. This means that the pace of learning is most appropriate for the pupils. Teachers make very good use of open-ended questioning, such as "what do you think would happen if". The learning in a particularly good lesson in Year 2 was very effective because pupils were allowed to learn by making mistakes first and finding out how to move the turtle across the screen. The plenary at the end of lessons is an integral part of pupils' learning and makes particularly good use of pupils' well developed speaking and listening skills to share details of what they have learned.

Plenaries would sometimes be even more effective if pupils had an opportunity to try out their peers' suggestions for themselves. Another strength in the teaching is the practising of skills to enable pupils to tackle the set task with confidence. Very good questioning by a Year 1 teacher, revised pupils' skills in changing size, colour and font before beginning to design their own poster on forces. What made this questioning even more effective, was the way that teacher reinterpreted pupils' responses so that all the pupils could benefit. Pupils have a real zest for learning in ICT, and occasionally a teacher under-estimates how much work they can achieve in a lesson.

127. Teachers make very good use of the knowledgeable education care officers who work very effectively with the half of the class that is not taken to the ICT suite. For example, in a Year 2 class, when the group of pupils was working with the teacher on control using the LOGO program in the ICT suite, the teaching assistant was working in the classroom with the other pupils developing their control skills using floor roamers. This ensured that all pupils, including those with special educational needs and English as an additional language, are well supported, fully integrated into lessons and make similar very good progress as their peers. Pupils are particularly enthusiastic about the subject. Older ones talk animatedly about how much they learn in lessons and how often they take their new skills home to demonstrate to their parents. Pupils are very confident in using computers and this is enhanced by a weekly computer club for the older pupils.
128. The co-ordinator gives very good leadership to the subject. She carefully monitors teachers' planning and also has regular opportunities to observe teaching and learning during her release time from the classroom. As a result of this, she has a very clear understanding of standards through the school and what needs to be done to make them even higher. The staff record pupils' progress carefully and this is used at the end of the year to check that the targets set for the pupils have been successfully met. The use of target setting clearly focuses teachers' attention on the standards that pupils should achieve and the progress that they are expected to make through the year. The school has very good resources for the subject which are being constantly updated. A present weakness is that Year 2, due to the geographical positioning of their classrooms, are not able to have immediate access to the Internet because they are not networked with the computers in school.

MUSIC

129. Standards in music have risen since the previous inspection from being in line with national expectations to being above, but some areas still require further development. The improvement in standards is mainly due to the introduction of a clear scheme of work, which is providing teachers with useful, practical guidance for their planning, and the good use of the expertise of a classroom assistant. The progress pupils make, including those with special educational needs and those with English as an additional language, is good. All pupils are effectively included in the provision made for the subject.
130. By the end of Year 2, pupils know many songs and hymns by heart. Throughout the key stage the quality of singing is very good. The singing in assemblies is robust, with most pupils singing in tune with good phrasing and very clear diction. Not enough attention, however, is paid to the dynamics so there is little variation in mood by singing more quietly or loudly in different verses or hymns. Pupils in one Year 2 lesson clearly demonstrated their ability to invent and change the mood of their singing of, 'Rain, Rain, Go Away', when they had great fun choosing to be happy, silly,

funny and laughing. They were then able to describe how singing in such a way makes them feel. In another Year 2 lesson, pupils maintained a steady beat when following a rhythm from a card using basic symbols and successfully included a rest and a change of dynamics. In another lesson pupils demonstrated a good understanding of pitch by moving their hands to a higher or lower level as they sing, "Row, Row, Row the Boat".

