

INSPECTION REPORT

CARLYLE INFANT SCHOOL

Littleover

Derby

LEA area: Derby

Unique reference number: 112755

Headteacher: Mrs R A Sutton

Reporting inspector: Keith Edwards
21190

Dates of inspection: 14 - 17 January 2002

Inspection number: 197907

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Carlisle Avenue Littleover Derby
Postcode:	DE23 7ES
Telephone number:	01332 760369
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J Foxon
Date of previous inspection:	6 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21190	Keith Edwards	Registered inspector	Mathematics Art Information and communication technology English as an additional language	What sort of school is it? How high are standards? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11437	Anthony Anderson	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
8203	Shelagh Halley	Team inspector	English Design and technology Geography History Equal opportunities	How high are standards? Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?
8316	Jozefa O'Hare	Team inspector	Science Music Physical education Religious education Foundation stage Special educational needs	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11 - 14
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14 - 15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15 - 17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17 - 18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18 - 19
HOW WELL IS THE SCHOOL LED AND MANAGED?	19 - 20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21 - 24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25 - 37

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Carlyle Infant School in Littleover on the outskirts of Derby draws most of its children from the immediate locality. It is a very popular school that is oversubscribed and an increasing number seek places from neighbouring suburbs. In addition to the 52 children who attend the nursery on a part-time basis there are 167 full-time boys and girls. Eight per cent of the pupils have an entitlement to free school meals which is much lower than the national average. Although the school has a broad ethnic mix, most of the pupils are white and come from homes where English is the first language. None of the pupils is at an early stage of English language acquisition.

The full-time pupils are taught in seven classes in either discrete year groups or mixed-age classes. There are two intakes into the reception classes during the course of the year. Before this, most of the pupils have attended the school's nursery or a local playgroup. The attainment of most of the pupils on entry to the nursery is about average. The attainment of most of the children into full-time education is above average although there is a wide spread of ability in each class. Fewer than ten per cent of the pupils are on the school's register for special educational needs. This is a lower percentage than the national average. Two pupils have a statement of special educational need.

HOW GOOD THE SCHOOL IS

This is a very good school that provides very good value for money. The quality of teaching is good. By the time they leave school, the pupils attain standards in reading and writing that are well above those achieved by pupils in similar schools. The school is a very orderly community that benefits from very good leadership and management.

What the school does well

- Standards in reading, writing and science are well above average by the time the pupils leave school.
- The provision in the Foundation Stage is very good and it enables the children to develop very positive attitudes towards learning.
- The leadership provided by the headteacher and key staff has brought about very good progress since the last inspection.
- The quality of teaching is good and is particularly effective in enabling the pupils of all abilities to achieve well in literacy and numeracy.
- The school provides an enriched curriculum that provides high quality learning experiences for the pupils. The provision for the spiritual, moral, social and cultural development of the pupils is very good.
- Relationships are excellent and standards of behaviour are very good.
- The school has developed very good relationships with the parents.

What could be improved

- Although the report contains references to a small number of aspects where practice could be refined there are no significant areas for improvement.

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 October 1997. Since then the school has made very good progress. The quality of teaching has improved and this has resulted in improved standards in English, science and religious education. The school has successfully developed the Foundation Stage curriculum to provide a rich range of experiences for the younger children. The school has increased its information technology capability significantly and the pupils now have regular opportunities to use the computers.

The school has been successful in addressing the key issues from the last inspection. For example, the school has improved its assessment procedures to ensure that the work set is more closely

matched to the different ability groups within each class. The school now maintains detailed records on the pupils' achievements and tracks their progress as they move through the school. It is now very adept at identifying those pupils with special educational needs at an early and ensuring that those pupils who require help are given every opportunity to learn. However, there remains scope for the further improvement in the school's assessment procedures to ensure that the higher attainers are consistently challenged in English and mathematics lessons. The curriculum now celebrates the rich diversity of other cultures and is a strength of the school.

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	A*	A*	A	A
writing	A*	A*	A*	A*
mathematics	A	A	C	C

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

Standards at the end of the Foundation Stage are above average in each of the areas of learning. The children make very good progress in their personal and social development and in their creative development. By the age of seven, standards in reading and writing are well above average. The standards that the pupils achieve in the writing tests are consistently in the top five per cent when compared to pupils in similar schools. The pupils achieve very well in reading in comparison to pupils in similar schools. Although all of the pupils achieved the expected level in the 2001 tests in mathematics, (a considerable achievement for the school as a large proportion of the pupils were on the special educational needs register), a much smaller proportion than usual attained the higher levels. Current standards in mathematics are above average. Pupils of all abilities make good progress in literacy and numeracy and the school meets the targets it sets. By the time they leave school, the pupils achieve very well in science because the school puts great emphasis on a practical, investigative approach to learning. Standards in religious education and geography are above average by the age of seven. In all other subjects standards are in line with national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes are good. They come willingly to school and tackle their work with enthusiasm.
Behaviour, in and out of classrooms	The pupils' behaviour is very good. They conduct themselves very well around the school and on the playground.
Personal development and relationships	The quality of relationships throughout the school community is excellent. The pupils respond well to the ample opportunities to become more mature and responsible.
Attendance	Overall attendance is satisfactory. A small number of pupils are late at the start of each day but punctuality between lessons is very good.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Very good	Good

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

The overall quality of teaching is good and it enables the pupils to make good progress. The high quality teaching in the nursery classes enables the children to make very good progress, particularly in their personal, social and creative development. The overall quality of teaching in the Foundation Stage is very good. The pupils with special educational needs receive very good support and so make good progress in learning basic skills. However, more use could be made of assessment information to provide work of greater challenge for the higher attaining pupils in English and mathematics. The teachers have a secure grasp of the Literacy and Numeracy Strategies and use these lessons to good effect. Particular strengths of the teaching throughout the school include the very good use made of homework, the quality of the teamwork with the other adults who support in class and the wide range of practical activities that the pupils do. These motivate the pupils and enrich their learning, particularly in mathematics and science. Science and mathematics are well taught. Throughout the school, the teachers have established very good relationships with the pupils and maintain good discipline. The teachers are developing their expertise in information and communication technology and are beginning to use the new computers to good effect.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good. It is greatly enriched by a variety of activities unusual for schools in this age range.
Provision for pupils with special educational needs	The school provides a very good curriculum for pupils with special educational needs. They are enabled to make good progress in learning the basic skills of literacy and numeracy. The pupils have equal access to all aspects of school life.
Provision for pupils with English as an additional language	These pupils are enabled to access the full curriculum and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a strength of the school. The pupils' spiritual development is very well addressed in assemblies and lessons, especially religious education. The provision for the pupils' moral and social development is very good. The provision for the pupils' cultural development is greatly improved since the last inspection.
How well the school cares for its pupils	The school cares for its pupils well. There is scope for greater rigour in the use of assessment to ensure that the work is suited to the needs of individual pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership provided by the headteacher and key staff is very good. The school benefits from having an effective management team that strives to ensure that it provides the best possible start for all of its pupils.
How well the governors fulfil their responsibilities	The governing body is very supportive of the work of the school and provides an effective role in monitoring its work. It has a clear view of future developments and complies with statutory requirements.
The school's evaluation of its performance	The school has a clear understanding of its strengths and weaknesses. The school has a comprehensive improvement plan that has established too many priorities for development. However, it has taken very effective action to meet its targets, particularly with regard to raising standards and enhancing its resources and accommodation.
The strategic use of resources	The school is very prudent in its use of resources. Principles of best value are applied wherever possible. Its educational priorities are well supported through its financial planning. The school provides very good value for money.

The staffing, resources and accommodation of the school are good. However, the library does not enjoy the ideal situation for maximum benefit to the pupils. The school has developed its school grounds well to provide good opportunities to enhance the pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are making good progress • The behaviour in school is good • The teaching is good • The school is very approachable • The school is well led and managed • The school is helping their children to become mature and responsible 	

The parents strongly support the work of the school. They regard the school as a caring institution that promotes high standards of achievement and behaviour. They very much appreciate the quality of teaching that enables the children to become mature and responsible and to make good progress. They are particularly impressed with the leadership of the headteacher. The inspection team endorses the parents' positive views. A few parents would like to see more activities outside lessons, but inspectors judge that the school provides a very rich curriculum that is enhanced by an interesting range of extra-curricular activities that includes special events, clubs, educational visits and visitors to the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children that begin the nursery have attainment broadly in line with the expectations for their age in all areas of learning. They make very good progress and, by the time they enter the reception class, baseline assessment shows that many have attainment that is above the expectation for their age. In their personal, social and emotional and in their creative developments, the children's attainment is well above expectations. This is very good achievement over time and is a direct result of the consistent, very high quality of education provided by the teachers and staff.
2. The good teaching in the reception classes results in the children making rapid progress and they are in line to reach or exceed the early learning goals for the Foundation Stage in each of the areas of learning. They make very good progress in their personal and social development because the adults provide such good role models and provide a rich variety of experiences for the children. This also contributes significantly to the children's very good progress in the acquisition of language skills. They make sound progress in their mathematical development and in learning about the world. The pupils make very good progress in their creative development. The school has invested heavily in the development of outdoor play facilities since the last inspection. The children benefit from the improved provision and make good progress. The overall progress of the children in the Foundation Stage represents a significant achievement for the school. The children with special educational needs are sensitively supported and helped to make good progress, particularly in literacy and numeracy.
3. The National Curriculum tests for seven-year-olds in 2001 show that the pupils' attainments were well above average in reading. A high percentage of pupils achieved the higher levels and their performance was well above the national average in this respect. The analysis also shows that the pupils' achievements were well above average in comparison to those pupils attending similar schools. Standards in reading in the test results have been consistently well above average since the last inspection. Standards in writing are consistently very high and a credit to the school. The pupils' performance in writing ranks in the top five per cent nationally. Inspectors judge that standards in reading and writing are well above average. However, in mathematics although all of the pupils achieved the expected level, the proportion of pupils attaining the higher level was below the national average. In 2001, the pupils' performance was close to that of pupils attending similar schools. The school consistently meets its targets and is working hard to bring about an improvement in standards in mathematics so that the pupils' results in 2002 match those in reading and writing. An analysis of the pupils' work confirms that standards in mathematics are rising. Overall, the pupils respond well to the quality of teaching and achieve well in relation to their prior levels of attainment.
4. The pupils make good progress in speaking and listening and standards are well above average for their age by the time they leave school. Most pupils listen carefully and speak clearly. From an early age the pupils are encouraged to work in groups and to solve problems together and this strongly supports the development of their vocabulary and their skills of speech. Furthermore, the teachers set a good example in helping the pupils to appreciate the richness of language through the range of stories which they tell and the quality of their expression when reading from books.
5. The pupils are making good progress in learning to read. In the current Year 2, standards are above expectations. Most pupils use their skills and knowledge of letter sounds to help them read unfamiliar or difficult words. They read with a good degree of expression, fluency, accuracy and understanding. The pupils enjoy stories and can describe events in the stories they read. The pupils use reference books to research topics such as Victorian life.

