

# INSPECTION REPORT

## **ALVASTON INFANT AND NURSERY SCHOOL**

Alvaston, Derby

LEA area: Derby

Unique reference number: 112744

Headteacher: Miss D. Whelbourn

Reporting inspector: Mr G.R. Logan  
11810

Dates of inspection: 29<sup>th</sup> April – 2<sup>nd</sup> May 2002

Inspection number: 196444

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and nursery

School category: Community

Age range of pupils: 3 - 7

Gender of pupils: Mixed

School address: Elvaston Lane  
Alvaston  
Derby

Postcode: DE24 0PU

Telephone number: 01332 571704

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Appropriate authority: The Governing Body

Name of chair of governors: Mr R. Witheford

Date of previous inspection: July 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11810	Mr G.R. Logan	Registered inspector	Mathematics; Music; Science; Information and communication technology; Equal opportunities	<p>What sort of school is it?</p> <p>How high are standards?</p> <p>a) The school's results and achievements;</p> <p>How well are pupils taught?</p> <p>What should the school do to improve further?</p>
19664	Mr J. Bayliss	Lay inspector		<p>How high are standards?</p> <p>b) pupils' attitudes, values and personal development;</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p> <p>How well is the school led and managed?</p>
22182	Miss F. Robinson	Team inspector	English; History; Geography; Religious education; Special educational needs; English as an additional language	
22421	Mrs V. McGrath	Team inspector	Art and design; Design and technology; Physical education; Foundation Stage	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Alvaston Infant and Nursery School is a community infant school on the southern edge of the city of Derby, with 252 pupils in the main school; 123 boys and 129 girls. In addition, there are 52 part-time pupils, 30 boys and 22 girls, in the nursery. Children enter the nursery for three or four terms following their third birthday. Attainment on entry to the reception classes is broadly in line with the city average, although personal and social development is below the city average. Thirty-two pupils in the main school have special educational needs, and two of these have statements. This is well below the national average. Twelve pupils have English as an additional language, four of whom are in the early stages of learning English. This is similar to many urban schools. Around 22 per cent of pupils are eligible for free school meals. This is broadly in line with the national average. Pupil mobility is relatively low, with around eight per cent of pupils leaving or joining the school, other than at the normal admission and leaving dates. As a result of secondment and illness, the nursery has been managed by temporary staff for much of the current year.

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

Alvaston Infant is a good school, with some very good features. The headteacher is providing very clear educational direction; this has been a key factor in the good progress made in the last four years. She is well supported by her deputy, other staff and the governing body. The ethos of the school is a strength. There is a shared commitment to raising standards. The quality of teaching is good. Children make good progress in Years 1 and 2. Standards in English and mathematics and in several of the foundation subjects are above average by the end of Year 2. Standards in information and communication technology are well above average. There is very good support for pupils with special educational needs and for those with English as an additional language. The curriculum has been developed very successfully. There are very good care arrangements. Parents are kept well informed about their child's progress and the partnership with parents is strong. The school receives funding at a level around the average. It provides good value for money. The school's many strengths outweigh the few areas for development.

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

- Standards in English and mathematics are above average.
- Standards in information and communication technology are well above what would be expected.
- The quality of teaching of the older pupils is good.
- Pupils with special educational needs are supported well and make good progress.
- Pupils have good attitudes to learning and their behaviour is very good.
- The school offers a very good curriculum in Years 1 and 2.
- Provision for pupils' personal development is very good. They are well cared for.
- The headteacher provides a very clear educational direction for the school.

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

- The quality of children's experience in the nursery.

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

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

The school was last inspected in July 1997. One area for development, relating to accommodation and class sizes, was identified. This was resolved largely as a result of local authority funding and government initiatives to reduce class sizes. In other respects the school has made good progress. The quality of teaching has improved, particularly in Years 1 and 2. Standards in several foundation subjects have risen. Standards in information and communication technology have improved considerably and this is now a strength of the school. The quality and range of learning opportunities have improved significantly for pupils in Years 1 and 2. Provision for pupils with special educational

needs is now very good. The literacy and numeracy strategies have been implemented and are fully embedded in the curriculum; standards have continued to improve in these areas. Overall, the school has made good improvement since the last inspection.

## STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
Reading	B	B	C	C
Writing	A	A	A	A
Mathematics	A	B	B	B

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

The national test results for seven-year-olds in 2001 were well above average in writing, above average in mathematics and average in reading, compared both to the national average and to what is achieved by pupils from similar schools. Teacher assessment indicated that standards in science were below average. Standards, although weaker in reading in 2001, have risen over a four year period in line with national trends. Inspection evidence and the 2001 test data confirm that the proportion of pupils achieving the higher level 3 is above average in mathematics and well above average in writing. Currently standards in English and mathematics are above average. Standards in science are average. Within English, standards in reading are now above average, while writing continues to be well above average. Standards are well above average in information and communication technology, above average in art and design, geography, history and religious education, and average in the remaining subjects. The majority of children enter the reception classes with levels of prior attainment similar to the city averages, other than in personal and social development which is lower than the city average. Progress is variable in the nursery but improves in the reception classes, with most children achieving the Early Learning Goals in all areas by the time they enter Year 1. The pace of learning increases in Years 1 and 2, with most children making good progress by the end of Year 2. Pupils with special educational needs and those with English as an additional language are supported very well and make good progress overall.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school and are eager to learn.
Behaviour, in and out of classrooms	Very good. There is an ethos of very good behaviour in and around the school that encourages learning. The pupils are polite, friendly and well behaved. There have been no exclusions.
Personal development and relationships	Good. Pupils' personal development and the relationships within the school are good. The school is very inclusive and harmonious relationships exist throughout the school community.
Attendance	Satisfactory. Attendance is similar to that achieved elsewhere. Unauthorised absence, when the school receives no explanation for the absence, is also similar to the national average for primary schools.



## TEACHING AND LEARNING

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>
Quality of teaching	Satisfactory	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.*

Teaching has improved since the last inspection. Two-thirds of the teaching is now good or better, with no unsatisfactory teaching. One lesson in every five is very good or excellent. The highest proportion of very good lessons is in Year 1. The quality of teaching in the nursery and reception classes is satisfactory overall, although lesson planning in the nursery is not as good as it should be. Most teachers have high expectations that pupils will achieve well. There is a shared commitment to succeed and staff work together well. Planning is detailed and lessons have clear objectives which are made known to pupils. There is a purposeful working atmosphere. The best teaching has a brisk pace and builds upon pupils' enthusiasm. This promotes their learning effectively. Occasionally, the pace of lessons is too slow and this affects learning. Questioning is used well. Staff manage classes with skill and establish very good relationships with pupils. The improved quality of teaching is reflected in the steadily rising standards and the good progress which pupils make. Teachers are very effective in consolidating the basic skills of literacy and numeracy, but there is also a focus on the development of skills in subjects such as art and design. Opportunities to extend literacy and numeracy skills across the curriculum are good. Staff have been very effective in enabling pupils to use information and communication technology across the curriculum and this is a strength. The very good support provided by learning support staff has a positive effect on pupils' learning, particularly those with special educational needs or with English as an additional language.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum in Years 1 and 2 is very good. It is broad and balanced and enriched by very good community links. Appropriate emphasis is given to teaching literacy and numeracy. Pupils' skills in information and communication technology and their application of these skills is a particular strength. The nursery curriculum is not sufficiently balanced to promote even progress across all areas.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs are supported well. Their attainment and progress is carefully tracked in order to ensure good continuity and progression through the school.
Provision for pupils with English as an additional language	Very good. These pupils are supported well by class teachers and specialist staff and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision for pupils' spiritual, moral, social and cultural development is very good. Support for social, moral and cultural development is very good; pupils are encouraged to relate well to others. Spiritual development is good, with many opportunities for pupils to experience other beliefs, cultures and religions.
How well the school cares for its pupils	Very well. Led by the very caring headteacher, who puts a high priority on the needs of the pupils, the school community works together to provide surroundings in which pupils feel well cared for and secure. Assessment procedures are very good; information is used well to support planning of future work.

The school's partnership with parents is good. Parents are very supportive of the school. They receive good quality information about school events and how their children are getting on. The school welcomes the support of parents. They make a good contribution to its life and work.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher manages in a quiet, thoughtful and committed way. Supported by senior staff, she ensures that the school is managed very capably. There is a clear, shared commitment to the development of the school. Subject leaders are effective.
How well the governors fulfil their responsibilities	Satisfactory. Governors are properly involved in the work of the school both as members of various committees and as individuals properly undertaking their responsibilities. Statutory duties are fulfilled.
The school's evaluation of its performance	Good. There are good arrangements for monitoring and evaluating the school's performance and taking effective action. The staff and governing body have a clear understanding of the school's strengths and areas for development.
The strategic use of resources	Good. The financial planning process is well organised with a clear cycle of planning and review, linked directly to the school improvement plan. Overall administration arrangements and day-to-day control of finances are of high quality. The school applies the principles of best value appropriately.

The school is well staffed with appropriately qualified and experienced teachers and support staff. The quality of the accommodation is much improved since the previous inspection and is now good. The school is well resourced for the demands of the curriculum.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school and make good progress.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• They feel comfortable approaching school.</li> <li>• The school expects children to work hard.</li> <li>• The school is well led and managed.</li> <li>• Children develop into mature, responsible individuals</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons</li> </ul>

The parents who responded to the parents' questionnaire, the 23 parents who attended the pre-inspection Parents' Meeting and those who met with inspectors during the inspection are strongly supportive of the school. They think it is very good. The inspection team agrees with the positive views of parents but finds no support for the concerns about extra-curricular activities. These are judged to be satisfactory given the age of the pupils.