131. Pupils achieve good standards when playing percussion instruments but some pupils do not always manage to keep strict time when accompanying their singing. Older pupils are beginning to compose basic percussion scores, using graphic symbols for different instruments, but the arrangements do not include tuned instruments or pay regard to the elements of time. The recorder group plays very well and the pupils make very good progress, because of the good teaching. They play in tune using and naming the notes correctly from a musical score, and stay together well by carefully following the beat. They learn new skills very quickly, such as how to slur a note by altering the way they use their tongues.
132. The weakest element in the curriculum is the musical appreciation because opportunities to do so are limited. Pupils listen well to the music played in assemblies and are able to recognise some of the pieces, such as the Nutcracker Suite, correctly naming the composer as Tchaikovski. There are, however, too few opportunities for the pupils to listen and respond to a range of music in their music lessons.
133. Pupils' attitudes to the subject are very good and this is impacting very positively on their progress. They thoroughly enjoy singing together and participate enthusiastically at all times. They behave very well in class, listening carefully to the teachers' instructions, taking care to stop and start as requested, and not playing their instruments at inappropriate times. This enables the lesson to move at a suitable pace without unnecessary interruption. Pupils co-operate very well together in small groups, practising sensibly before they perform their song or composition to the rest of the class. They listen very appreciatively to the efforts of others, frequently clapping spontaneously at the end of the performance. In one Year 2 class, pupils were able to express their preference for a particular group composition and provide reasons such as, "Because they kept to the rhythm", and another group were commended for, "Repeating a rhythm throughout."
134. The teaching of music is good. Teachers manage their lessons well, creating an atmosphere of good fun, so the pupils respond very positively and are developing good attitudes to their music making. Lessons are well planned to provide an interesting range of activities, which maintain the pupils' interest and keep them motivated and on task. Some teachers lack confidence in the subject and, as a result, do not allow the pupils enough room for their own creativity, but very good use is made of the classroom assistant who plays the piano very well and often leads activities in lessons.
135. The co-ordinator gives satisfactory leadership to the subject, and oversees the setting of annual targets for each class, and the records of pupils' progress. The co-ordinator is able to monitor lessons and thus provide good support for the staff. Resources are good. There is a range of percussion instruments, which are in very good condition and are easily accessible to all classes, but currently, there are too few examples from different cultures. The co-ordinator is aware of this deficiency and hopes to address the issue in the near future. There has recently been an art day in school where African music was played and an interesting display of instruments has been arranged in a corridor. The pupils also benefit from visiting musical groups such as

the Key Strings ensemble. The music curriculum makes further contributions to the pupils' social and cultural development at Christmas and Harvest time when pupils present a nativity play and sing carols and hymns to celebrate the festivals.

PHYSICAL EDUCATION

136. Pupils' attainment in physical education is in line with national expectations at the end of Year 2. Standards are broadly the same as they were at the time of the last inspection. Pupils of all abilities, including those with special educational needs and English as an additional language make satisfactory progress.
137. By the end of Y2, pupils have a good understanding of the effect of exercise on their bodies. They know that their rate of breathing and heart beat increases during exercise and return to normal after a period of rest. Pupils also know the value of warm-up activities before exercise. Most pupils demonstrate satisfactory control on floor exercises and are beginning to link several movements together in sequences. The teaching, however, does not give pupils sufficient suggestions as to how they might improve, nor does it encourage pupils to evaluate their own performance and that of others. In gymnastics, pupils move confidently on apparatus and show a satisfactory range of activities. However, the teaching does not incorporate good techniques, such as the need, when jumping from apparatus, to land safely on flexed knees. In these activities there is insufficient teacher input and opportunities for pupils to evaluate their own work and that of others is underdeveloped. The development of pupils' evaluative skills is not done consistently.
138. In music and movement sessions, pupils show satisfactory co-ordination and control but show little creativity in their work. They move in response to the music and some respond imaginatively to the tone of the music. Pupils copy and repeat simple actions. In games activities, the majority of pupils show a good range of ball skill. However, a small number of pupils have under-developed ball skills and have difficulty kicking, stopping and controlling large balls.
139. The overall quality of teaching and learning is satisfactory with some good teaching. The good teaching is characterised by clear explanations from the teacher and regular teacher input to encourage and challenge pupils. In the main however, lessons are not sufficiently well planned to develop pupils' skills, insufficient instruction is given so that pupils know what is expected of them, and too few opportunities are available for pupils to evaluate their performances.
140. Pupils enjoy the lessons and co-operate well in pairs and small groups and this makes a good contribution to their social development. Behaviour is generally good and pupils are well motivated and enthusiastic. The school is involved in the "top-games" project designed as part of a healthy school initiative. This has provided the school with a good range of small games equipment for use during the lunch break. One of the school yards has been marked out so as to allow small games to take place and lunchtime supervisors oversee the games. This is a worthwhile initiative and makes a significant contribution to developing pupils' skills, as well as to their social development.
141. The curriculum co-ordinator gives good leadership to the subject and has put in place a scheme of work of good quality. There are also good assessment procedures in place. Overall however, this has not impacted sufficiently on standards. Resources

for teaching and learning are good. There is a spacious, well-appointed hall and the school has a good range of physical education equipment.