6. By the time the pupils leave the school, their attainment in writing is well above average. Standards of handwriting, spelling and punctuation are well above those expected of seven- -year-old pupils. There are many good examples of writing in which pupils use correct punctuation and a well-formed script. The pupils make good use of planning and drafting in their writing. One of the particular strengths of the pupils' writing is their ability to produce pieces of sustained writing, particularly stories and poems and writing linked to their work in other subjects.
7. The pupils make good progress in mathematics in Years 1 and 2 and standards are above average at the end of the Year 2. The school has introduced the Numeracy Strategy and the pupils are responding well to the range of practical activities and the emphasis on mental calculations. The school is making use of assessment information to organise the pupils into different ability groups within each class for target setting, but some of the work set for the middle ability and higher attaining groups lacks challenge. The pupils are making good progress in learning the vocabulary of mathematics. Furthermore, the pupils benefit from the opportunities presented to them to practise their skills in different subjects, such as science and geography.
8. The school's performance in the teacher assessments for science in 2001 was very high in comparison to the national average. Standards in the work seen during the inspection confirm the high quality of the pupils' work. The pupils benefit from the opportunity to engage in a range of practical investigations. For example, the pupils in Year 1 investigate materials and identify correctly items made from paper, plastic and metal from in and around the classroom. Pupils in Year 2 investigate how animals reproduce and change as they grow. The whole investigation is enhanced by detailed observation of wildlife as a drawing exercise in art. The pupils, including those with special educational needs, make very good progress.
9. The school has made a considerable investment in developing the pupils' skills in information and communication technology by resourcing the classrooms to a high specification. Standards in the subject are improving as the teachers grow more confident in planning for the use of computers to support learning in different subjects. Standards are average at the age of seven. The pupils are familiar with the keyboard functions and use the Internet to research information and the process of generating graphs to display information. The pupils can manipulate programmable toys to negotiate a simple course
10. The pupils achieve very well in religious education. Standards are above the expectations of the locally Agreed Syllabus by the time the pupils leave the school. The pupils have a good knowledge of Bible stories and can name festivals of other world religions. The pupils' progress is further promoted through the daily acts of collective worship and by the school's emphasis on the personal and social development of the pupils.
11. Standards are good in geography and sound in history. Learning is supported by clear schemes of work in both subjects and a lively approach that includes visits to museums and other local places of interest. The pupils understand simple plans and maps and can describe local features. The pupils are interested in history and they make sound progress in understanding changes through time.
12. Standards in art and design meet expectations. Art is used well to support learning in other subjects such as science and history. The pupils' work is well displayed and it is used very effectively to enhance the learning environment. Standards in design and technology are satisfactory. The pupils' work is supported by a clear scheme of work and opportunities to work with a range of materials. The pupils achieve standards in music that meet expectations. Music contributes strongly to the pupils' spiritual and cultural development. The pupils make satisfactory progress in physical education overall and achieve above average standards in dance. This represents an improvement on the findings of the last inspection
13. The pupils generally achieve well and make good progress, whatever their ability. For instance, although almost a third of seven-year-olds had special educational needs, they all attained the nationally expected level in the 2001 tests. In lessons, most pupils achieve standards which are above the national average and this indicates that, by the end of the school year, they will be well

above. The school is aware that boys do not achieve as well as girls and is trying a variety of strategies to improve the situation. There is no indication of any difference in the attainment of pupils from ethnic minority backgrounds.

14. The provision for pupils with special educational needs is very good and a clear strength of the school. The pupils achieve well when compared with their previous levels of attainment. Through this very good provision, the pupils make at least good progress across the full range of subjects and achieve standards, which are commensurate with their abilities.

Pupils' attitudes, values and personal development

15. The last report indicated that pupils' attitudes and behaviour were good and made a significant contribution to the pupils' learning.
16. The pupils' good attitudes to the school have been maintained since the last inspection, and their behaviour and personal development are now very good. The pupils' positive approach is beneficial to their good progress and is a strength of the school. The parents agree that their children enjoy coming to school and show an interest and enthusiasm for their learning. The quality of relationships between all members of the school community is excellent and renders the school a very happy place in which to work. From the Foundation Stage onwards, the pupils have good attitudes and are eager and enthusiastic in their learning. They respond well to their teachers and work harmoniously together, and, jointly, they create a very positive learning environment with good pace. All of the pupils, including those with special educational needs and those from differing ethnic backgrounds, concentrate well and listen to their teachers. They show good motivation, persevere with tasks and know the routines of the classroom. As the pupils progress through the school, they increase in confidence, carrying out their small responsibilities conscientiously and willingly, thus becoming more mature and responsible by the age of seven.
17. The behaviour of pupils throughout the school is very good. The pupils' ready acceptance of the school's good behaviour culture allows the school to operate in a calm, happy and efficient manner, where each individual is valued for their own sake. They concentrate well, working equally successfully on their own or in small groups. The staff have such high behavioural expectations that there are rarely any problems with management or discipline in the classroom. The school's provision for moral development is very clear, and pupils understand and appreciate the system of rewards and sanctions; for example, good behaviour and effort result in recognition as a 'Golden Person' and misdemeanours earn a mention in their teachers' 'sad book.' Classes work as teams to prevent anyone from being entered in the 'sad' book. Behaviour around the school and on the playground is very good. Bullying was not observed during the inspection and it is not a concern to pupils. The school has not needed to use exclusions to counter poor behaviour for a very long time.
18. The quality of relationships, at all levels, is excellent and a significant strength of the school.
19. Pupils respond exceptionally well to the school's very good provision for social development. Staff represent very good role models and pupils value the trust, empathy and careful consideration they are given. The school places a high value on mutual respect and this gives pupils increasing confidence and maturity. There is never any hint of racial tension, and pupils work and play together very harmoniously. In the classroom, the pupils increasingly listen well to each other's opinions and respect each other's qualities. They work well together in groups to produce artwork, make dramatic improvisations and to discuss particular points of interest in different subjects. They share resources well and are helpful with one another when in difficulties. The pupils are generally courteous, and welcome the many visitors, such as the visiting speakers at assemblies from a variety of institutions. Boys and girls eat and play amicably together.
20. The personal development of the pupils is very good. The school has prioritised building pupils' self-esteem and confidence and this is a strong characteristic of most pupils, much admired by parents. The school constantly promotes positive role models, through good teaching and many visitors to the school. This is a very caring society where pupils are encouraged to look after each

other. The school stresses the need for pupils to help others, and they support several charities, giving rise to new learning opportunities. For example, the school has links with other establishments in China and in Honduras. The pupils look after their school and playground well.

21. The pupils with special educational needs display positive attitudes towards their work in school. Their behaviour in class and around the school is very good. They relate very well to each other in their groups and in whole class situations. They contribute in lessons and enjoy being involved in activities with their peers. A very good example was observed in the mixed Year 1 and reception class, where one pupil took time to give her point of view (in a religious education lesson). Other pupils waited courteously for her to finish speaking before offering their own opinions.
22. The overall attendance at the school is satisfactory and is broadly in line with the national average. There is significant evidence of regular lateness from a minority of pupils but punctuality between lessons is very good.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