## **PART B: COMMENTARY**

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

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

1. The school prioritises the raising of pupils' attainment. In the 2001 national tests for pupils aged seven, standards were well above average in writing, above average in mathematics and average in reading, in relation both to schools nationally and to those with similar characteristics. Teacher assessment indicated that standards in science were below average. In 2001, the proportion of pupils achieving the challenging level 3 was well above average in writing and above average in mathematics and science and average in reading. Standards have improved steadily in recent years, at least in line with the national trend, although this has been more marked in writing and mathematics than in reading. The movement of pupils into and out of the school at times other than entering in reception and leaving at the end of Year 2 is relatively low and does not have a significant effect upon patterns of attainment in the school. Boys have recently outperformed girls in mathematics and to a greater extent than is the case nationally. This situation has been reversed in reading and writing. However, no evidence emerged during the inspection to indicate that this is a significant issue at present.
2. Inspection evidence indicates that the standards currently attained by pupils aged seven are above average in English and mathematics, with some pupils achieving at higher levels, and average in science. This reflects the success of a number of initiatives to promote improved standards, including the national literacy and numeracy strategies, the targeting of groups of pupils to boost attainment in mathematics, reading and extended writing, the implementation of improved assessment and monitoring procedures and the very good support for pupils with special educational needs. Primarily, however, it reflects two crucial factors: (1) the steady improvement in the quality and consistency of teaching and in the teachers' expectations of what pupils can achieve and (2) the positive attitudes, enthusiasm and eagerness to achieve which characterises the great majority of the pupils – particularly in Years 1 and 2.
3. In 2001, the proportion of pupils receiving free school meals (the basis upon which schools' performance is measured and compared) fell marginally below the 20 per cent threshold. In the current year it is just above 20 per cent. This is likely to reflect positively upon the school's performance in relation to similar schools in the current year (and would have produced a two grade improvement in reading, against what is achieved by all schools, on the figures achieved in 2001).
4. Children make satisfactory progress in most of the areas of learning in the nursery class, as a result of the broadly satisfactory teaching. At present, however, progress is unsatisfactory in creative and mathematical development. In reception, where the teaching is better, children make good progress in mathematical and creative development, reading and writing and in personal, social and emotional development and satisfactory progress in knowledge and understanding of the world, physical development and speaking and listening. The majority of children attain the Early Learning Goals<sup>1</sup> for the Foundation Stage in all areas of learning by the time they enter Year 1. Initial assessments are undertaken by teachers when children enter reception. The limited data available indicates that, while a few children are above average in most areas, there is a significant spread around the city average, with attainment in personal, social and emotional development below the average for the city.
5. Standards in literacy are above average. There has been a steady and sustained improvement over the last four years. Most pupils achieve well and make good progress. By the age of seven, pupils listen well. However, while some express themselves confidently, a significant

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<sup>1</sup> Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning; for example, in language and literacy, pupils should be able to write their own name and other things such as labels and begin to write sentences.

number have a restricted vocabulary and limited prior experience. Pupils make good progress in reading. They read with fluency and accuracy, and with increasing enjoyment. Higher attaining pupils are confident, independent readers who find great enjoyment in books. Lower attaining pupils benefit from their involvement in the 'Better Reading Partnership' and have increasingly positive attitudes towards reading. There are good opportunities for pupils to develop their reading skills across the curriculum. Standards in writing are well above average. Pupils write for a wide range of purposes and there are some examples of good quality extended descriptive and narrative writing both in English and in other areas of the curriculum. Skills in handwriting are well developed. Full stops and capital letters are used consistently and work is neatly presented.

6. Standards in numeracy are above average. There is a systematic approach to the teaching and learning of basic mathematical skills and pupils acquire a secure knowledge of place value, as well as the procedures which enable them to add and subtract one, two, or eventually, three digit numbers. They learn to use units of time, weight, measure and capacity and recognise the features of two and three-dimensional shapes. They are particularly good at recording data and representing it in graphs and charts, often using information and communication technology to support their efforts. There are good opportunities overall for pupils to proceed to challenging, higher level work when they are ready to do so, especially in Year 1. Pupils' numeracy skills are used well across the curriculum; for example, in science and in information and communication technology.
7. Standards in science are average. Pupils in Year 1 know that light and water are basic conditions necessary for growth. In Year 2, they have studied forces and can predict the likely effects on motion when the slope or the launch force are varied. They have a clear grasp of the need for accuracy in both timing and measurement of distance. Although Year 2 pupils have some recall of the properties of different materials, light and electricity, this is, however, limited. There is no system yet in place to enable pupils systematically to revisit and consolidate work covered in past terms. The highest levels of attainment relate to the life and living forces element of the curriculum. Opportunities for the development of investigative skills have improved significantly and are also good. They make predictions and set up investigations to test those predictions, recording their work accurately in a variety of ways.
8. Pupils' attainment in information and communication technology is well above the expected level by the age of seven. This is a strength of the school. Pupils make very good progress and their skills have been very well developed across a range of applications, even though only a limited number of pupils have access to computers at home. There are good opportunities to use information and communication technology to enhance learning in subjects across the curriculum. There is abundant evidence of the extensive range of work which pupils have covered.
9. Standards in religious education are above those expected in the locally agreed syllabus. Pupils aged seven attain standards above national expectations in art and design, geography and history and in line with expectation in design and technology, music and physical education.
10. Provision for pupils with special educational needs is very good and most pupils make good progress over time. Achievement throughout the school is satisfactory in relation to the targets contained in pupils' individual education plans. Comprehensive records of achievement and progress are kept, being effectively used to inform teaching and planning. Higher attaining pupils have satisfactory opportunities to achieve at a level compatible with their ability in most subjects, although in some mathematics lessons observed during the inspection, the tasks were familiar and did not sufficiently challenge the higher attainers. Most pupils with English as an additional language speak and write English with competence and achieve equally as well as the others. Pupils at an early stage of language acquisition make good progress due to very good support during lessons.
11. The school is assembling a range of information on pupils' prior attainment and is becoming more confident in setting targets for groups of pupils. However, through no fault of its own, the school's tracking of pupils' development is prejudiced by the inadequacy of the data provided by the initial assessment on entry to the school, the incompleteness of the data held and the

slow publication of the analysis. Targets were identified for the standards pupils were expected to attain in the end of key stage tests in 2001. These were met in all areas other than reading. Challenging targets are in place for 2002 and these are likely to be met.

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

12. When the school was inspected in 1997, pupils were reported to have good attitudes to learning and their behaviour was generally very good. Relationships and personal development were also judged to be very good. The school has successfully maintained these strengths.
13. Pupils' attitudes to school, both in the Foundation Stage and in Years 1 and 2, are good. They have a positive effect on the standards achieved by the school. There is a constructive atmosphere in most classrooms with pupils being keen to learn. Pupils are confident and relate easily to adults. They are keen to come to school. They listen carefully and courteously to teachers, almost all willingly participating in question and answer sessions and doing so in a sensible and mature way. They apply themselves well to whatever task is presented to them. This is particularly noticeable when teaching, such as that seen in a Year 1 history lesson or frequently in one of the reception classes, is particularly stimulating and pupils are swept along with the excitement of the lesson. There is a keenness to collect rewards for good behaviour and effort. Inspectors confirm the view of parents that the school is helping pupils to become mature and responsible individuals.
14. There is an ethos of very good behaviour in and around the school that encourages learning. Foundation Stage pupils, and those in Years 1 and 2, are polite, friendly and very well behaved. All pupils respond well to the high standards of behaviour expected. They get on well with each other, showing respect for the feelings of others. Break-times are pleasant social occasions when the pupils play together without any sign of anti-social behaviour. Pupils' behaviour in classrooms, in the playground, when moving about the school, and when eating their lunch, is a strength of the school. Nothing was seen to suggest that when misbehaviour occurs it is oppressive, or that there is vindictive bullying or sexism within the school. There were no exclusions in the year preceding the inspection.
15. Pupils' personal development and the relationships in the school are good. The school is very inclusive. Pupils in the Foundation Stage and in Years 1 and 2 respond well to the school's good provision for their personal development. This contributes to the positive learning environment. The school provides some opportunities for pupils to assume responsibility. Such opportunities steadily increase throughout their school life. When given the chance to be responsible or display initiative, for example when looking after attendance registers, when asked to help teachers in the classroom or to get out or put away equipment in the hall, the pupils happily volunteer, undertaking the activities diligently and with enthusiasm. They work well on their own or in groups, readily taking turns and offering to help to each other. Relationships are good, both among pupils and between pupils and adults. Though still quite young, pupils already show respect for the values and beliefs of others.
16. Overall attendance levels vary somewhat from year to year. In general they have remained much the same as at the time of the previous inspection. At that time they were judged to be good and rising. They have not shown sustained improvement year on year, although there is some reason to suppose from analysis of very recent attendance levels, that attendance is improving as the school promotes the importance of attendance to parents. Judged on the latest criteria, attendance is now satisfactory, being broadly in line with that achieved elsewhere. Unauthorised absence, when the school has received no explanation for the absence, is also broadly in line with the national average for primary schools. There is some lateness in the mornings but when it occurs it is of a minor nature and not disruptive to lessons.

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

17. The quality of teaching for children in the nursery and reception classes is satisfactory. The overall quality of teaching provided for pupils in Years 1 and 2 is good. In a fifth of lessons it is very good and sometimes it is excellent. Across the school, two in every three lessons were good or better. The highest proportion of very good teaching was in Year 1. There are

examples of good teaching in all subjects and in each year group. As a result, pupils including those with special educational needs and those who speak English as an additional language, achieve well and make good progress. Learning support assistants also work very effectively in partnership with the teachers, making a significant contribution to the good quality of teaching and learning.

18. At the last inspection the quality of teaching was good overall. The proportion of good teaching has increased from around one half to two-thirds, although, the proportion of good lessons in Years 1 and 2 is much higher than in the Foundation Stage. There has been a steady improvement since that time. Learning objectives are now clearly identified in planning and the pace and challenge of lessons is more closely matched to the needs of the pupils. That said, a key area of weakness identified in a number of lessons where teaching was satisfactory rather than good was the slow pace which adversely affected pupils' learning. This was less evident, however, as the inspection week progressed.
19. The quality of teaching in the Foundation Stage is satisfactory overall. Teaching is significantly better in the reception classes than in the nursery. In reception, teaching ranges from satisfactory to excellent, with just over half the teaching being good or better. It is satisfactory in the nursery class, although the daily planning does not consistently identify the learning purposes for taught activities and the criteria for assessments are not appropriately defined. In the better lessons, the opening is brisk and stimulating and children are encouraged to use and apply skills as they engage in well-planned play activities. The range of activities offered enables children to respond through their own writing, speaking and listening. In the satisfactory lessons, the quality of response shown by children is sometimes constrained by a lack of adult stimulus in a few activity areas, particularly in mathematical and creative development
20. The basic skills of literacy and numeracy are taught well. Standards in reading are above average and pupils make good progress. This is partly because they are taught the sounds made by letters and by combinations of letter correctly. Pupils use these skills well when they read. Teachers are particularly skilled in teaching numeracy. As a result, standards in mathematics are above average. Pupils' abilities to apply their mental arithmetic skills are developed well because teachers use the mental and oral part of each mathematics lesson effectively. Information and communication technology skills are taught particularly well and pupils demonstrate considerable confidence as they use computers independently across a range of subjects.
21. In almost all classes, teachers meet the needs of their pupils effectively. They ensure successfully that all pupils are included in all aspects of lessons. Most lessons are planned thoroughly and take account of the range of abilities and needs within each class. Occasionally, and this was evident in a small number of mathematics lessons during the inspection, activities are too simple and do not challenge pupils sufficiently. Pupils with special educational needs and those with English as an additional language make good progress because they are supported well. Throughout the school, teaching and support staff are fully aware of the targets set for pupils with special educational needs. They meet regularly with the co-ordinator for special educational needs to review and plan the next stage in learning and pupils' individual education plans are used effectively to guide work at different levels. Pupils with special educational needs and those with English as an additional language are fully included in all activities. They have very good access to the curriculum because of the good support and encouragement given to them in group activities.
22. Teachers have good subject knowledge. This enables them to present lessons in ways that capture pupils' imaginations and maintain their interest and enthusiasm. There was evidence of very good subject knowledge in the management of information and communication technology and in the specialist teaching of music by the subject co-ordinators. Teachers manage their pupils well and have high expectations of how they will learn and behave. Pupils respond well to these expectations, usually behaving very well (except, occasionally, when the pace of lessons is too slow) and showing good attitudes to their learning. Teachers use a variety of teaching methods well. In most lessons the combination of whole class teaching and

opportunities for pupils to work on their own or in small groups is used effectively. This helps to maintain pupils' interest and helps teachers to meet the learning needs of pupils.