RELIGIOUS EDUCATION

142. Standards at the end of Year 2 have been maintained since the last inspection and are in line with the expectations laid out in the local Agreed Syllabus for religious education. All pupils, including those with special educational needs and English as an additional language, make satisfactory progress. However, there has been an overall improvement in the subject particularly in the quality of teaching and opportunities for discussion.
143. By the end of Year 2, most pupils are familiar with aspects of the Christian, Hindu, Jewish and Moslem faiths. Most are able to relate some of the stories of famous religious figures, such as those of Jesus and Rama and Sita. Whilst a number of pupils show some confusion, most pupils explain clearly that religions have their particular places of worship, and are able to name, for example, the Mosque and the church. Fewer pupils know of the significance of the Synagogue to Jews. Pupils in Year 2 readily identify some of the requirements for entering the Mosque, such as removing shoes and washing. Pupils understand that religions have various ceremonies and special occasions, and most can explain the importance of Hannukah to Jews as well as knowing why Christmas is important to Christians. Pupils in Year 1 are increasingly knowledgeable about Hannukah, and they confidently describe the importance of the menorah. Pupils understand the need to belong to a variety of groups and they recognise in particular the importance of their own family and friends. Pupils are aware of the importance for caring, both for people and the environment. Pupils, throughout the school, clearly understand the need to be tolerant of other people's dress, lifestyle and ritual.
144. The quality of teaching and learning are satisfactory overall, with good features particularly in Year 1. This is an improvement since the previous inspection. Lessons are well planned, and thought-provoking and challenging ideas are now presented to pupils. For example, pupils in Year 2 were asked to think about, and describe, things that were special to them. Teachers have satisfactory subject knowledge and use this well through their questioning to develop pupils' learning and assess their understanding of what they have learned in lessons. Teachers use resources effectively to ensure all pupils, including those with special educational needs and English as an additional language, are able to make satisfactory gains in their knowledge and understanding. Where teaching is good, pupils become particularly involved in the subject matter because the teachers' knowledge is particularly secure, the lesson is especially well organised and resources catch the imagination of the pupils. Teachers provide a variety of tasks for pupils and generally make good use of appropriate questioning, to involve pupils and to make them think for themselves. Just occasionally, pupils are not fully encouraged to provide answers, and, as a result, a small number become restless. Teachers make particularly good use of pupils' knowledge, such as when, in Year 2, Moslem pupils explained aspects of their faith to their classmates. Most pupils find the subject interesting and, when given the opportunity, provide a variety of thoughtful answers and observations. Teachers are careful to introduce pupils to all the correct terminology used in different faiths and as a result, most pupils show confidence in using the appropriate terms. Pupils' attitudes and behaviour are usually good, and they relate well to both their teachers, the education care officers and to each other. Pupils take care with the presentation of

their work, but teachers do not consistently provide written comments informing pupils how they can improve.

145. The school closely follows the locally Agreed Syllabus for religious education, together with the national guidelines, and all areas of work are adequately covered. The school is particularly keen to provide visits to various places of worship to help develop pupils' understanding of different faiths, and enhance the curriculum. The work undertaken in religious education successfully supports all aspects of pupils' spiritual, moral, social and cultural development. Through the written activities provided for pupils, the subject also provides good levels of support for the school's initiative in literacy. The school currently makes satisfactory use of information and communication technology to enhance pupils' learning, such as when pupils in Year 2 found information on the Internet on religious buildings. Assessment procedures are good, and the information is being used well to judge both pupils' current understanding and to identify the progress they have made. The co-ordinator is well informed and committed. She is fully aware of the work being undertaken in the school, and she supports her colleagues well. Her role has also improved since the last inspection as she now has appropriate opportunities to observe teachers and learning in the classrooms, to ensure that the standards being achieved are appropriate for the pupils. There are at present few opportunities for teachers to observe each other so that the good practice in the subject can be shared.