23. The quality of teaching is good. It enables the pupils to make good progress overall. In all of the lessons observed the teaching was satisfactory or better. Seventy-eight per cent of the teaching was good or better with 26 per cent judged to be very good or excellent. The teaching of English and mathematics is good and this helps to ensure that the pupils make good progress in the acquisition of the basic skills of literacy and numeracy. The quality of teaching in the nursery classes is very good and the children make very good progress in their personal and social development.
24. The quality of teaching in the Foundation Stage is very good overall. The staff work as a team to provide a curriculum that covers all the areas of learning. They plan activities and experiences that motivate, enthuse and match the abilities of the children and enable them to make good progress towards achieving the early learning goals. The teaching is shared fully with the classroom assistants; the staff are highly skilled in their management of the children, relationships are very good and the working environment is calm and harmonious. All members of the team place a strong emphasis on the use of good quality language. They encourage the children to work independently and to make choices in their work. This is particularly evident in the children's creative work where they are strongly encouraged to experiment with different techniques and materials.
25. The quality of teaching in the infant classes is good and builds successfully on the children's achievements in the Foundation Stage. The teachers use the National Literacy Strategy effectively and this ensures that the pupils make good progress in reading and writing. A feature of these lessons is the emphasis placed on the development of the pupils' vocabulary and their writing skills. For example, in a particularly effective lesson in a mixed Year 1 and Year 2 class, the teacher used the story the "Three Little Pigs" very well to encourage the pupils to empathise with the plight of the main characters and to describe their feelings. The pupils responded very well and described the pigs' anxieties very effectively. Such activities have contributed to the high standards in writing and in speaking and listening, which have improved significantly since the last inspection. Another strength of the teaching is the expectations of all pupils, irrespective of their level of attainment, and the work set is usually challenging. However, the setting arrangements for literacy and numeracy in Year 2 are unnecessarily complex as the pupils may be taught by three different teachers during the week. This limits the effectiveness of the teaching especially for the higher attaining pupils. In lessons, such as religious education and science, the teachers ensure that the pupils use their grammatical knowledge to good effect when writing accounts of events or in describing their experiments.
26. The teachers' planning is appropriately structured and most lessons have clear learning objectives. The teachers provide a wide range of practical activities that motivate the pupils. The planning takes account of the range of ability of the pupils in each class. There were examples of

very good teaching based on secure planning in numeracy lessons. In the most successful lessons the oral work required a brisk response from the pupils and this stretched their mental agility. The tasks were varied imaginatively and this maintained the pupils' interest and involvement. The pupils were taught a range of strategies to solve calculations. The pupils engaged in interesting investigational activities and the plenary sessions helped the pupils to establish what they had learned. The quality of teaching and learning in mathematics is good. In science, the teachers are successful in planning a range of practical experiences for the pupils and are effective in helping the pupils to draw out appropriate conclusions.

27. Literacy skills are taught very well and used very well across all subjects of the curriculum. For example, pupils are given ample opportunities to practise their speaking and listening skills in lessons on all subjects, as well as in class discussions and when they are exchanging their news at the beginning of the day. Good use is also made of role-play in all subjects so that pupils practise changing the tone of their voices and speech mannerisms to suit various situations. In all subjects, teachers use every opportunity to develop the technical language particularly associated with them. Pupils use their numeracy skills very effectively in geography and science, presenting the results of their investigations and surveys as graphs, charts and tables. In history and religious education, they are encouraged to use time-lines to develop their sense of chronology and to help them to get events in the correct sequence. In design technology, they sort packages into different sets.
28. In all classes, the teachers and classroom assistants work effectively together. Support staff are involved in the planning and provide good support for individuals and small groups of pupils. For example, in an art lesson in Year 2, support staff helped the pupils with their observational drawing and to understand the idea of using their pencils in different ways to create different effects. In other lessons they provide effective guidance to the pupils working on the computers. However, there is scope for the teachers' planning to take greater account of the potential of information and communication technology to support learning, particularly in mathematics. Good use is made of specialist music teaching to raise standards. Throughout the school, the teachers make skilful use of questioning to challenge the pupils' level of thinking and lessons are conducted at pace. They ensure that the pupils present their work as well as possible. The quality of the display of the pupils' work reflects the value that is given to it. Praise and ongoing assessment are used very effectively to motivate the pupils and to raise their achievement. Homework is used very well to support learning, particularly in English and mathematics.
29. The pupils with special educational needs are taught in specific groups within lessons, for English and mathematics. They are set appropriate challenges and enjoy learning. Education care officers and support staff are very effective in helping these pupils, by providing modifications and assistance, as required. The pupils with special educational needs are praised frequently and their efforts are appropriately acknowledged. As a result, these pupils show good levels of self-esteem. However, the school needs to use assessment data with more rigour to address the needs of pupils within the ability groups, both the higher attainers and those among the average who might achieve more highly. The school makes good provision for pupils from ethnic minority backgrounds by recognising the differences in cultures and employing members of staff who represent the cultural mix within the school. Pupils who are gifted or talented are identified and are encouraged to develop their skills.

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

30. The quality and range of learning opportunities have improved greatly since the previous inspection and are now very good. All subjects of the National Curriculum are taught and meet statutory requirements. Religious education is taught according to the recommendations of the local Agreed Syllabus, and the daily act of collective worship fulfils statutory requirements. The new curriculum for the Foundation Stage has been integrated into whole-school planning, providing a smooth transition into the National Curriculum programmes of study. This provides a broad and

well-balanced curriculum which is greatly enhanced by a good programme of visits and visitors. The only relative weakness is the slow development of information and communication technology and its use across all subjects of the curriculum.

31. The quality and range of activities provided for children in the Foundation Stage are very good, and reflect the high quality of teaching. The curriculum is very well constructed and teachers provide the children with a wide range of experiences that are carefully chosen to match the needs of the children. The curriculum is broad and is in line with government recommendations. As a result, children make very good progress in the foundation stage.
32. The provision for pupils with special educational needs is very good. These pupils' needs are identified at an early stage and very good support is provided throughout their time at the school. Individual educational plans contain very specific targets for pupils to achieve. These targets are regularly reviewed and adjusted as necessary. Pupils are provided with in-class support, which ensures that they have equal access to aspects of the curriculum and school life. The high quality of provision gives the pupils a good foundation in developing the basic skills of literacy and numeracy. The headteacher and the special needs co-ordinator give very good support to all staff. In addition, these pupils receive skilful and sensitive care from teachers and support staff. Consequently, these pupils make very good progress, particularly at the Foundation Stage.
33. The pupils with special educational needs have equal access to all aspects of school life. There are, therefore, no barriers to their learning. In all lessons, these pupils are set appropriate challenges and enjoy learning with other pupils. The previous inspection report judged that not all teachers used the individual education plans consistently. Since then, the school has addressed this issue very well. For example, in the mixed reception and Year 1 class, the teacher carefully builds the learning targets into her lesson planning. She is very aware of the needs of these pupils and ensures that appropriate support is provided for them.
34. Curriculum planning was a key issue at the previous inspection and has now been thoroughly overhauled with new policies, schemes of work based on national guidance, and a whole-school approach to lesson planning. Learning objectives are not always clearly described and sometimes opportunities for assessment are missed, but the improvement is very good and school documents now provide good and detailed guidance for teachers in planning their work. All teachers make good curricular links between subjects; for example, the close association between history and geography is always clearly pointed out.
35. There is a good programme for personal, social and health education in place which takes account of sex education, health, hygiene and drugs awareness. Many elements of this programme are dealt with by visitors to the school, such as the school nurse and the community policeman. Pupils are carefully taught the importance of personal hygiene and personal safety. Whilst a few parents feel that there are insufficient extra-curricular activities, inspectors found that the level and quality of provision was unusually good for a school in this age range.
36. There is an emphasis on educational inclusion which ensures equal opportunities for all. Although no pupils are at an early age of acquiring the English language, the school has gone out of its way to employ bilingual classroom assistants who make a valuable contribution to equal opportunities. Pupils are put into sets of differing ability for literacy and numeracy but not all teachers ensure that their different needs are met within the ability range. This means that sometimes the tasks set are too difficult for those with special educational needs and not sufficiently challenging for those of higher ability. Individual targets are set for pupils and regularly reviewed, with pupils being encouraged to make their own evaluations of their progress. Pupils often share a common target which is assessed and revised each half-term, to maintain the flexibility of the setting for literacy and numeracy. However, there is scope to improve the seating of pupils who use their left hand for writing in order that they may take full advantage of the good teaching and enhance their handwriting and presentation skills. All activities within the school, out-of-school visits and after-school and lunch-time clubs, are open to all pupils through the implementation of the equal opportunities policy and the school's approach to greater social inclusion.