23. With few exceptions planning indicates very clear objectives for what pupils are expected to learn. Teachers usually share these objectives with their pupils and explain very clearly the features of learning they will be looking for during the lessons. This means pupils are aware of what is expected of them and what they are likely to learn. Teachers also use the final part of lessons well to assess the learning that has taken place and the progress their pupils have made. Teachers are not consistent, however, in asking pupils to explain what they think they have learned or to say how well they think they have done. Even so, pupils are aware of how well they are doing because their work is often marked with helpful comments that also suggest how they might improve further. Teachers also tell pupils when they have done well and recognise when pupils have tried their best. This contributes significantly to the good attitudes pupils show towards their learning.
24. Other than in the nursery, everyday arrangements to assess pupils' attainment and progress are good. Assessments are linked clearly to the objectives for learning and teachers have a clear view of how well their pupils are progressing and so plan the next stages of their teaching in response to the assessments they make and the identified needs of the pupils. Appropriately challenging targets are set for individuals, principally in literacy and numeracy.
25. Homework is used appropriately to extend pupils' learning. This usually takes the form of reading and informative records are kept about the progress made by each pupil. Pupils regularly undertake research in other subjects, such as in science, geography or history. Pupils are enthusiastic about these activities. They are eager to acquire new knowledge and skills and clearly enjoy their work.

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

26. The curriculum offered to children in the Foundation Stage includes all six areas of learning and gives appropriate emphasis to personal, social and emotional development. By the end of the Foundation Stage children are making good progress in mathematical development, reading and writing. Effective planning, particularly for numeracy and literacy, is in place for the reception classes, but ineffective planning in the nursery, particularly for creative and mathematical development, means that the curriculum lacks balance and progression is uneven across the areas of learning. This affects the progress which the children are able to make.
27. The curriculum meets the requirements of the National Curriculum and of the locally Agreed Syllabus for religious education for pupils in Years 1 and 2. The allocation of time to individual subjects is appropriate and ensures the pupils have equal access to all subjects. The school places due emphasis on the teaching of literacy and numeracy. Teachers have worked hard to implement both strategies, and, as a result, children are achieving well in English and mathematics and, in particular, in information and communication technology.
28. The school offers a broad, balanced and progressive curriculum in Years 1 and 2. All subject co-ordinators have identified the potential for making links between subjects. This enables pupils to use the knowledge and skills they have attained in numeracy and literacy purposefully in other subjects. This is particularly evident in the ways in pupils apply their writing, reading and information and communication technology skills across the curriculum.
29. The provision for children with special educational needs is very good throughout the Foundation Stage and Years 1 and 2. The school implements the Code of Practice<sup>2</sup> fully. Pupils on the register of special educational needs are set appropriate, focused targets in their individual education plans. The in-school support for pupils with statements of special educational need is very good. A pattern of curriculum provision, which is totally inclusive, has

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<sup>2</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act, 2001.

emerged. Pupils who have English as an additional language are equally well supported. All children are made to feel secure and valued.

30. The school has effectively implemented national planning guidance for all subjects, and in most subjects this is supplemented further with additional guidance from subject co-ordinators. The curriculum planning for all subjects ensures that the tasks provided become increasingly challenging over time. As a result the teaching of new skills and knowledge builds effectively on previous work.
31. The school offers a satisfactory range of extra-curricular activities, including dance and movement, book-club, signing and art clubs. These extend pupils' expertise and enjoyment of the curriculum. The carefully planned educational visits, and the programme of visitors into school, are effectively developed to add interest and relevance to pupils' learning. Links with the community are very good and are a strength of the curriculum. For example, pupils regularly visit supermarkets, a bakery, the theatre, local industries such as the brick works and a pottery, parks, trails and Elvaston Castle. Visitors to the school offer curriculum enrichment relating, for example, to the care of teeth, drugs education, other faiths, healthy eating, puppetry, fire and road safety.
32. There are satisfactory links with other local schools and colleges of further education. Students are attached to the school on work placements. Infant school staff ensure that appropriate arrangements are made for pupils' transfer to the junior school. Infant and junior staff have met, in the past, to discuss progression in each subject area, and to exchange knowledge and expertise. More recently, however, this has been difficult to sustain, due to discontinuity in the Junior School management.
33. The overall provision for pupils' spiritual, moral, social and cultural development is very good. The strengths found at the time of the previous inspection have been maintained. The school has worked hard to improve its provision for the multicultural development of pupils through religious education, visits to the Gurdwara and visiting speakers to school.
34. Provision for spiritual development is good. The school aims to create happy, confident, independent and well-adjusted children and this is well achieved. Collective worship sessions are well planned and the weekly theme covers a range of issues such as 'happiness'. Pupils are given valuable opportunities to reflect on ideas and beliefs. In assembly, during storytelling, there were spontaneous gasps of surprise as the old women's house turned into a palace. Spiritual development is promoted well in the curriculum especially through religious education, art, music and history. Lessons give pupils time to reflect upon this work and to accept some purposeful messages of sharing and working together as friends.
35. Provision for moral development is very good and promotes a clear moral code very well. Assemblies deal with moral themes and pupils are encouraged to take care of their environment. The difference between right and wrong is taught from the time the children enter the school and is very well understood. The school has a very positive ethos and pupils are encouraged to think about care for others, especially those younger than themselves. This has a positive effect on the way pupils behave and the school's procedures are working very well. Bright, colourful displays of pupils' work promote their self-esteem and positive behaviour.
36. The provision for pupils' social development is very good. Social skills are well developed and pupils are encouraged to relate very effectively to others. The school makes very good use of a wide range of visits in and around the local area and this helps pupils to develop co-operation, social skills, communication and a sense of community. They undertake jobs in the school, raise money for charity and help others. The Year 1 visit to Elvaston Castle helps them to experience living together as a Victorian community.
37. The provision for pupils' cultural development is very good. There are many valuable opportunities for pupils to experience other beliefs, cultures and religions within assemblies, religious education, music and the wider curriculum. There has been an improvement in the quality and range of multicultural education since the last inspection through improved resources and visits. All pupils have the same very good opportunity to take part in all aspects



of school life. The school has a very good reputation for tolerance and respect for others in the community. Pupils' learning is well supported by a good range of school clubs and activities.

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

38. The school meets its obligations for child protection and for ensuring pupils' welfare very well. The very positive situation found during the previous inspection has been further strengthened. A minor safety hazard found during the previous inspection has been successfully dealt with. Child protection arrangements are very good. They meet statutory requirements. All members of staff understand the need to be attentive and they undertake this responsibility conscientiously and well. This very effective support enhances the quality of education provided by the school by ensuring that pupils can work in a secure and happy environment. Parents are happy with the attitudes and values promoted by the school, and the support given to their children. They see this area as one of great strength.
39. Led by the very caring headteacher, who gives a high priority to the needs of the pupils, all members of the school community work together to provide surroundings in which pupils feel well cared for and secure. Educational and social inclusion have a high profile throughout the school so that all the pupils, both from the Foundation Stage and from Years 1 and 2, are treated equally and given support appropriate to individual need, whatever their background or personal circumstances. All staff respond sensitively and positively to these individual needs. The school is successful in promoting social integration. Harmonious and caring relationships exist both in and out of the classroom. There are well organised arrangements for playground supervision with teachers and lunchtime supervisory staff, who are well trained and relate very well to the pupils, ensuring that pupils are well looked after during periods of outdoor activity. This high quality support has a positive effect on behaviour and safety.
40. Governors take an active interest in health and safety matters, being well advised by one of their number. Together with school staff they undertake regular risk assessments and have proper regard for the health and safety of the school community. Fire safety and first aid arrangements are very good. The school's procedures for dealing with the very occasional accident are good and appropriate records are maintained. There are very good procedures for liaison with parents when necessary.
41. The school tries hard to improve attendance and has very good procedures for promoting and monitoring it. It is enjoying some success. It recognises that absence from school reduces the quality of learning and continually stresses this to parents. Procedures for recording absence and punctuality are rigorous. Morning registration routines are efficient in all classes and there is a prompt start to the day. Records of attendance are properly maintained and comply with statutory requirements.
42. The procedures that are in place for monitoring and promoting good behaviour and eliminating oppressive behaviour, the assertive discipline and anti-bullying policies in particular, are very good. They are well focused on the need to promote good behaviour and there is clear definition of rewards and sanctions. *Names in the Sun*, *The Golden Chair*, stickers and certificates emphasise the positive. These are well understood and accepted by the great majority of the pupils. All teachers have good strategies for dealing with the occasional instances of inappropriate behaviour and, as a result, there is very little disruption to the flow of lessons.
43. The school's arrangements for the monitoring and support of pupils' personal development are good. The school has a wide variety of strategies for the promotion of pupils' personal development. These include a personal, social and health education programme, a caring ethos, community involvement, Circle Time (when pupils sit together to discuss a range of personal and general issues), involvement in charitable activities and the involvement of parents. They make a positive contribution to the way in which teaching and support staff ensure that the personal needs of all the pupils are recognised and met whatever their individual circumstances. Formal arrangements for monitoring, including teacher records and summaries in the pupils' annual reports, are supported by informal arrangements that benefit from teachers' knowledge of pupils as individuals.

44. The school has a very good, comprehensive assessment, reading and reporting policy in place. Since the last inspection, the school has revised and developed its assessment procedures for English, mathematics, science and all other areas of the curriculum and these are now very good. The policy has been developed by the assessment co-ordinator together with the senior management team and is a very good example of best practice. It enables teachers to track the progress of pupils in their class. Assessment is less structured and is less effective in raising standards in the Foundation Stage.
45. The school has very good procedures for supporting the personal development of its pupils. Existing arrangements for assessing and supporting pupils' attainment and progress are very good, while those for the use of assessment to guide curricular planning are good. There is now a well co-ordinated assessment system across the curriculum. Targets for each child are maintained well from reception to Year 2. The assessment system is in place and working well.
46. There are very good procedures in place for assessing the progress of pupils with special educational needs and English as an additional language. Their attainment and progress is thoroughly monitored and recorded and carefully tracked in order to ensure continuity and progression throughout the school. All individual education plans are up-to-date and include detailed records and the results of thorough assessment. The special needs co-ordinator discusses pupils' progress with the support services. Very good support is provided for pupils with English as an additional language and their progress is tracked very carefully. There is a constant cycle of review and target setting for each pupil and progress is reported on regularly to class teachers. Special needs pupils and those with English as an additional language are specifically targeted for support in both literacy and numeracy.

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

47. Parents are very supportive of the school. They think it is a very good one. The parents who responded to the pre-inspection questionnaire, those who attended the pre-inspection parents' meeting and those who met with inspectors during the inspection week, have very positive views about all aspects of the school's provision for their children. Their support for the school is much stronger than at the time of the previous inspection when few areas of the parental questionnaire received more than 90 per cent support. The picture now is that the positive response is almost universal except for a very small number of parents who feel that the school might supply a more interesting range of activities outside school time.
48. Inspection evidence supports parents' positive views but finds no support for the concerns about extra-curricular activities. These are judged to be satisfactory given the age of the pupils in the school.
49. The school's partnership with its parents is good. The involvement of parents and other helpers in the work of the school makes a positive contribution to the pupils' learning. Home-school links are supported by a home-school agreement that provides for a commitment by all to the improvement of standards. Parents and other helpers are always made welcome whether visiting the school seeking information and guidance or to support the school by offering to help in its day to day activities. Parents are encouraged actively to participate in the work of the school. They help with craft and language activities and listen to children read, as well as supporting the school's Summer Gala and its Christmas activities. A very good example of working in true partnership is provided by the parents' workgroup who meet weekly to help prepare resources for use in class. They contribute to the smooth operation of the school whilst being able to meet socially in a relaxed atmosphere. In the nursery, however, parental input is somewhat limited compared with that frequently seen elsewhere. Parental support at home is variable, being a function of personal circumstances, but, overall, it is good. The school offers help to parents, such as its 'Starting School' brochure, which lists practical ideas for helping at home. The homework policy is well explained so that parents can understand what is being done and how they can help.
50. The overall quality of information provided formally by the school is good. Class letters, newsletters, parents' meetings, questionnaires, pupils' annual reports and curriculum evenings provide parents with a wide range of information about school activities and the progress made by their children. The school prospectus is a well-produced, stimulating and comprehensive document that provides parents with all the information they need. There is good coverage of curriculum matters. The governors' annual report to parents suffers in comparison. It is a

somewhat formal document that misses the opportunity properly to celebrate the school's achievements. The school acknowledges that it gives little priority to the preparation of the document, preferring to devote attention to more effective means of communication.

51. Parents are informed of their child's progress and development at formal parents' evenings throughout the year and, annually, through a written report which parents find clear and easy to understand. When inspected previously, reports sometimes lacked focus on pupils' attainment and progress. The situation has improved, and although there is some inconsistency between teachers and more information could be provided about how pupils' attainment compares with that expected for their age, the quality of reporting is satisfactory overall. Parents are presented with individual reports giving a good view of what their children know and can do. There is good use of a general progress section with well-focused and objective comment and indications of areas for development, both academically and personally. The reports meet statutory requirements fully.

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

52. When the school was inspected in 1997, the headteacher, senior staff and governors worked very well together to provide very good, effective leadership that gave clear educational direction for its work. Development planning was effective and there was a positive ethos. Very careful financial planning supported educational developments; financial control and school administration were very efficient. The number of teachers and support staff, and the amount and quality of accommodation, were unsatisfactory. Since that inspection the areas of strength have, for the most part, been maintained and the weakness in staff and accommodation provision has been dealt with positively. There has been good improvement in many aspects of the school's work but the quality of provision in the nursery, particularly the teaching, is, at present, less than it was previously.
53. Currently, the school is well led and managed. The single key issue from the previous inspection, to increase the number of classrooms and teachers, has been overcome largely as a result of funding from central government initiatives. The headteacher leads from the front in a quiet, thoughtful and committed way. Supported by senior staff she ensures that the school is managed very capably. Her vision for the school, that it should always strive to attain and maintain high standards, within the general ethos of the school where all are valued for their contributions, is appropriate and largely met as a result of her efforts. She has maintained the strong commitment to providing a clear educational direction to the school that was a feature of her work when inspected previously. She has a clear view of what the school needs to do to improve the quality of the pupils' education and the standards they attain. It is to her credit that the school is as successful as it is.
54. The school's aims are well focused on providing a broad and balanced curriculum in a secure and happy environment that enables the pupils to achieve high standards, an ability to communicate clearly and confidently and to develop a respect for others. Success in meeting these aims is very good. Most of the strengths found when the school was inspected previously have been maintained, others have developed, and this is not easy when the school sets itself such high standards. Relative weaknesses in the quality of education in the nursery have developed due to an unforeseen combination of circumstances, involving secondment and illness. All staff fully support each other and there is a good quality of shared commitment, and capacity, to build on the school's strengths and positively deal with the areas it recognises as being in need of further development. Teachers new to the school, especially those newly qualified, are very well supported. There is a well-ordered, stimulating and pleasant learning environment in which pupils are able to learn effectively.
55. A range of responsibilities has been delegated to teachers in addition to their teaching commitment. In general, supported by the school's very good provision for appraisal and performance management, teachers have an increasingly good understanding of the strengths and weaknesses of the school. Overall, those with management responsibilities work enthusiastically at managing them efficiently. There is a consistency of approach, which is a strong feature of the work of the school. The Foundation Stage co-ordinator does not regularly teach within either nursery or reception and this makes it more difficult for her to monitor the work of colleagues and support them appropriately. However, she attends all planning

meetings and has observed teaching termly. The school has not been as effective as it might in ensuring that variations in practice are redressed quickly.

56. Governors are properly involved in the work of the school. A number of governors have specific responsibilities, such as literacy, numeracy and special educational needs. Some have particular expertise, such as health and safety, that is well used to the benefit of the school. Governors liaise appropriately with the school, both formally and informally, to offer support and to monitor developments in provision and standards. They undertake their duties in a satisfactory way much as was the case when the school was inspected previously. Governors are kept well informed by the headteacher. They fulfil their statutory duties fully, including agreeing performance targets.
57. There are good arrangements for monitoring and evaluating the school's performance and taking effective action. Monitoring and evaluation of teaching takes place across the school. Pupils' progress is tracked effectively. Staff work together to identify issues for whole-school development. This monitoring, and that undertaken by the headteacher as part of the self-assessment process, together with the analysis of assessment data, inform school priorities which feed directly into the school's improvement plan.
58. The school's priorities for development and the action taken to meet its targets are well chosen and implemented well. They are set out clearly in the school's improvement plan. There is a good focus on the promotion of improved standards. Financial planning effectively links spending with priorities in the improvement plan. This enables the headteacher, with governor support, systematically and thoroughly to review the progress being made towards targets.
59. The school's strategic use of its financial resources, which are not excessive, is good, maintaining the careful financial planning found previously. With help from the local authority's finance section, the financial planning process is well organised with a clear cycle of planning and review that is linked directly to the school improvement plan. There is good liaison between governors, the headteacher and staff in formulating the budget. Governors, especially those directly involved in financial matters, feel ownership of the budget but their direct input to its development is limited. There is heavy dependence upon the headteacher providing them with objective information about how budget decisions have been arrived at and the strategies behind them. Governors are not always taking a broad enough view of the most effective way of improving standards with detail taking priority over strategy. Overall, however, there is good identification of, and support for, priorities for improvement related to improving the quality of education and raising standards.
60. Planned financial reserves, the amount of money the school holds to protect itself against unplanned expenditure, are in line with recommended practice. Governors have proper regard for the use of reserves. There is prudent financial planning to ensure that the school's finances will be sufficient to support the continuation of its present strategies. The headteacher and governors are very aware of the need to provide as high a standard of education as possible and their planning is solidly based on ensuring that the school's educational provision is sustainable and that, as far as is possible, its educational targets are met. Expenditure has been targeted to directly benefit pupils' attainment and progress by maintaining staffing levels, providing a good range of learning resources and creating a pleasant working environment.
61. The use of the specific funds element of the school's finances, and other additional funding, is appropriate. Specific funding for pupils with special educational needs, supplemented from the school's own financial resources, is very well directed to ensure that there is effective raising of the attainment of those who receive extra support.
62. The school's overall administration arrangements, and the day-to-day control of its finances, are of high quality. The school secretary is very well organised, competent and committed. She makes a significant contribution to the smooth running of the daily life of the school community. The school office is well equipped and there is very good use of new technology here and elsewhere in support of the work of the school. There is good use made of the information available from the school's computerised management system. The recommendations made as a result of the school's most recent audit have all been implemented.
63. In judging the school's performance the headteacher and members of the governing body use the four principles of compare, challenge, consult, and compete, in a satisfactory way, overall,

to plan and implement the work of the school. Compare and compete are strong elements, with challenge and consult, though satisfactory, not as strong. The school's self-evaluation procedures are well organised. Except in the nursery, pupils' attainment is compared with how other schools perform. Pupils' results are also analysed in order to identify specific strengths and weaknesses in the curriculum. Consultation is limited and whilst governors are aware of the need to challenge what is going on in the school, their procedures for doing so and taking effective action lack some rigour, so that the governors' role as a critical friend is not fully developed.

64. The match of permanent teachers and support staff to the demands of the curriculum has improved significantly since the previous inspection and is now good. The school has plans to further extend the number of support staff. Teachers are appropriately qualified and experienced. Pupils with special educational needs and others with identified needs are well supported. All members of staff are committed to the well-being and support of the pupils. They work very well as a team and make a valuable contribution to the effective running of the school.
65. The adequacy of accommodation for the delivery of the curriculum is good. There has been considerable development and refurbishment of the accommodation in recent years. Disabled access is good. The building is well maintained and kept clean and tidy. The nursery provides a pleasant environment. Classrooms are of good size, bright and airy. The school hall and library area are adequate for the numbers involved.
66. There is sufficient playground space for the size of the school. It is of good quality with provision for pupils to sit and talk quietly. Children in the nursery and reception classes, have very good access to their outdoor play entitlement with high quality outdoor play surfaces that ensure children's safety. Well-maintained grounds, including a grassed playing field, enhance the appearance of the school.
67. Expenditure on learning resource provision has been well directed. Overall provision is good. No subject is under resourced and there are very good resources for information and communication technology.