37. Although there is no specific written policy, the school very successfully promotes the spiritual, moral, social and cultural development of pupils and provision in all these areas is very good. The spiritual needs of pupils are very well addressed in assemblies and lessons in various subjects of the curriculum. For example, there are many opportunities for discussion and reflection in the ordinary course of lessons; pupils learn to use their reflections in their writing, especially creative writing and poetry; they express their own thoughts and feelings in dance, music, art and drama activities. In whole-school assemblies, they are encouraged to think about people who care for them, from God to their mothers, and to reflect on the theme of families, as in the story of The Prodigal Son. A sense of the spiritual in opportunities to experience awe and wonder permeates school life. The differing religious and cultural backgrounds of pupils are sensitively taken into account in acts of collective worship: when a prayer is to be offered, teachers and visitors are always careful to give children a choice of praying to their own God or not at all. However, music does not make a significant contribution to the spiritual quality of assemblies. Pupils sing sacred songs and listen to taped music but are not given enough information about either the music or the composers. Religious education makes a very good contribution.
38. Moral and social development are very good. Pupils, from their earliest days in the school, are taught right from wrong, what behaviour is or is not acceptable, and to reflect that their personal actions may have consequences for others. As a result, they demonstrate high standards of behaviour. They follow the very good example of their teachers in affording mutual respect and take the ample opportunities offered to be kind to each other in the classroom and in the playground. Pupils work well together in pairs or small groups, and also play well together in the playground, sharing all the resources made available to them. The school gives ample opportunities for pupils to carry out small responsibilities such as returning the registers to the office, distributing books and resources in the classroom, and helping with the younger children at lunch-time. The many visits out of school foster good social development and pupils' awareness of children less advantaged than themselves in their year-round fund-raising activities for the Valley of the Angels Orphanage in Honduras. Events, such as Harvest or Christmas, involve all pupils and are well attended by parents. Pupils also raise money for charities at home, such as the Padley Homeless Centre and the Macmillan nurses.
39. Provision for cultural development is very good. All subjects and assemblies take account of the diversity of cultures in the school and in Britain. Pupils experience a knowledge of, and celebration of, for example, Divali and Chinese New Year. There are many labels in a variety of languages around the school to raise pupils' awareness of other cultures and languages, and seven year olds make their own bilingual texts in imitation of those in the central and classroom book collections. Through visits to places of worship in religious education, pupils become aware of the common elements in various faiths and cultures, such as sharing and books sacred to particular religions like the Granth Sahib in Sikhism and the New Testament in Christianity. In their studies in food technology, pupils have the opportunity to make and taste food from other cultures, and they also experience literature, music, dance and art from around the world. They learn about Western European artists like Van Gogh and Modigliani and try to work in their styles, producing quite creditable efforts. The school has books in the library, and in the classrooms, which challenge stereotypes and develop pupils' knowledge of different cultures.
40. The school uses the local community to very good effect to enhance pupils' learning opportunities. For example, pupils are occasional visitors to a nearby old people's home to which they deliver harvest gifts and sing songs at Christmas. They also make occasional visits to the local shops and, from an environmental viewpoint, a nearby recycling centre.
41. The school's relationship with partner institutions is very good. Many pupils paid a recent visit to St Peter's Junior School for a 'Key Strings' musical presentation. The transitional arrangements for pupils' eventual transfer to this junior school are very good and there are regular and effective meetings at a senior level between the two schools.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The high level of child protection and the quality of the welfare support to pupils is a strength of the school. It has a significant impact on the pupils' learning and personal development.
43. The procedures for child protection and welfare are good. Child protection procedures are in place and are effective. The school teaching staff, well supported by a range of both internal and external support staff, provide a high degree of welfare support to individual pupils. The day-to-day pastoral and welfare provision for children at the school is particularly strong and is well co-ordinated by the headteacher. In the classroom, teachers and classroom assistants are alert to any observed pupil difficulties. The school carries out regular Health and Safety audits of the site and full records are maintained. Fire drills are also a regular feature of school life and appropriate records are kept.
44. The school, together with the occasional assistance of external agencies, is proactive in the monitoring of individual levels of pupil absence and lateness. The promotion and improvement of higher attendance levels is strong. The school is particularly strong in its promotion of punctuality and this partly explains the significant level of recorded lateness (often only 2 minutes) in school registers. Very good reward systems are in place to encourage good behaviour and work at school. This is in the form of gold awards in which each teacher chooses a pupil for a 'golden person' award each day. Pupils' names are entered into a Golden Book. The headteacher has her own Golden Book that is used to very positive effect in the promotion of good attitudes and behaviour. Linked to this system, pupils are able to earn 'rewards' such as an occasional extra five minutes of playtime. The pupils' academic performance and personal development are monitored both formally and informally by the school. Steps are taken to identify individual learning needs with a range of strategies which may include the preparation of individual education plans for some pupils.
45. Assessment procedures for the evaluation of pupils' attainment and progress are good. Formal assessments are carried out every half term, and are plotted onto the school's individual pupil-tracking sheets. Teachers also make good use of ongoing assessments on objective sheets which are generally used to inform future planning. The targets set for individual pupils are often common to groups, and are regularly reviewed and revised, with pupils' views on their own performance being taken into account. Pupils are grouped in sets for literacy and numeracy, based initially on their attainment when they enter the school, but with great flexibility to take account of changing needs and achievement. Further formal tests are carried out each year and the information obtained used to plan the next year's work. However, the interim use of assessment in planning individual lessons is not always rigorous enough. For example, in the literacy and numeracy sets, there is still a wide range of ability and these differing needs are not always catered for, especially for the higher attainers and those among average attainers who could achieve more highly. The newly-appointed co-ordinator for assessment is aware of the need for greater rigour in this area and already has plans to monitor the pupils' work more closely.
46. The school's procedures for early identification of special educational needs start in the nursery classes. Individual education plans are appropriately and regularly reviewed. All teachers and support staff are very aware of these pupils and ensure that appropriate assistance is provided, so that these pupils can benefit to the best of their abilities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The parents' views of the school are very good, as are the school's links with parents. They feel that their children like school and that they are making good progress. The parents also feel that the teachers are good and that the school is well managed. Some parents feel that they are not always kept well-informed by the school. The information provided by the school through the prospectus is good. Information provided to parents via regular newsletters is of a high standard and the annual school reports cover the areas which a child has been studying together with the target areas for development.

48. The parents are immediately informed if the school has identified concerns. They are invited to attend a meeting to discuss issues. At all times, throughout the pupils' attendance at the school, parents are regularly informed of their children's progress.
49. The school ensures that parents and pupils from ethnic minority backgrounds are not disadvantaged by language difficulties. Accordingly, letters and policy statements are translated into different languages on request and a bilingual member of staff is almost always available to interpret, should it be necessary. This provision is much appreciated by parents.
50. All parents have been invited to enter into a home/school agreement which is designed to promote improved relationships between the school, parents and children. The school operates an open door policy and the headteacher is very proactive in her endeavours to further develop the already very good relationship between parents and the school. This development of home/school relationships takes many different forms but the most significant is the way in which the headteacher and her staff offer a wide range of pastoral support and care to pupils and their parents. Parents are very active in their fundraising work for the school and there is no better example of the outcome of their endeavours than in the excellent outside play area for the Nursery children. The majority of parents also help with their children's education at home by listening to them read and by helping them to play mathematical games which are provided by the school for this purpose.
51. The school's links with parents provide a very good contribution to the pupils' learning and personal development and these links are a significant strength of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The school benefits from very good leadership from the headteacher, a dedicated and enthusiastic staff and a very supportive governing body. There is a strong sense of teamwork. The governors and staff work with shared purpose and are committed to the aims of the school and to high standards of personal and academic achievement. This provides a clear educational direction for the work of the school. The headteacher is respected by parents and the pupils, and enjoys the full support of her governors. This impacts positively on the quality of education. The school has a clear policy for equal opportunities and this is effectively implemented in every area of the school's work. This ensures educational inclusion so that all pupils, of whatever background or ability, may make the most of the opportunities offered. This is reflected in their standard of work and in their relationships with their peers and adults.
53. The headteacher is very supportive of her staff and provides a very good role model. She strongly encourages a positive, caring ethos that promotes high standards of academic attainment and personal development through her personal style. The ethos of trust, openness and honesty permeates the daily life of the school. She has established very effective management structures and has empowered and motivated her colleagues to strive for further improvements. The school has placed great emphasis on staff training and performance management and this is a key element of the success of the school. All of the teachers value their further professional development and have agreed targets. Curriculum responsibilities are devolved effectively and curriculum planning is carried out co-operatively.
54. The headteacher and the co-ordinator for special educational needs work closely together for provision of support for these pupils. The co-ordinator provides valuable support and guidance to teachers and assistants. Governors are informed of the school's progress in special educational needs procedures. In addition, the staff and pupils are well supported by external special educational needs specialists who are frequent visitors to the school. There is a remarkable and knowledgeable named governor, who monitors the provision. As the governor works in the school as an education care officer and a welfare assistant, she is very aware of what is taking place in the school and how these pupils are managing. This factor is contributory to parents feeling encouraged to approach her, if they have specific concerns.

55. The headteacher is very well informed. She has developed a very good balance between her strategic management and the pastoral elements of her role. Action taken since the last inspection has been effective in addressing the key issues and the school has made significant improvements in many areas. The school has been particularly successful in raising standards in literacy and numeracy. The quality of teaching has improved as the teachers now take much greater account of the pupils' level of understanding in most subjects when planning the work for different groups of pupils, particularly those with special educational needs. The school has ensured that the pupils have many opportunities to be involved in investigative work in science and this has resulted in improved achievement. The school has improved its capacity to teach information and communication technology and has drawn up an impressive action plan to ensure that full use is made of the new resources. The pupils benefit from an enriched curriculum that enables them to appreciate the richness and diversity of other cultures.
56. The governing body fulfils all of its statutory obligations and makes a very good contribution to the effective running of the school. The governors are well informed and work hard at their individual and collective roles. There is an effective committee structure with appropriate terms of reference. They take their responsibilities seriously and are committed to raising standards in the school. They have a clear view of the strengths and weaknesses of the school through frequent visits, the review of curriculum policies and discussions with subject co-ordinators. Furthermore, the governing body has allocated individual governor responsibility for overseeing literacy, numeracy and special educational needs.
57. The school improvement plan is a complex document that is based on a thorough audit of the school's current position. The plan runs for three years and provides a view for the school's long-term development and a secure framework for financial planning. The involvement of staff and governors ensures that the educational priorities identified provide a shared vision for the school's development. Targets are set and costed for each year and the school has procedures for monitoring progress towards its objectives and evaluating the extent to which these priorities are achieved. However, there is scope for further refinement in the school's procedures for development planning to ensure that there are not too many initiatives and to ensure that the changes are consolidated into good practice. There is, however, a very strong commitment to improvement among staff and governors and the school is very well placed to continue to succeed. The school now provides very good value for money.
58. Financial administration is efficient and effective. The school administrators maintain very careful records of expenditure and can readily provide accurate financial information to guide the headteacher and governors in making their spending decisions. The school is awaiting the formal outcome of the most recent audit although a verbal report suggests that only a few minor recommendations will need to be acted upon. The school has received specific grants from central sources which have been used effectively for their designated purposes, for example to improve the support for those pupils with special educational needs.
59. The provision of teaching and support staff is well matched to the requirements of the curriculum. The school staff work effectively as a team and they are well supported by a wide range of classroom assistants, some of whom are also able to provide welfare and first aid. The school accommodation is good for effective delivery of the curriculum. Although the school has created an interesting library area within the main entrance lobby, the opportunity for private study and reflection is severely restricted. The school grounds are used extensively for curricular enhancement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. The school has no key issues, although the report does contain references to areas where the school should consider refining its practice to bring out further improvements to what is already a very effective school. They are as follows:

- further improve the use of assessment to assist teachers in adapting work to suit the needs of pupils of differing abilities, particularly the higher attainers (paragraphs 7,34 &45),
- continue to plan for opportunities for the pupils to use information and communication technology across the curriculum (paragraphs 28 &127)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	26	11	0	0	0
Percentage	2	24	52	22	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	26	167
Number of full-time pupils known to be eligible for free school meals	0	13

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	24

English as an additional language	No of pupils
Number of pupils with English as an additional language	26

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.8
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	34	36	70

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	33	34
	Girls	36	36	36
	Total	68	69	70
Percentage of pupils at NC level 2 or above	School	97 (98)	99 (99)	100 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	33	32
	Girls	36	36	36
	Total	67	69	68
Percentage of pupils at NC level 2 or above	School	96 (98)	99 (95)	97 (100)
	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	6
Black – African heritage	0
Black – other	6
Indian	42
Pakistani	6
Bangladeshi	0
Chinese	0
White	150
Any other minority ethnic group	9

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)	8.2
Number of pupils per qualified teacher	20.3
Average class size	23.9

Education support staff: YR – Y2

Total number of education support staff	10
Total aggregate hours worked per week	132

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	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2.5

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

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	434534
Total expenditure	434522
Expenditure per pupil	1957
Balance brought forward from previous year	8851
Balance carried forward to next year	8863

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	219
Number of questionnaires returned	100

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	73	23	2	0	2
Behaviour in the school is good.	73	26	0	0	1
My child gets the right amount of work to do at home.	37	39	8	1	15
The teaching is good.	72	26	0	0	2
I am kept well informed about how my child is getting on.	60	32	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	74	21	2	0	3
The school works closely with parents.	63	30	5	0	2
The school is well led and managed.	82	17	0	0	1
The school is helping my child become mature and responsible.	71	27	1	0	1
The school provides an interesting range of activities outside lessons.	34	38	8	5	15

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

61. The children enter the nursery in the September or January before their fourth birthday. They attend every morning or every afternoon, and transfer to the reception classes in the following January or September. There is a mixed reception and Year 1 class. Before the inspection, parents said how pleased they are with the provision in the Foundation Stage. Inspectors support these views and find that all children benefit very well from the very good teaching and learning that takes place. Since the previous inspection, which judged the provision to be good, the picture is even more positive.
62. The children follow a well-constructed curriculum and teachers provide the children with a wide range of activities, routines and experiences that are carefully chosen to match the learning needs of the children. In particular, inspectors were impressed with the consistent, very high quality of work in the nursery. A strong feature is the way that every moment is a learning opportunity where children work in a positive and calm atmosphere and are inspired to learn. The relationships that exist between all staff and children are outstanding. The nursery nurse and the classroom assistants work with the teachers as an effective classroom team. In addition, there are very positive relationships with parents. All these factors are contributory to children's very good progress.
63. The assessment procedures are carefully used so all adults know how well each child is progressing and can plan to extend the development through the activities provided. There is a strong emphasis on valuing each child and their culture. As a result, this helps the children to feel included and provides a really positive start to their education.

Personal, social and emotional development

64. All children, including those who have special educational needs, develop very well in this area, because of the skilful and very effective teaching. Consequently, by the time they enter Year 1, the children's development is well above expectation.
65. In the nursery, children already understand what is expected of them. As soon as they arrive at the start of morning or afternoon session, children involve themselves with activities initiated by them or the adults, as appropriate. They concentrate for long periods, often completely absorbed in what they are doing. An excellent example was observed during the inspection, when a group of children investigated an ice sphere and what they could make out of it. As it melted, children suggested that they could make 'lemonade' out of it. Another group shared the microphone to sing along to the karaoke machine. They showed delight at the effect they were able to produce. While having their snacks, children sit at their table, chatting amiably to the adults and to each other. They responsibly and carefully, tidy up after themselves before moving onto the next activity.
66. In the reception classes, teachers build on the very good start made in the nursery unit. Well-organised procedures help the children to develop self-confidence, assurance and independence. Throughout the Foundation Stage, the children play and work together well and show consideration for each other. They are enthusiastic about their learning. They take turns, share resources amicably and they have a mature awareness of what is right and wrong, and why. Children are responsive, interested in what they are doing, settling quickly to the more structured activities such as literacy and numeracy.
67. The planning for personal, social and emotional development is very good. All the adults treat the children with courtesy and respect. They are excellent role models. This leads to trusting relationships and helps to develop an awareness of others. In addition, this careful teaching encourages the children to talk and to be confident, to take part in activities, as well as to ask

questions about anything that they are unsure about. Activities and resources are chosen well and classrooms are attractively arranged to provide a very good learning environment.

Communication, language and literacy

68. The children make very good progress in their communication, language and literacy skills over their time in the Foundation Stage. The very good teaching that children receive helps them to develop their skills, so that, by the time they enter Year 1, the vast majority of children are above average attainment expected for their age in this area of learning. Children who have special educational needs are promptly identified upon admission. With carefully planned and appropriately modified activities, these children achieve very well.
69. In the nursery, children talk to each other and to the adults in the room. They communicate effectively and are sufficiently confident to initiate conversation. For example, children talk about the Christmas trees and compare what happens to these at the end of the holiday. One remarks that 'my dad put it in the attic'. The teacher seizes this opportunity to explain that some trees are artificial and can, therefore, be kept for another time. When reading a story called Winter Stars, the teacher asks the children 'why' questions to ascertain understanding and to add explanations, if necessary. When she enquires why grandma is whispering, one child answers 'because it would wake mummy up'. The teacher makes very good links with children's experiences earlier in the day. During these regular story sessions, the teacher draws attention to the words being used and expects them to recognise, for example, the title of the book. In this way, children begin to recognise the process of reading. Books are frequently changed around the room, in order to encourage an interest in reading. Writing is encouraged through the daily use of the writing corner. Here children see writing displayed and can use a variety of materials provided to encourage writing. They learn to make lists, write instructions and to respond to challenges, such as 'Come and make a book'.
70. In the reception classes, these activities are extended further. For example, children use props to re-enact the story of the Bear Hunt with the help of a parent. This strategy encourages the children to participate in speaking and listening and to experiment with words. Interest in language is reinforced well through stories and action songs. The teachers are adept at making links so that children's learning is progressive. In a very good mathematics lesson, the teacher showed her children a range of scarves to consolidate learning about shapes. She successfully linked it to the story of Kipper. One child, on seeing a beautiful Indian scarf, remarked that 'Kipper would like it', to which, the teacher adds that 'he could keep it for special occasions'. These opportunities effectively help pupils' spiritual, moral, social and cultural development. They learn to appreciate and to value the rich diversity of their community.
71. In both reception classes, there is a very good literacy environment. Letters, words and sentences abound in all areas. In addition, the teachers have very good knowledge how to teach literacy and to link it with oracy. For example, in order to introduce the sound of 'p', the teacher, with the help of a parent, shows a shopping basket and asks the children to match the initial sound to the items displayed. They very soon learn to recognise and to offer words such as 'pasta', 'plum', 'peas' and 'potato'. In another group, the teacher effectively links spelling by carefully sounding out letters before writing them on the white board. Consequently, children were able to spell words such as 'eggs' correctly.
72. Teachers carefully plan for the children's different abilities, including those with special educational needs, so that they can all learn at their own level. Nevertheless, they make demands on their children and through high expectations, ensure that children give of their best at all times. They use a variety of strategies to consolidate learning. Computers are well used, for example, to record and illustrate stories. All adults keep a record of children's progress. Information is carefully used to plan next step of children's learning.

Mathematical development

73. The children make good progress in their mathematical development and many pupils begin Year 1 with skills and understanding that exceed expectations. This development is due to the very good teaching.
74. In the nursery, the children learn to recognise numbers to five. They draw the correct numbers of buttons on their snowmen and can sequence these numbers correctly. Children understand mathematical language, such as 'smaller', 'greater' or 'heavier' and 'lighter', when comparing quantities. They learn to solve problems and to use their well developing skills successfully. For example, children measure how much ribbon is required to complete a camisole, which they make out of Christmas paper. In reception, children learn to count forwards and backwards, when singing 'Five little snowflakes'. Using computers, children learn to match colour patterns and recognise shapes, such as squares on a scarf.
75. Mathematical development is effectively promoted through the use of number games and songs. More formal activities for mathematics are appropriately introduced to the children through the framework for teaching numeracy. The rich indoor and outdoor environment provides the children with many interesting materials to sort, count, talk about and play with, including construction kits. All adults make good use of praise. This leads the children to try hard and to persevere with their activities. The final sessions are used well to summarise learning. In one reception class, the teacher asked the children, for example, if they managed to match shapes and to make patterns, which was one of the learning objectives for the lesson. In this way, the teacher involved her children in their own learning and successfully helped them to know how well they were progressing.

Knowledge and understanding of the world

76. This area is taught very well and, by the time children enter Year 1, they have made very good progress and, therefore, exceed the levels of attainment expected for their age.
77. In the nursery, children learn to use computers and already move the mouse accurately to select items on the screen or to move a program forward. They confidently use a microphone to sing to an 'audience' of other children. They learn about other foods, such as Indian. When asked to explain how water in their balloons turned into ice, one of the children said that 'they froze it'. They explore the senses, building and constructing with a wide range of resources. Children select appropriate resources, adapting their work where necessary. They look closely at similarities, differences and patterns in the pebbles, for example.
78. In the reception classes, the teachers build on children's previous learning. For example, children choose a variety of materials to make a picture of a garden for the Three Little Pigs. They consider colour suitable for the purpose of making their gardens lively and colourful. The children learn about their immediate surroundings but also about further afield. They learn about African prints, patterns and artefacts. Through the links with Honduras, children find out about the climate, customs, food and schooling. They have visitors from local churches and learn about other faiths and customs, such as Sikhism. Children find out about the past and past events in their lives, for example, by looking at photographs of themselves and of other children.