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

68. The school has made good progress since the last inspection. In order to raise standards further, the headteacher, staff and governing body should:

(1) Improve the quality of experience of children in the nursery by:-

- Ensuring that learning objectives are identified in planning for all adult-led activities;
- Linking planning more closely to the Stepping Stones identified in the Foundation Stage curriculum guidance;
- Streamlining assessment procedures to provide a clear and readily accessible view of children's development in relation to the Stepping Stones;
- Ensuring that the indoor learning environment is stimulating and that resources are easily accessible to children.

*(paragraphs: 4; 19; 24; 26; 44; 49; 69-79)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	60
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	2	10	28	20	0	0	0
Percentage	3	17	47	33	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)	26	252
Number of full-time pupils known to be eligible for free school meals	0	55

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	32

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	12

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	38	49	87

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	36	37
	Girls	43	44	47
	Total	76	80	84
Percentage of pupils at NC level 2 or above	School	87 (86)	92 (90)	97 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	34	35	34
	Girls	41	43	43
	Total	75	78	77
Percentage of pupils at NC level 2 or above	School	86 (83)	90 (82)	89 (86)
	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	2
Black – African heritage	0
Black – other	5
Indian	0
Pakistani	3
Bangladeshi	0
Chinese	1
White	192
Any other minority ethnic group	203

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

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	11.4
Number of pupils per qualified teacher	24.1
Average class size	28

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

Total number of education support staff	9
Total aggregate hours worked per week	207.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	30
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/01
	£
Total income	510,778
Total expenditure	490,825
Expenditure per pupil	1,785
Balance brought forward from previous year	3,523
Balance carried forward to next year	23,476

### **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	2
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	304
Number of questionnaires returned	128

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	26	2	1	0
My child is making good progress in school.	66	32	1	0	1
Behaviour in the school is good.	59	37	2	0	2
My child gets the right amount of work to do at home.	49	39	4	0	8
The teaching is good.	77	22	0	0	1
I am kept well informed about how my child is getting on.	53	38	5	2	2
I would feel comfortable about approaching the school with questions or a problem.	76	21	2	1	0
The school expects my child to work hard and achieve his or her best.	74	25	0	0	1
The school works closely with parents.	57	39	2	1	1
The school is well led and managed.	75	23	1	1	0
The school is helping my child become mature and responsible.	66	33	0	0	1
The school provides an interesting range of activities outside lessons.	36	41	15	1	7

### Other issues raised by parents

Only a small number of written responses were included with the questionnaires. Almost all of these were very positive in their comments on the school.

## **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**

69. Within the Foundation Stage there is one nursery class, attended by two part-time groups, morning and afternoon, and three full-time reception classes. Children enter nursery in the term following their third birthday and enter reception either in the September or January of the year in which they become five. Approximately two thirds of the children started school in September and the younger children were admitted in January. On entry to the reception classes attainment is broadly in line with the local education authority average, with a small minority of children achieving below average standards in their speaking and listening and in personal, social and emotional development.
70. In the nursery, children make satisfactory progress in communication, language and literacy, personal, social and emotional development, knowledge and understanding of the world and physical development. In the creative and mathematical areas of learning, however, progress is unsatisfactory. In reception, children make good progress in mathematical and creative development, reading and writing. Progress in knowledge and understanding of the world, physical development and speaking and listening is satisfactory. The majority of children attain the Early Learning Goals in all areas of learning by the end of reception. This is in line with national expectations for children of this age. For most children, attainment by the end of the Foundation Stage is above average in reading and writing.
71. The daily routine in both year groups prioritises the children's personal, social and emotional development. A wide range of play opportunities enable children to interact socially, make decisions and develop their concentration. In both year groups adults select a good range of activities for children to explore through play and investigation. This offers continuity of experience as they progress through the Foundation Stage. Further stimulus is provided by visitors who work with the children, including the police, fire and medical services. The school shares information with parents about the curriculum and children's progress. Adequate arrangements are established for the induction of children. However, the successful involvement of parents as partners in children's learning is an area to be developed further.
72. The quality of teaching in the Foundation Stage is satisfactory overall. Although there is some variation between the classes, teaching is significantly better in the reception classes than in the nursery. In reception, teaching ranges from satisfactory to excellent, with just over half the teaching being good or better. It is satisfactory in nursery class lessons, although the daily planning does not consistently identify the learning purposes for taught activities and the criteria for assessments are not appropriately defined. In the better lessons, the opening is brisk and stimulating and children are encouraged to use and apply skills as they engage in well-planned play activities. The range of activities offered enables children to respond through their own writing, speaking and listening as they use puppets and role-play in the flower shop and through practical and creative responses as they use sand, water, dough and paint. In the satisfactory lessons, the quality of response shown by children is sometimes constrained by a lack of adult stimulus in some activity areas, particularly in mathematical and creative development.

### **Personal, social and emotional development**

73. Overall, teaching is good in this area. Courtesy and consideration are modelled effectively by adults. The daily routine enhances children's sense of confidence and self esteem as they engage in active exploration, socialisation and play. Children are expected to manage changing and washing themselves and are encouraged to take responsibility for their own belongings. In the reception classes the level of concentration and perseverance in independent activities is good and behaviour is very good throughout the Foundation Stage. Opportunities for children to develop their independence further, however, is restricted because genuine choices, relating to which materials would best meet their needs for a purpose, are made for, rather than by, the children.

## **Communication, Language and Literacy**

74. By the end of the Foundation Stage, attainment in reading and writing is above average. Speaking skills are less good than listening skills, but are average overall. Some children enter the school with restricted oral communication skills. This remains a high priority, particularly in the nursery. In reception the majority of children have made good progress in reading and writing and are able to link sounds to letters, retell stories and read familiar and common words. Many are writing their own sentences. Children enjoy using reading books, which reinforce frequently used words and provide stimulating picture cues. Children are encouraged to share these books with each other and with parents. They take real pleasure in reading, even during their time in the playground during lunchtime. In the nursery a good range of story books stimulates the children's interest in reading, but the range of opportunities for children to undertake early writing, for real purposes, is less evident. The writing area is not well resourced or attractively presented. There was very little evidence of adults modelling writing for children, and consequently there were few examples of children behaving like writers in their play. In the nursery, progress in reading is good and in writing it is satisfactory.

## **Mathematical development**

75. Reception children are given regular opportunities to count, recognise numbers, calculate and develop mathematical vocabulary as they begin to take part in daily numeracy sessions. Good use is made of a wide range of resources for counting and comparing weight and length, and for developing their understanding of the capacity of different sized containers. For example, they order ribbons of different length and find heavier and lighter parcels using scales. Some children are able to measure length using cubes as units of measurement, and demonstrate good estimation skills before finding the length of their feet. In the nursery, however, progress in mathematical development is unsatisfactory. Very few opportunities to count, recognise numbers and talk about mathematics were observed, either in whole group time or in play situations.

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

76. Provision for children to develop knowledge and understanding of the world is good, and the teaching varies from satisfactory to good. Children's ability to explore and investigate is well supported by making use of the school environment and the wider community. Children learn about their own and other cultures. In the nursery children learn about their bodies and have considered the differences between themselves and babies. The outdoor environment has been well developed to promote learning about living things and develop an appreciation of the natural world. In their study of the similarities and differences between different animals the reception children develop skills as early researchers as they find information in books, study photographs and create different environments for model animals from around the world. Often, children's discussions and conversations about animals are limited by their restricted vocabulary, and this is not effectively developed if adults ask questions requiring only one or two word answers. Where teaching is better, skilled questioning allows children to offer a range of ideas and hypotheses, and better conversations with adults enables children to acquire new vocabulary.

## **Creative development**

77. In this area of learning children have opportunities to engage in dance, music making, appreciation of music, role-play, painting, constructing, designing and making. In the nursery, both teaching and progress in this area are unsatisfactory. Sufficient space is available although the art and construction areas do not offer children easy access to tools and materials, and both areas lack stimuli. For example, in a printing activity, the colour of paint and the shape to be filled with sponge printing were pre-selected for the children and therefore the level of challenge was low. The construction area fails to support children's creativity because boxes of equipment are not clearly and attractively labelled and are difficult to access. The area lacks photographs, books or models to stimulate children's ideas. During the inspection the level of child involvement in areas which promote creativity was low, except in role-play where a recently introduced ice cream shop attracted frequent visits by the children.

78. In the reception classes the stimuli to encourage creativity are good. Children's concentration, as they enjoy role-play, dance, music, painting, constructing and modelling, is good. Where excellent teaching was observed, a story book generated humour and excitement. It offered the potential for children to interpret the story and create their own imagined animals. This provided good visual stimuli, an imaginative context and a range of materials and stimulated individual outcomes, giving the children a high sense of achievement. In reception, both teaching and progress in creative development are good.

## **Physical development**

79. Teaching and progress in physical development are satisfactory. Nursery and reception children have direct access to outdoor environments which are used effectively. The nursery garden is a strength in the nursery provision, offering children a large area in which they can explore plants, engage in sand, water and role play and use larger equipment to climb and balance. The opportunities for physical activity include running and changing direction, using wheeled toys and small physical education apparatus, climbing, balancing, sliding and hanging. Reception class children also use the hall for dance, singing, games and gymnastics. Children's physical development as they handle tools and materials is well supported by the range of modelling, painting, and constructing experiences offered. A recently developed reception soft play area offers an accessible outdoor classroom, which is still being developed for learning across the curriculum. This significant financial investment demonstrates the school's commitment to establishing the Foundation Stage and to providing continuity of experience for the children.