Physical development

79. Through very good teaching, children develop their physical skills well and, consequently, they make very good progress over their time in the foundation stage. They begin Year 1 at the level which exceeds the early learning goals for their age. Teachers provide a wide range of interesting activities that help the children to improve gross motor skills, such as climbing and jumping, as well as improving fine skills such as using scissors and pencils.
80. In the nursery, the children enjoy playing on the climbing frame and using wheeled toys. They quickly learn to travel around, under, over and to balance, using a range of large apparatus outside. They handle tools safely and with increasing control. Children use space well and

control their running to avoid bumping into one another. Indoor activities are carefully chosen and the children learn from one another, when cutting. They learn to work well together and to share equipment amicably. They tidy up promptly and sensibly when it is time to move to another activity.

81. In the reception classes, teachers build on this very good start made in the nursery. In the classroom children are encouraged to draw and control their pencils with increasing accuracy as they learn to write. In the mixed reception and Year 1 class, children use scissors with dexterity, taking care to cut out stalks and petals for their garden pictures. They use glue sticks appropriately and help one another generously. One child was heard to say, 'Here you are, Ben' who patiently watched another cutting out and sticking his models.

Creative development

82. This area of learning is very well taught. As a result, children's development is well above expectations. They make very good progress through the imaginatively planned activities and well-focused adult support.
83. Children in the nursery thoroughly enjoy learning and join in with songs and rhymes with enthusiasm. The teacher encourages the children to develop particular talents. For example, one child shows exceptional talent for drawing. Children are provided with carefully considered activities, which engage their imaginations. Using the telephone, children undertake role-play and use language to recreate experiences. In the kitchen corner, the children make tea for others to enjoy. They are completely absorbed in this. Another child joins in 'to mend the cupboard'. Children use malleable materials to create a snowy scene. They enjoy their music and movement and keep remarkable rhythm when singing The Teapot Song.
84. In the reception classes, the teachers build on children's very good progress by providing a wide range of activities to develop this area of learning. The children learn to explore language in role-play. In addition, they are provided with opportunities to be creative. In one class, the teacher asked, 'How could the story have ended?' Another group of children was observed using the computers for their story writing. Action songs and dance are regularly used to engage children's imaginations. Children enjoy this type of work and confidently explore all activities provided for them. Classrooms are stimulating environments in which children work. This aspect of learning is very well supported by the opportunities provided and the sensitive teaching and intervention of all adults.

ENGLISH

85. Overall attainment in English is well above average by the end of Year 2. Inspection findings show that standards are well above average in reading, writing, speaking and listening. This clear improvement in standards is largely due to very good leadership in the development of improved teaching, target setting and tracking. Expectations of pupils have risen because of these factors and, as a result, standards have risen since the last inspection. Achievement in English is mostly good and there has been very good improvement since the last inspection.
86. The pupils' speaking and listening skills are well above average. They listen well and demonstrate their very good listening skills by the considered answers they give and the contributions they make to class discussions. Their breadth of vocabulary is developing well, and very few need prompting to expand their answers from a single word or phrase. Additionally, teachers have good skills in asking questions and take every opportunity of extending vocabulary. Pupils with special educational needs try very hard to overcome their difficulties and, with the very good support of the teaching assistants, achieve very well.
87. Most pupils, of varying abilities, have a good knowledge of their sounds and use them to work out words which they find difficult. Overall, reading is well above average and this standard has been

well maintained since the previous inspection. A particular strength is the regular teaching of phonics linked to spelling through the 'Jolly Phonics' method. Pupils in the early stages of reading use pictures to help them. Among the reasons for the very good standards are the regular and systematic attention given to the development of reading skills and the good records which track individual progress. A range of adults regularly hears pupils read in school, and parents give very good support to hearing their children read at home. The very high standards in reading at the end of Year 2 indicate good and sometimes very good achievement since entering the school. Most read fluently and higher attaining pupils use good expression. All pupils state preferences for different styles of books, but at this stage in the term do not yet name preferred authors. There are timetabled lessons in the school library during which pupils learn how to find information, using contents pages and indices, and the simplified colour coding. The library contains an appropriate number of up-to-date books that challenge stereotypes and cater for the interests of both girls and boys.

88. Standards in writing are well above average by the end of Year 2, and have shown good improvement since the last inspection. The school recognises the lower achievement of boys in national tests and has put in place appropriate plans to help them improve; for example, the increased number of male visitors to the school and the provision of comics and magazines in the school library. Pupils are achieving very well and have made very good gains since starting school. The main reason for this is the high expectations of the teachers which gives pupils the confidence that they can succeed. Pupils' work is regularly assessed through marking and assessment tasks. Individual short-term targets also provide very helpful support and are displayed prominently in the classroom and in pupils' workbooks, which are regularly referred to. The close tracking of pupils' progress towards National Curriculum levels is developing well and is another contributory factor to the high standards achieved. Teachers require pupils to write regularly for a variety of purposes and in different styles. Good use is made of other areas in the curriculum to provide writing opportunities. For example, pupils retell stories from the Bible in religious education, reports of their investigations in science and mathematics, recount their educational visits and describe recipes in food technology. They are also learning the rudiments of script-writing in their plays of "The Three Little Pigs". Handwriting develops systematically and there is a good focus on developing joined writing in the second term of Year 2. The good work in practice books, however, is rarely transferred to other work. A difficulty arises when pupils who are left-handed are seated inappropriately so that they do not have sufficient space to slant their books for ease of writing. This lack of elbow room also affects the pupils they sit next to, and is a contributory factor to the laborious nature of handwriting practice. Pupils with special educational needs achieve as well as their classmates and this is reflected in the results of national tests last year when all pupils achieved the expected level.
89. Teaching varies between satisfactory and very good, and is good overall. The teachers plan well together to make sure that classes within the same year group cover the same topics. The pupils are set by ability for literacy, handwriting and spelling, and the system is flexible enough to take account of higher achievement, as and when it occurs. The approach to adapting work to suit individual needs within the ability groups, however, is less well developed, and sometimes more able and those among the average group who might achieve more, are insufficiently challenged. This is more to do with the lack of rigour in assessment than to the quality of teaching. The teachers plan the lessons carefully although they do not always inform the pupils of what it is that they are expected to learn by the end of the session. In the best lessons, the learning focus is discussed at the start of the lesson and referred to during the evaluation at the end. A particular strength of the best teaching is the quiet and effective handling of the pupils, which ensures lessons run smoothly and underpins the good climate for learning. In literacy lessons in both Year 1 and Year 2, for instance, the teachers' very positive and friendly manner ensured a positive response. Pupils wanted to please the teachers and good learning resulted. Lessons move at a brisk pace and productive use is made of the time available. Basic skills such as phonic sounds, handwriting skills and spelling are also taught very well, enabling the pupils to develop the ability to do well. As a direct result of the strengths of the teaching, pupils' response is good and they make good progress in lessons.

90. The pupils are well behaved and highly motivated by teachers to do well. The teachers use a good range of strategies such as whole class, individual, paired and group work to make their lessons interesting. They also try very hard to plan activities that reinforce basic skills, which are presented in different ways. For example, teachers use white boards for spelling practice and forming word groups. They often use drama and role-play to reinforce and assess the learning. All teachers provide ample opportunities for pupils to extend and explore language when they improve their vocabulary in other subjects of the curriculum, such as science, mathematics, music, history, geography, religious and physical education. They also provide many occasions for pupils to practise their speaking skills, for instance, in assemblies and school productions. A minor weakness at the time of the inspection was the infrequent use of computers in some lessons, which means that there are lost opportunities for pupils to use and reinforce their computer skills. The school, however, does recognise this and is developing greater expertise among teachers so that they can share their own learning with their pupils.
91. Teaching assistants play an important role in helping pupils to achieve well in reading and writing. The teachers make sure that the teaching assistants know what the main focus and learning points are and they give good support, particularly to pupils with special educational needs. They are highly aware of their specific targets and consequently make a strong contribution to the progress they make.
92. Although the library is well-stocked, its situation within the school building is not ideal. It forms part of the entrance hall and is thus a thoroughfare for the whole community, with constant interruptions as people walk through it. It is not possible to furnish it with bean-bags or low tables to allow pupils to browse or complete work there. It is, however, used a lot and this shows in the number of books that need repair and replacement, which indicates that teachers are being successful in their efforts to encourage a love of reading and an enjoyment of books.
93. The leadership of English is good and strongly contributes to the good progress made in the improvement in standards, which has been achieved since the last inspection. Individual pupils' progress is beginning to be tracked more closely by all teachers and extra support is given when targets are not likely to be met. The motivation of teachers for the pupils to do well is high and is mainly due to the good level of purposeful leadership and support given.

MATHEMATICS

94. Standards are above average by the time the pupils leave the school. This represents good progress for most pupils from the levels of achievement found when they leave the Foundation Stage. In the national tests in 2001, standards were close to the national average. The cohort contained a high proportion of pupils on the special educational needs register and it was a considerable achievement for the pupils for them all to reach the expected level. However, although the school met its targets, a much smaller percentage of pupils reached the higher level than in previous years.
95. The work seen during the inspection confirms that standards at the age of seven are above average, and there are strong signs of improvement, particularly in the proportion of pupils likely to attain the higher levels. The school is determined to improve attainment, particularly for the more able pupils and positive measures are now in place. For example, assessment information is being used more effectively to organise the different ability groups within each class. The school is beginning to analyse the pupils' performance to identify strengths and weaknesses in their knowledge and skills, and a more challenging curriculum is planned to extend those able to attain higher levels. Furthermore, the school ensures that those pupils with special educational needs receive appropriate support. However, the school recognises the need to further refine its assessment procedures to ensure consistency in practice.
96. This picture of improving standards is due to the rigorous introduction of the National Numeracy Strategy, the good teaching and the successful management of the subject. The Numeracy Strategy has provided the teachers with a clear structure that allows them to plan work that builds

effectively on that which has gone before. Throughout the school the pupils clearly enjoy their mathematics lessons. The whole class mental work is approached with enthusiasm and nearly all of the pupils join in confidently and this enables the pupils to make good progress. Very occasionally, when the teaching was less well paced or where the work was not so effectively matched to the pupils' abilities, there were signs of inattention or misbehaviour. In most classes the pupils are appropriately challenged by the work and those with special educational needs, as well as the higher-attaining pupils, make good progress. However, the organisation of the different ability groups in Year 2 is too complex and not as effective as the arrangements for the younger pupils.

97. In Year 1, the higher-attaining pupils sequence numbers correctly, count on in tens accurately and recognise zero. They know where the hands of a clock are placed to show o'clock and understand the language of length and weight when measuring. They have a sound knowledge and understanding of a variety of two- and three-dimensional shapes and can use them to make pictures and repeating patterns. In Year 2, they build on this work by describing a variety of the attributes that distinguish shapes. In particular they are familiar with common three-dimensional shapes. They are making good progress and, by the age of seven, the higher-attaining pupils can express amounts of money in different forms and can solve problems involving money. They use standard and non-standard units when measuring and can count in twos, threes, fours and fives. They have an understanding of fractions and can work out a half and a quarter of given numbers. They are familiar with block graphs and use them to display their findings from insect surveys.
98. The pupils in the middle ability band and those with special educational needs make good progress. They respond well to work that is well matched to their developing abilities and by the age of seven have a well developed mathematical vocabulary. They recognise coins of different value but have difficulty in working out which coins to use to make different amounts. They respond well to the emphasis on practical mathematical investigations and, by the age of seven, most pupils can work with numbers up to one hundred when adding and subtracting.
99. Number skills are taught well throughout the school. The pupils learn a good range of strategies to complete written and mental calculations. They explore number patterns and older pupils are beginning to learn their multiplication tables. In Year 1, the pupils are able to count and sequence numbers. They recognise the relationship between units and tens and mentally can subtract one and two digit numbers by counting backwards.
100. The quality of teaching is good and strongly supports the pupils' progress. The teachers are well prepared and it is clear that they plan well together to ensure that the pupils within the same year group are taught the same skills. Learning targets are shared with the pupils in all classes and so they are enabled to measure their performance. The teachers have high expectations of the pupils' learning and lessons progress with good pace. The teachers use questions well to establish what the pupils already know at the outset of lessons and the plenary sessions are used well to reinforce learning. Homework is used very effectively to support learning. Furthermore, the teachers are very skilful in using opportunities in other subjects to support learning. For example, in history the pupils use time lines to develop their sense of chronology. In geography, the pupils present their findings as graphs, charts and tables. They use their skills of tallying when conducting traffic surveys. However, too few opportunities are planned for the use of information and communication technology to support the pupils' learning.
101. Mathematics is very well led and managed by the subject co-ordinator. Through her monitoring of the teachers' planning, her lesson observations and her involvement in the continuing professional development of her colleagues, the co-ordinator has ensured that numeracy is kept in high profile in the school. The recent introduction of a lunchtime mathematics club is very popular and strongly supports the pupils' interest and progress.

SCIENCE

102. By the time pupils leave school, their attainment in science is well above the national average. Their achievement is very high because of the quality of teaching and the management of the subject by the co-ordinator. In addition, the school has addressed the key issue for action from the previous inspection, which judged that experimental and investigative science was not sufficiently developed. Standards at the time were average. The school has made very good improvements.
103. In Year 1, the pupils know that there are many sources of light and name them correctly. They use drawings and simple tables to communicate the results of their experiments. After investigations, pupils can classify, record their findings and understand how materials are used in every day life. For example, one pupil writes, 'A spoon is made of metal. You can't make it out of paper. You can make a spoon out of wood, plastic and glass'. They know and understand magnetic and non-magnetic materials.
104. In Year 2, the teachers build on pupils' previous knowledge and understanding in all elements of science. They achieve very well in their knowledge and understanding of life processes and living things, of materials and their properties and of physical processes. A particular strength of science teaching is the way the teachers challenge their pupils to increase their knowledge. Through investigations, they ensure that pupils' responses are scientific. For example, when carrying out their experiments, pupils are encouraged to consider how pushes and pulls make the vehicles speed up or slow down. They consider whether testing is fair. For example, one pupil writes, 'The test was fair, because all the bricks were the same and we all had the same car'. Pupils know parts of plants, such as petal, root, seed and stem. When investigating materials and their properties, they discover how the shape of objects constructed from some materials can be altered by various processes such as bending, squashing, twisting and stretching.
105. There are very good links with other areas of the curriculum. When investigating the effect of exercise on the body, pupils learn the importance of physical activity. They record, for example, 'You get stronger, fitter' or 'No exercise makes you weak'. They learn about drugs, and record that 'Some drugs are dangerous but there are some drugs that help you'. These programmes make very good links with personal, social and health education. Pupils understand about healthy eating. In one investigation, pupils used information and communication technology to collect and group data. They communicated their findings in a line graph or a pie chart. Another strength of science teaching is the way that all pupils are expected to apply their investigative skills to plan experiments carefully and decide how answers might be found. They make conclusions on the basis of first hand investigations. In work on solids and liquids, for example, one pupil records that when 'chocolate is heated, it goes into a very sticky, soft lump. It went into a different shape'.
106. Taking all evidence into consideration, the overall quality of teaching is good. Teachers' knowledge of science is good and they understand the importance of scientific enquiry. Since the previous inspection, which judged that teachers relied too heavily on worksheets and that they lacked knowledge and understanding of the subject, this issue has been very well addressed. Teachers plan their lessons well and ensure that they are resourced effectively. They start lessons with a short revision of previous work and this consolidates pupils' learning and helps them to prepare for the new work. For example, in a good lesson in Year 1, the teacher soon moved the pupils onto investigating the uses of various materials and how they are chosen for their specific purposes because of their properties. The pupils examined tin beakers, plastic straws and drums. The teacher directed questions equally to boys and girls, to pupils of differing abilities to ensure that all were actively involved. This engaged and kept her pupils' attentions and interest.
107. Teachers are very aware of those pupils who have special educational needs and make modifications, as necessary. Nevertheless, they make demands on them to give of their best. The support staff and students are carefully prepared by the teachers, so that effective help can be given to these pupils with investigations. In the mixed Year 1 and reception class, for example, the education care officer unobtrusively encouraged her group of pupils to participate in

the discussion. In the final session of the lesson, where the teacher summarised the key learning points, one pupil explained 'This paper will rip because it is not strong'.

108. Science is very well led and managed by the subject co-ordinator. Through her infectious enthusiasm, monitoring of teaching and learning, professional development and support of staff, the co-ordinator has raised standards from satisfactory at the previous inspection, to well above average presently. She regularly observes lessons, noting lesson planning, teaching style and pupils' responses. She gives feedback and identifies areas for further development. The co-ordinator maintains a file of pupils' work, which she has moderated with the staff. These samples, which are dated, levelled and annotated, help teachers to check the validity of their assessments and to understand how the subject is developing throughout the school. In addition, the co-ordinator ensures that teachers know how this area is taught in the Foundation Stage. Consequently, there is continuity of learning for pupils and very good progress.
109. The co-ordinator, in conjunction with the head and staff, has sensibly adapted the science guidelines set out by the Qualifications and Curriculum Authority, as she feels strongly that schemes should be of a higher level. The co-ordinator wants the teachers to be excited about learning and plans to develop the subject further. At present, the curriculum is effectively enriched through visitors, such as the Channel 4 science presenter, Mr. Rotavator, who has spent a day in the school working with different classes investigating nature and gardening. The subject makes a very good contribution to pupils' progress and to spiritual, moral, social and cultural development.

ART AND DESIGN

110. By the time they leave school standards are in line with national expectations. The pupils achieve satisfactorily throughout the school. The pupils with special educational needs and the higher-attaining pupils make satisfactory progress. There is a shared commitment to succeed and to ensure a good progression of skills and a broad range of experience for the pupils. The school uses events such as National Art Day to good effect to expand the pupils' range of experiences and understanding of techniques.
111. The pupils build up their knowledge and understanding of methods of creating images. They mix paint, learn to control their brush strokes and show an understanding of colour. The pupils have the experience of working with a range of materials in two- and three-dimensional forms. For example, the older pupils demonstrate their skills of observational drawing when drawing different animals. They learn to draw what they see and to control their pencils. Most of these pupils successfully represent these creatures using a range of media such as pen and ink and charcoal. The more able pupils successfully smudge the charcoal to achieve the texture of down and feathers. In previous lessons the pupils had made paper sculptures under the careful guidance of professional artists.
112. The pupils in Year 1 make good progress. They respond well to the range of experiences that are provided for them. In one lesson, for example, the teacher ensured that the pupils had the opportunity to explore texture through collage work based on the folk tale of the "Three Little Pigs". She skilfully helped the pupils to develop the language of texture by asking the pupils to describe the feel of different materials hidden in a bag. Throughout the school, the pupils explore technique, shape and pattern and support their work with a good range of examples from around the world. For example, the pupils used a restricted palette and the stipple techniques of aboriginal Australians to create a series of striking abstract designs. The pupils have produced self-portraits in the style of famous artists such as Van Gogh and Modigliani.
113. The quality of teaching is satisfactory and it enables the pupils to develop their skills and techniques. The teachers are well organised and have clear objectives. The teachers show that they value the pupils' work through the quality of the display. However, too little is made of the pupils' work during the course of lessons to boost esteem and to model good practice for the rest

of the class. A strong feature of the teaching is the way in which the pupils' artwork is used to support their understanding of other subjects. For example, a display of the pupils' work exploring a range of techniques is used very effectively to support the pupils' learning in mathematics. Furthermore information and communication technology is used effectively to support their artwork.