## **ENGLISH**

80. Standards in English are above average. At the previous inspection, standards in English were above average in reading and writing and pupils had satisfactory speaking and listening skills. The areas of greatest improvement since the last inspection have been reading and writing. The school has made good progress in reading and very good progress in writing. These improvements are associated with the successful implementation of the National Literacy Strategy, which has given the basis for a very good school scheme of work. The co-ordinator provides very good clear educational direction for this subject and there is a strong determination to raise standards in literacy. She is fully involved in monitoring planning, teaching and learning and there is very good assessment of pupils' attainment and progress. The information gathered is used to set realistic and achievable school, group and individual targets.
81. Results in the 2001 national tests show that standards for seven-year-olds were well above average in writing and average in reading when compared to all schools and similar schools. Boys achieve less well than girls in reading and writing. The school reached its English targets for 2001, other than in reading, and they reflect an accurate assessment of pupils' capabilities. Inspection findings confirm the test results in writing, while standards in reading have improved, as a result of a range of initiatives, including the 'Better Reading Partnership', which specifically target this area, and are now above average. By the age of seven, there has been an improvement in speaking and listening; however, standards are still average for pupils of this age.
82. Progress is good in Years 1 and 2, because of very good teaching in literacy lessons. Pupils' skills and knowledge of reading and writing are built upon steadily throughout the school.
83. The school has been working hard to raise standards in literacy. This is being achieved by :-
- Better monitoring of planning.
  - More detailed tracking of pupils' progress.
  - An intensive focus on developing individual and guided group reading and writing.
84. Speaking and listening skills have improved, although weaker aspects remain. More direct teaching has also been combined with very good support for pupils with English as an additional language and those with special educational needs. These initiatives are having a

positive effect on attainment. The school is on course to move attainment and progress forward more rapidly.

85. By the age of seven, standards in speaking and listening are average throughout the school. Teachers use questioning skilfully to promote speaking and listening and to elicit direct responses from pupils. Teachers have a very good understanding of the National Literacy Strategy and encourage pupils to use the correct terminology, not only in literacy but in other subjects. There is good development of vocabulary in history, geography, art and design and religious education. However, in subjects such as science, pupils' restricted vocabulary and their limited prior experience become evident. Many of the pupils listen well, which helps them to make predictions about stories and discuss each of the characters in 'Little Red Riding Hood' in a Year 2 literacy lesson. Occasional opportunities are provided for pupils to listen and speak in assemblies, particularly when they are encouraged to role-play. Pupils listen carefully to instructions and most pupils respond thoughtfully to adults' questions. They are keen to answer in literacy lessons for example, when answering questions on 'The Train Ride'. The higher attaining pupils make their meaning clear and speak confidently. Teachers effectively model the pupils' answers into correct sentences and this helps pupils to extend their ideas successfully.
86. By the age of seven, progress is good in reading and pupils are benefiting from their involvement in the 'Better Reading Partnership' which enhances their individual progress when reading. Their responses to books have improved and there are increasing opportunities for them to develop their reading skills across the curriculum. The shared text sessions are planned well and Year 1 and 2 pupils can give clear explanations as to the differences between fiction and non-fiction texts. Pupils use their dictionaries well to help them with their spelling and most pupils read texts with good fluency and understanding. Pupils read their books with enjoyment and take books home on a regular basis. Most pupils have someone at home who hears them read and this reading practice helps to improve their reading skills.
87. By the age of seven, pupils achieve well above average standards in their writing. They record their work well across the curriculum and enjoy writing poems and stories. In a Year 2 lesson, pupils successfully wrote a story about the wolf in 'Little Red Riding Hood', following a lively discussion as to what his thoughts and feelings were. 'I want to eat Little Red Riding Hood right up'; 'I have a lovely sneaky and scary expression'. Pupils make very good use of their word processing skills for drafting and editing their work. Many of them were successful in spelling new words by using their prior knowledge of letter sounds and blends. All of them were secure in their purpose of their writing. Full stops and capital letters were used consistently and work was neatly presented.
88. Overall, teaching is very good and has a significant effect upon pupils' learning and the progress they make. Pupils enjoy literacy sessions and, in most sessions, their attitudes to the subject are very good. Overall planning is good with clearly identified learning objectives. Teachers use very good questioning skills and model writing very effectively for pupils. They challenge pupils to think carefully and extend their thoughts and ideas into words. Day-to-day assessment procedures are used well and most of the marking is supportive. All pupils have literacy targets, which are reviewed regularly and enable pupils to know what they need to do to improve. Pupils work hard to complete their writing within the given time.
89. The subject is very well managed and there is a clear, shared plan for the way forward. The co-ordinator has worked very hard to support staff in the successful implementation of the literacy strategy. There are very good systems in place for monitoring and evaluating standards. Effective strategies are in place for promoting and developing pupils' literacy skills across the curriculum.

## **MATHEMATICS**

90. The last inspection report indicated that attainment in mathematics was above average by the end of Year 2. Pupils made good progress, overall, particularly in Year 2. Planning mathematics lessons within a carousel of mixed activities meant that it was sometimes difficult for the teacher to focus effectively on moving pupils' mathematics forward. While some

teaching was good, lessons occasionally lacked pace. This was a consequence of the large number of pupils in some classes.

91. Currently, standards by the end of Year 2 are above average. The improvement since 1997 has been good. Attainment in mathematics by the end of Year 2 has fluctuated slightly from year to year, although always above the national average in the period up to 2001. Standards in 2001 were above both the national average and the standards achieved in similar schools. The proportion of pupils achieving at the higher level (level 3) was also above the national average, indicating better opportunities and improved attainment for the higher attainers. A significantly higher proportion of boys than girls achieved the highest level. The school's tracking systems show that the majority of pupils are now making good progress in mathematics as they move through the school. Pupils with English as an additional language are supported very well and school data indicates that they achieve well overall.
92. On the evidence available, a significant group of pupils in the current Year 2 are on track to achieve standards in mathematics which are above those expected nationally. It is likely that standards will be similar to or slightly in advance of those achieved in 2001. Close to one third of the current Year 2 pupils are already working within or towards level 3, and a substantial number are working at the higher stages within level 2. Only a small number of pupils are still working at level 1. The strengths in mathematics reflect:
  - the secure grounding provided in reception;
  - the good quality of most of the teaching;
  - the depth of coverage achieved;
  - the structure and consistency provided by the Numeracy Strategy.
93. The school has implemented the Numeracy Strategy successfully and teachers are using the structure well. A particularly good example was seen in a Year 1 lesson, where the teacher used a counting stick to guide pupils when counting forward and back in ones, fives and tens. She then allowed pupils to select numbers from a box, asking them to say whether these were odd or even. These activities were conducted at a considerable pace. This was motivating for pupils and stimulated very good learning.
94. Pupils experience the breadth of the National Curriculum in mathematics and there is a good balance of opportunity through the school. In Years 1 and 2 pupils extend their knowledge of mathematics, particularly number. They add and subtract accurately with numbers of increasing size and successfully perform simple multiplication calculations based upon familiar tables. In Year 1, they know number bonds to ten or beyond and can describe the strategy they use in calculating the total mentally. They estimate and measure length and weight accurately. They can interpret clock-faces and reproduce simple colour sequences accurately. Higher attaining Year 2 pupils confidently recognise place value to hundreds, tens and units and can order a group of numbers in the correct sequence. They can multiply and divide accurately based on the two, three, five and ten times tables. They can sequence in ones, tens and hundreds from a given starting point. They recognise odd and even numbers. However, a significant proportion of the work is covered orally; recorded work only indicates part of what has been covered.
95. During the inspection, Year 2 pupils were working on data-handling, drawing bar-charts on the basis of tally data previously collected. While this presented a challenge for a few, mostly lower-attaining pupils, it provided limited opportunity for the average and higher attainers to extend themselves, other than in varying the scale intervals on the vertical axis. It was, therefore, more difficult to judge the full extent of the pupils' competence, given the limitations of this familiar task. The activity did, however, link very well to the use of information and communication technology through a graphing program, which pupils handled with considerable confidence.
96. Teachers promote mental mathematics skills effectively at the beginning of each lesson and then build in additional practice during the group work sessions. There is scope, given the restricted speaking skills of some pupils, for teachers further to develop opportunities which require pupils to respond orally in more extended sentences and using a wider range of mathematical vocabulary.

97. The quality of teaching and learning of mathematics is good across the school. Teachers have a secure grasp of the standards which pupils should be achieving and expectations are generally high. Teachers' subject knowledge is good. They plan in detail, identifying clear objectives and ensuring that pupils know what these are. These are often listed on the board at the start of each lesson and are referred to as the lesson progresses. There is good use of both whole-class teaching and group work within each class. The pace of many lessons is brisk, so ensuring that no time is wasted. However, early in the inspection, learning in at least one lesson in Year 2 was significantly diminished by the unnecessarily slow pace. This particularly affected the higher attaining pupils. Teachers are working hard to encourage pupils to think strategically. What procedures do I follow to solve this problem? How do you double these numbers most easily? One Year 2 boy could explain that, when doubling 36, it was best to double 30, then add 10, then two. This approach is enabling pupils to tackle mental calculations with increasing confidence. There is good support for pupils with special educational needs, mostly through the efforts of the learning support staff. These pupils are generally well-motivated and, with effective support, are able to make similar sustained progress to the rest of the class. Homework is used satisfactorily to support pupils' learning in mathematics.
98. Information technology is making a good contribution to the teaching of mathematics. All classes have computers with mathematical support programs which are used regularly in mathematics lessons. Pupils' numeracy skills are used well across the curriculum; for example, when timing and measuring distance or growth in science. Formal procedures for assessing pupils' progress are good. There is regular use of school-developed and national test material, to support teachers in their planning. The co-ordinator is providing good leadership for the subject, with a regular programme of monitoring of mathematics teaching and work sampling to ascertain the quality and quantity of recorded work across the school and to assess standards of marking. Regular moderation meetings are held to enable staff to secure their judgements of the standards which pupils achieve. Comprehensive portfolios, which contain very good examples of the range of work covered, have been developed. The curriculum links with the Junior School are satisfactory at present.

## SCIENCE

99. By the end of Year 2 standards in science are average. Pupils, including those with special educational needs, achieve satisfactorily and make steady progress. Teachers and learning support assistants ensure successfully that pupils from all backgrounds are included effectively in all aspects of provision. Support for pupils who speak English as an additional language is good. As a result these pupils achieve well.
100. The most recent assessments by teachers of pupils' attainment in science by the age of seven, made in 2001, showed standards to be slightly below average. However, the proportion of pupils attaining the higher levels possible for their age was above that found in many schools. This pattern of attainment has been maintained over recent years. In 2001, a greater proportion of boys than girls attained at the higher levels. The highest levels of attainment are found in the life and living processes and experimental and investigative elements of the curriculum. Attainment in materials and their properties and in physical processes is lower.
101. At the previous inspection attainment was broadly in line with that expected of pupils by the age of seven, although opportunities to develop skills in investigative science were restricted – in part because of the very large class sizes. Higher attaining pupils were not always challenged. However, staff had good subject knowledge and the quality of teaching was good overall. Current standards and the overall quality of provision indicate that improvement has been satisfactory – although further improvement remains possible.
102. Teaching observed during the inspection was good. However, the scrutiny of pupils' work and discussions with pupils indicate that it has been less effective over time. Although lesson planning is good at present, with activities generally well matched to pupils' needs, and the majority of pupils learn satisfactorily in science, there are several factors which are preventing standards from rising further:-
- There has been little focus on the development of opportunities for more extended writing through science;

- The organisation of pupils' recorded work is haphazard in most classes; this does not accord the subject its necessary status;
  - The pupils have, in many cases, very limited background experience of how things work and lack the key vocabulary and the confidence necessary to express lucidly their knowledge, ideas and hypotheses. Speaking skills are restricted;
  - Not enough time is given to revisiting previous topics to reinforce pupils' knowledge in these areas;
103. The coverage of the science curriculum is satisfactory. All topics appropriate to the five- to seven-year-olds are included. Within that, a significant current strength is the emphasis placed on the development of pupils' investigative skills. Two lessons were observed in each year group. Within the topic 'Growing Plants', pupils were examining the bean plants which they had planted recently and were learning that both light and water are essential for growth. They compared plants grown in light and dark places and those which had received no water and could readily make the comparison. In one class, the teacher attempted to establish the differences between plants which grew above ground and those which grew below. Through intensive questioning the teacher was able to elicit some information from pupils. It was clear, however, that a substantial number of them had very limited recognition of even common vegetables, such as carrots and cabbages. Another, however, was able to talk at some length about the Chinese rhubarb which grew in her garden!
104. Year 2 pupils, studying 'Forces', were investigating the distance which a car would travel down a ramp in different conditions. Pupils were predicting, as a group, the likely effect of varying the rake of the slope, the force with which the vehicle is launched and the need for accuracy of timing and measurement of distance. In discussion, the more confident pupils could see the need for fair testing, while one of the higher attaining pupils knew that the longer the ramp, the greater the momentum which would be built up, and the greater the distance travelled. They then considered, at the suggestion of the teacher, how the experimental structure might be changed. Overall, these sessions offered good extension opportunities for the more able pupils and enabled all pupils to make good progress. The teacher effectively adapted her questioning to ensure that pupils from all ability groups were challenged appropriately. The quality of pupils' speaking and listening when they take part in discussion during science lessons is variable.
105. Pupils' skills in scientific investigation are developed well. Pupils clearly understand the process of making predictions, testing their predictions during their investigations, and comparing their results with their initial predictions. They also record their work accurately in a variety of ways. Mostly they report what have done in the form of brief answers on a worksheet. At other times they record their findings on spreadsheets, charts and tables. They do this well, sometimes using computers to enhance the quality of presentation of their work. Information and communication technology is used well to enhance pupils' learning in science. However, opportunities for using extended writing are negligible.
106. Although pupils are confident in talking about their current topics, it was evident when discussing science with pupils that they have limited recall of topics which they have covered in the past. The school does not yet effectively enable pupils to revisit those elements of the curriculum which they covered in previous terms to ensure that their knowledge and skills are being progressively extended.
107. Assessments of pupils' attainment and progress are based on the guidance contained in the scheme of work. These are undertaken regularly, although they provide detailed information only on those who are significantly above or below the average.
108. The quality of leadership and management of the subject is good. The subject co-ordinator has been appointed recently and has a clear view of what is needed to move the subject forward and raise standards further. She has ensured that an appropriate policy and scheme of work are in place. She regularly checks her colleagues' planning and looks at samples of pupils' work to ensure the curriculum is covered appropriately. She plans to conduct moderation sessions with colleagues to ensure that there is a common view of what standards pupils should be achieving. Resources for learning are satisfactory.



## **ART AND DESIGN**

109. Standards in art and design are above those expected by the end of Year 2. Pupils make good progress. This is an improvement since the last inspection, when standards in art were in line with those expected for the age of the pupils.
110. Pupils access a wide range of opportunities to explore materials, tools and techniques in two and three dimensions. Teachers offer stimuli through observation of the natural world and studying the work of other artists, including book illustrators, stories and legends. Pupils have experience of working with artists in school. They have observed an artist from Crown Derby decorating chinaware and have then undertaken the process themselves. They have visited a local park to view sculptures and as a result have developed an appreciation of work in different scales and materials.
111. Pupils' attitudes are good. They work with concentration and perseverance and display high self-esteem. Pupils with special educational needs and those with English as an additional language are well supported individually and participate fully in the range of art opportunities.
112. The teaching of art is good. Well-chosen stimuli are used to demonstrate ideas, skills or techniques. Following a visit to 'Conkers', Year 1 pupils used natural materials, including branches, stone, moss, ferns and evergreens to create their own sculptures of animals. They effectively collaborated in small groups in the designing and making stages and also demonstrated a high degree of appreciation of their own and others' work. Pupils in Year 2 also showed good insight when studying the work of van Gogh. They were able to reproduce some very detailed observations in their own computer-generated versions of 'Starry Night On The Rhone' by Vincent van Gogh. Lessons are structured well, with good classroom management of space, materials and classroom support.
113. Art is well managed by the co-ordinator. A comprehensive policy includes guidance for colleagues on planning units of study, including stimuli, classroom organisation, visual and tactile elements, available materials, processes and techniques. It also includes guidance on using the work of other artists. The opportunities identified in the policy for making links with other subjects have been successfully implemented, particularly in the creative use of information and communication technology. These skills are developed in art through, for example, access to the 'Dazzle' program for exploring, designing, drawing and colouring. The quality of displays creates an environment in which pupils' art is respected and promoted.

## **DESIGN AND TECHNOLOGY**

114. By the end of Year 2 attainment in design and technology is average, as was the case at the last inspection. Since then, the curriculum has been developed to ensure that units of work are well planned, with clear progression in skills. This has supported the good teaching observed - an improvement on the last inspection, when teaching was found to be satisfactory.
115. Pupils are taught the correct way to handle tools and how to work safely. Pupils, including those with special educational needs and those with English as an additional language, are well motivated to complete their work to a satisfactory standard. There is a strong emphasis on designing, making, evaluating and improving. All pupils are fully included in all aspects of the curriculum.
116. In Year 1, pupils have discussed healthy eating and explored the characteristics of different foods. They have constructed houses and moving pictures, using wood and card and applying a range of joints and hinges. In their investigation of wind up toys, they have closely observed toys and used construction kits to gain experience of cogs, winders and handles. In Year 2 pupils use fabric, wood and card to create puppets of good quality. They use axles, make joints and apply different finishing techniques when making their own model vehicles.
117. The quality of teaching is good. Teachers share objectives effectively with pupils at the start of the lesson. Pupils have good opportunities for the evaluation of work, and are encouraged to make changes and adapt their designs when finishing their buggies. They use information and

communication technology very effectively when designing and producing decorations for their vehicles. However, the materials made available for the construction of models is always limited to the same type of card, joints and frames. This has resulted in products which replicate the same design and dimensions. Teachers use unit assessments effectively to judge pupils' attainment and this contributes significantly to their end of year reports.

118. The co-ordinator provides good, clear educational direction for the subject. Having undertaken in-service training she has disseminated guidance on good practice in the teaching of skills and has provided examples of work to promote teachers' confidence in teaching all aspects of this practical subject. Well-resourced 'unit boxes' provide teachers with very helpful artefacts, materials and guidance to support their planned activities. A conscientious and enthusiastic co-ordinator offers good leadership for the subject.

## **GEOGRAPHY**

119. Pupils' attainment by the end of Year 2 is above average. There has been good improvement in this subject since the previous inspection. There are very good assessment procedures in place and the quality of the curriculum is now very good. This is having a positive effect on the quality of pupils' work.
120. The seven-year-olds have a good understanding of places other than their local area. They know that they live in Alvaston, which is in England. They have a good awareness of the local features and the local area, and pupils are making good use of accurate geographical language in their current study of the Caribbean island of St. Lucia. One strength of the school's geography provision lies in the range of educational visits to places of interest such as Derby City Trail and Tissington Trail. Pupils enjoy fieldwork, and are competent users of maps. They can talk at length about the features of different locations. Pupils are very keen to learn and gain a great deal from their geography. Teachers develop pupils' geographical vocabulary well and make very good use of information and communication technology to support pupils' learning.
121. Good resources, educational visits and visitors to school, all help to give the pupils a better understanding of geography. The co-ordinator has worked hard to ensure that staff have a good understanding of the subject. Planning has improved through the use of guidance related to the National Curriculum and there are very good systems for checking pupils' progress and attainment. The quality of teaching and learning is good and all pupils, including those with special educational needs and English as an additional language, are making good progress. Teachers' subject knowledge and understanding are secure and the effective use of good resources helps pupils to achieve well.

## **HISTORY**

122. Standards in history are above average by the end of Year 2 and pupils, including those with special educational needs and with English as an additional language, are secure in their understanding of past and present. Improvements since the last inspection reflect mainly a thorough review of the history curriculum using the most recent guidance. The policy and the very good scheme of work are based on this guidance, and this helps the teachers to plan their work effectively and at the right level. Pupils' literacy skills are developed well through the history curriculum in extended writing opportunities.
123. By the age of seven, pupils have a good understanding of how things have changed between the past and the present. Some good examples cover the work of Florence Nightingale, as well as Remembrance Day. Pupils have a good understanding of the significance of the poppy to the First and Second World Wars. They also have a good understanding of how some things have changed in their lives since they were born. They have a good understanding of the Fire of London and are keen to talk about their learning in history, based on a secure body of knowledge. Older pupils are keen to find out more for themselves. They use secondary resources and the library effectively, for example when finding out about seaside holidays in the past. They have a good awareness that photographs, books, pictures, objects and sources could be used to find out about the past. Talking to the pupils, it was obvious that they enjoyed

their history lessons. Teachers' planning indicates that the subject is covered well and this is an improvement since the last inspection. Overall pupils' progress is good, including those with special educational needs and English as an additional language.

124. Teaching is good. Lessons are well planned and structured, ensuring that learning is effective. Good use is made of information and communication technology to research topics and pupils use their skills effectively to enrich their experiences. Visits to places of interest, such as Elvaston Castle to study 'Christmas Past', help pupils to gain a better understanding of the period being studied. Very good procedures are in place for checking whether the pupils have made progress in lessons. The acting co-ordinator is providing good clear educational direction for this subject and there is very good monitoring of teaching, planning and pupils' learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

125. Information and communication technology is a key strength of the school. By the end of Year 2 standards are well above average. Pupils of differing abilities, including those with special educational needs and those with English as an additional language, achieve very well and make very good progress. This is because the quality of teaching and learning is very good and pupils have very good attitudes to their learning. This ensures that pupils use their time very well. Relatively few pupils have access to computers at home. It is to the school's credit that they have enabled so many pupils to build confidence in the use of computers, so achieving the impressive level of competence in using information and communication technology which is evident across the school.
126. At the previous inspection attainment was broadly in line with that expected by the age of seven and the progress made by pupils was good. Current standards and the quality of provision indicate that improvement since that time has been very good.
127. Teachers and learning support assistants successfully ensure that pupils from all backgrounds are fully included in all activities. The provision for pupils who speak English as an additional language is very good. As a result these pupils achieve well. There is equality of access for all pupils in the use of information and communication technology to enhance their learning. There are regular, planned opportunities for pupils to use information and communication technology.
128. Information and communication technology is used very well to enhance pupils' learning in subjects across the curriculum. For example, during the inspection, pupils in Year 1 used a computer program to create pictograms illustrating the range of favourite foods in the class. Pupils were shown how to input the data and were quickly able to do this for themselves, finally producing bar charts and pie charts. As was the case in many other lessons, the teacher showed good subject knowledge and used questions well to extend pupils' learning and set challenges for them. In their responses pupils showed clearly that they understand the benefits of using information and communication technology for this purpose.
129. Pupils in both years use computers to store and to present information. They undertake surveys of traffic, the popularity of pets, their favourite fruits and the eye colours of their classmates. They do this well and make decisions about the type of graph or chart they wish to use, giving reasons for their decisions and explaining their preferences. Pupils often use computers independently. They do so with confidence and when problems arise they are sufficiently confident to try and solve them on their own. When pupils seek advice from teachers they usually receive responses in the form of additional questions or prompts for further research. This approach does much to help pupils' learning and the progress they make in the subject.
130. There is abundant evidence of the wide range of work covered across the school, both in pupils' work folders and on display. This includes regular word processing activities, the use of clipart, paint programs, directional programs, the interrogation of simple databases and the use of CD ROM and the Internet for research purposes. Recent research has included information about Antarctica. Displays include some impressive art activities, as when pupils replicated van Gogh's 'Starry Night on the Rhone', or produced pictures in the style of Mondrian, bonfire pictures or portraits of their friends in Year 2. They confidently use a range of accessories on this program, including the 'fill' tool. They use floor turtles to learn the routine of programming

a robot for movement, carefully recording the instructions which they give. Overall, their experience of information and computer technology is extensive.

131. Teachers often introduce new work on computers to the pupils by whole class teaching. When they do this, very good relationships are evident between teachers and their pupils. These relationships help pupils to become confident learners. Pupils are willing to share their knowledge with their classmates and are eager to operate the computer whilst the remainder of their class observe. Overall, pupils' attitudes are very good.
132. The quality of leadership and management of the subject is very good. There is very detailed guidance to support teachers in their planning. Teachers and learning support assistants have been trained in the use of computers and this has increased their confidence and enthusiasm in teaching the subject and in supporting pupils' learning. This has been a crucial factor in taking the subject forward. Teachers keep careful records to ensure that access to computers is fair. Resources for the subject are very good, following significant recent investment. The existing computers are not linked to each other, so that pupils are unable to exchange information with their peers in other classes. However, almost all machines are modern and the majority are of very high quality. Funding is in place for further significant investment in the near future. At present the school does not own either scanners or digital cameras.
133. The rapid increase in the number of computers has produced considerable pressure for the co-ordinator in the management of equipment and in providing day-to-day technical support for her colleagues. She has insufficient time to meet these demands adequately, in spite of her own wish to do so, and this situation requires review.

## **MUSIC**

134. Standards in music are average. This reflects a similar position to that indicated at the previous inspection, when attainment was also satisfactory. All pupils, including those with special educational needs and with English as an additional language, make steady progress in gaining basic knowledge and skills in music. Standards are being maintained in spite of a recent reduction in the time given to music across the school.
135. Singing is an element of the curriculum from the nursery class to Year 2. In the weekly singing lessons for Year 2 pupils and in assemblies, pupils sing confidently and in tune, with good phrasing, clear diction and an awareness of vocal dynamics.
136. Two lessons were observed, both of which were relatively brief and focused on the elements of music. Pupils from a Year 1 class were learning about sequencing symbols, with a given number of beats, to create a musical composition. When asked what they felt a symbol was, one pupil observed that a symbol could tell you what sound to play. They chant their names rhythmically. They suggest that their performance would be improved if they had a signal to come in at the same time. They then preface each sequence by chanting 'Ready, steady, here we go...' ahead of a group of Christian names. When the teacher introduces a single syllable name, such as 'Joe', to complete the phrase, they recognise that this produces a long, slow note which rounds off the phrase effectively. They recognise that other names, such as Henrietta, produce clipped 'fast' sounds. The teacher questions the pupils in detail and encourages them to speak and express their views. Speaking skills are, however, underdeveloped and several pupils lack confidence in expressing themselves. In a later activity, pupils embellished the vocal sequence with a percussion accompaniment, successfully maintaining a steady pulse. Throughout the session, the teacher constantly challenges the pupils, questioning them, asking them to explain and allowing them to demonstrate. The pace was excellent, with no time wasted, so ensuring that pupils were learning very effectively.
137. The extensive portfolio, which records recent activities in music, indicates that pupils have regular opportunities for composition. They produce graphic scores. They illustrate poems with sounds and compose 'Storm Music' after listening to 'Fingal's Cave'. They listen to Gregorian Chant and produce a piece of writing in response. They identify a range of instruments and decide whether sounds are high or low, fast or slow. They play high and low tunes on pitched

instruments. They devise symbols to reflect vocal sounds. The range of opportunities provided for pupils is good.

138. The quality of teaching and learning is good. Two members of staff have musical skills and good subject knowledge. Lessons are carefully planned and most are delivered at a brisk pace. This means that pupils are intensively engaged throughout and there is a good deal of material covered in the time allocated. There is a music policy and a detailed scheme of work, based on national guidance, which covers all elements of the subject. Music, based on a very comprehensive annual rolling programme, is played at assemblies to introduce pupils to a wide range of music by many different composers from around the world. Good relationships are a significant feature of lessons, with pupils behaving well and eager to be involved. They work at a good pace, are enthusiastic and enjoy the subject.
139. Resources include a wide range of percussion instruments (including some representative of other cultures), a keyboard, CDs and tapes. Information and communication technology does not yet make a contribution to teaching and learning in music. The subject is well managed and the co-ordinator supports colleagues well. Assessment procedures are in line with the school policy and are satisfactory.

## **PHYSICAL EDUCATION**

140. Standards in physical education are average, a similar picture to that found at the last inspection. Five lessons were observed in gymnastics and games. Access to physical education was restricted during the Spring Term as the hall was in use as a class base. This has affected pupils' progress in the current year. In gymnastics pupils demonstrate satisfactory progress and control of movement when moving along apparatus, balancing and executing simple sequences. In games they show good progress as they develop and master ball skills. The physical education programme is fully inclusive and pupils with special educational needs, and those with English as an additional language, are actively involved and appropriately supported.
141. The quality of teaching in Years 1 and 2 ranges from satisfactory to very good and is good overall. Teachers consistently plan for warming up and cooling down sessions in each lesson and raise pupils' awareness of safety when moving equipment. In the better lessons, they promote the development of skills by clear explanations and the effective use of demonstration. As pupils observed each other's work they were encouraged to identify areas for improvement and what was successful. Very good teaching in one games lesson in Year 2 was underpinned by good teacher subject knowledge. High teacher expectations encouraged pupils to improve their co-ordination and speed when throwing and catching. The lesson offered increasingly complex tasks, in which pupils could improve their ball skills. Self-evaluation was a key element of the lesson.
142. Pupils are very keen to participate and, when given the opportunity, give their views on how to improve performance. Their behaviour and overall attention to health and safety issues is very good. Pupils are enthusiastic and show commitment to the subject. A recently introduced dance and movement club contributes to pupils' enjoyment and sense of success in the subject and is over-subscribed.
143. The co-ordinator manages the subject well, has good subject knowledge and is enthusiastic. She has ensured that the national guidance, upon which planning is based, is supplemented by more detailed lesson planning for games and gymnastics. A good policy summarises all the elements which should be taught and gives good guidance on the use of equipment and safety. Manageable termly assessments have been established and these feed into end of year reports. Resources for gymnastics and dance are good and easily accessible to pupils. The use of the very good accommodation for physical education, both indoors and out, has been well planned to ensure equality of access for all classes.

## RELIGIOUS EDUCATION

144. Standards in religious education at the previous inspection were in line with the expectations set out in the locally agreed syllabus and progress was satisfactory for pupils of seven years of age. There has been good improvement in this subject both in the quality of teaching and learning and the standards are now above average for pupils by the end of Year 2. Pupils, including those with special educational needs and those with English as an additional language, make good progress in their understanding and knowledge of Christianity and that of other world faiths. There are valuable opportunities for pupils to explore ideas through drama, handling artefacts and visiting places of worship such as the church and the Gurdwara. The curriculum is very good and enriches the pupils' understanding of this subject.
145. By the age of seven, pupils know the significance of religious festivals such as Harvest, Christmas and Easter. The quality of pupils' learning in Years 1 and 2 is good. Year 1 pupils recognise the features that make the local church a special place for Christians and they answer confidently why Christians are baptised. They refer to other ceremonies which take place in church and can recall the significance of the life of Jesus and the story of Moses. They also have a good understanding of Judaism, can name their special place of worship and know that the Jewish sabbath is on a Saturday. Year 2 pupils demonstrate a good understanding of Sikhism. In discussion with the pupils they were happy to explain how the school celebrated Diwali and Christmas. They could explain the circumstances in which Jesus entered Jerusalem and have a good understanding of cultures other than their own. Lessons are well structured and enable pupils to talk with sensitivity about special places and relate them to faiths they have learnt about.
146. The quality of teaching and learning are good overall. All teachers are confident in their knowledge and understanding of the religious education syllabus, and about the religions studied in the school. There is a very good emphasis on the spiritual, moral, social and cultural development of pupils. There is also strong emphasis on feelings and friendships in many other activities, which effectively supports the school's work on citizenship. The subject is well planned and fully integrated into the life of the school, building well on pupils' skills, knowledge and understanding. The school's high moral and social values are well supported by assemblies and the teaching of religious education. There is a good range of resources, including artefacts, to support the guidelines. The use of information and communication technology supports pupils' learning well as they write about their experiences.
147. The subject is well co-ordinated and the co-ordinator monitors all aspects of teaching, planning and learning. There are very good assessment procedures and good use is made of this information to monitor the progress of pupils' learning.