DESIGN AND TECHNOLOGY

114. No design and technology was seen during the course of the inspection and, therefore, it is not possible to make any judgement about the quality of teaching in the subject. However, evidence was gathered from photographs of previous work, sketchbooks, planning documentation and discussions with teachers. This indicates that standards are at the expected level at the end of Year 2, and that the requirements of the National Curriculum are being met. Pupils' achievement is satisfactory, and this finding is similar to that of the previous inspection.
115. Year 1, for example, carefully select different fruits, examine them, and combine them into a fruit salad, evaluating the finished product by discussion, after eating it. They successfully construct simple lifting devices to move fallen tress from Postman Pat's route. They show their knowledge and understanding of variety of ways of joining materials in their making of kites, pop-up cards and moving pictures. In Year 2, pupils produce thoughtful labelled drawings of moving vehicles prior to constructing their own models out of card. They also design mechanisms involving simple winding mechanisms. This shows that pupils fulfil the requirements of the National Curriculum by learning about the design process, although there is little evidence that designs are evaluated or modelled before being constructed. In Year 2, though, pupils discussed their designs for Joseph's techni-coloured coat with others before finally carrying them out. From time to time, information and communication technology is used to support learning in design and technology, although this is not always a regular feature of lessons. For example, most pupils from reception onwards, design greeting cards using a computer program.
116. The detailed scheme of work, based on national guidance, gives good guidance to teachers in planning their lessons. Formal and informal assessments of individual standards are made, and are beginning to be systematically recorded. The co-ordinator is well informed and carries out regular monitoring of planning, sampling pupils' work to ensure that statutory requirements are met.

GEOGRAPHY

117. Standards in geography are above average for pupils by the end of Year 2. Achievement is good for pupils of all levels of ability, including those with special educational needs. Although only one lesson was seen during the inspection, the school was able to provide a good range of pupils' work. Additionally, teachers' planning was carefully examined, together with the school's plans of what they will teach and how they will teach it. This evidence shows that there have been improvements to the quality of planning and teaching since the last inspection and this has successfully contributed to improved standards of work.
118. Year 1 pupils record the weather and use their art and literacy skills in completing studies of the different seasons. They are developing good mapping skills, which is evident in their work on how the local park changed when a road was built to provide safe access to the children's playground. They develop an awareness of the world when 'Barnaby Bear' goes on holiday and sends postcards to them. Pupils in Year 2 compare buildings in the local neighbourhood and make traffic surveys of the road outside the school. They compare similarities and differences between Derby and Eyam, and between England and Honduras. Pupils build upon their good mapping skills by creating an imaginary island and providing a colour key to its use. They also map routes around the school.

119. The scrutiny of work indicates that the work covered for all pupils is similar but the way of recording knowledge differs. Indeed, much of what Year 1 covers is only recorded in the teachers' planning and evaluations of lessons. In Year 2, some pupils record in pictorial form while others write. Some work independently, while others have adult support. At all levels, pupils are making good progress.
120. The teachers plan suitable assessments at the end of topics and also use national guidance about expectations to help them to know whether pupils are making sufficient progress. The geography curriculum is regularly reviewed and plans are adapted to make improvements. This more systematic approach has successfully contributed to improved standards. The newly-appointed co-ordinator has a satisfactory knowledge and understanding of her role which is effectively exercised in terms of the monitoring and evaluation of provision and classroom practice when the subject is prioritised on the school development plan.

HISTORY

121. Only one lesson was observed during the inspection and, therefore, it is not possible to make a secure judgement about the quality of teaching. Judgements are based on scrutiny of teachers' planning, pupils' past work, work on display, and discussions with teachers.
122. Standards by the age of seven are broadly in line with the national average, and this reflects the findings of the previous inspection. Pupils achieve to a satisfactory level. They study toys, both ancient and modern, and compare similarities and changes over the years. Their visit to the Pickfords House Toy Museum made a significant contribution to their work on this topic. They have also compared kitchens in Edwardian times and now, and the changes in clothes considered suitable for the beach since the early twentieth century. In Year 2, the pupils are developing a good understanding and knowledge of the main events of the 'Great Fire of London' and most correctly sequence them. There is some evidence of independent writing about the life and times of Florence Nightingale. They have an appropriate idea of how the different events are recorded in different times and understand that a variety of sources can be used to extract information. The pupils are developing a sense of chronology in their reflections about how they have grown from babyhood, and in the time-lines they make of their own birthdays. Their work on the Great Plague resulted in some good representations of what they had seen on their visit to Eyam. Teachers make good links with literacy, and a good contribution to pupils' spiritual development in their reflective writing about Remembrance Day.
123. The curriculum successfully meets statutory requirements and includes effective use of role-play to reinforce the pupils' learning. The use of information and communication technology is acknowledged to be underdeveloped as far as computers are concerned, but good use is made of videos and the Internet. Satisfactory assessments of pupils' attainment and progress are made at the ends of units, with teachers making notes of individual strengths and weaknesses. The co-ordinator has a good knowledge and understanding of the subject and the management role is effectively exercised in terms of monitoring and evaluating provision and classroom practice when the subject is prioritised on the school development plan.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. By the age of seven, standards are broadly in line with those expected for the age of the pupils, as they were at the time of the last inspection. The commitment of the co-ordinator to raising standards has ensured that it is a developing area of the school. The school has greatly improved the quality of its resources and they are beginning to be put to good use. Although no direct teaching of information and communication technology was observed, the pupils have regular access to computers, enabling them to make sound progress. The school has substantially improved its overall provision and standards are rising.

125. By the age of seven, the pupils have a sound knowledge of the various components that make up a computer system and understand something of the place of computer technology in everyday life. The pupils develop the basics of good mouse control and respond to on-screen information and choice. Most pupils are able to click on the right part of the screen and choose from a series of games that require varying degrees of understanding. The pupils in Year 1 use the computer to match sentences as an extension to their work in their literacy hour. Most of the pupils know how to save and print their work.
126. The pupils in Year 2 conduct a survey amongst their classmates to establish which is the most common colour of eyes. This information is then used to produce a simple pictogram. The more able pupils confidently interpret simple graphs and describe their findings. They are particularly successful in their use of a range of graphics programs to create patterns, different effects and pictures. For example, they use a graphics program to design a coat for Joseph. Year 2 pupils can program a simple robotic toy to follow a prescribed route. They use forward and turn keys and remember the importance of clearing the "Pixie's" memory before keying in new instructions.
127. The quality of learning is satisfactory. There are too few occasions when the pupils are being taught specific applications and this limits the pupils' progress in developing a range of skills. They benefit from their teachers' willingness to plan for the use of computers to support learning in different subjects but opportunities are being missed, particularly in English and mathematics. On other occasions, although the use of information and communication technology was planned, for example to research a topic in history, the server failed to respond and this led to frustration. However, there is scope for the regular integration of information and communication technology into the teachers' planning. Furthermore, the school has only recently introduced a system for recording the pupils' skills systematically and so the pupils do not consistently build on what they already understand and can do. The co-ordinator has already identified these points as being crucial to the further development of information and communication technology in the school and is currently implementing an action plan to address them.

MUSIC

128. By the time they leave school the pupils attain standards expected for their age. This broadly reflects the findings of the previous inspection.
129. The pupils sing, perform, listen to and appraise music satisfactorily. They enjoy their music making activities and their achievement is sound across the school. Pupils with special educational needs achieve appropriate standards and take full part in all activities. In assemblies, pupils sing with enthusiasm and control their voices well when the music calls for quiet singing.
130. The quality of teaching and learning in the lessons observed is good. Lessons are well planned and prepared with a broad range of suitably challenging musical activities. Pupils sing a variety of songs tunefully and enjoy carrying out appropriate actions. Pupils in Year 1 are able to sustain the rhythm when singing 'The Grand Old Duke of York'. They practise and play percussion instruments to accompany the singing. The pupils understand that pulse is a beat. One describes it as 'a beat going over and over again'.
131. In Year 2, pupils have opportunities to learn to play the recorder. In the lesson observed, pupils were given good guidance on how to hold a recorder, posture and breathing. The teacher paused frequently to check fingering. The teacher's expectations of pupils' success gave them confidence to try again, in order to achieve higher standards. The pupils understand musical terms such as 'forte' and 'piano' and respond accordingly, when singing songs such as 'London's burning'. They enjoy their percussion accompaniments in their music activities. In appraising music, pupils use their literacy skills to describe 'The carnival of the Animals'. They record that some parts are 'smooth', 'quiet' and 'calm' to describe the mood created for them.
132. The subject is well managed by the co-ordinator. She regularly monitors the subject to ensure appropriate coverage and progress in music. The professional development of teachers takes

place on a weekly basis. The co-ordinator teaches different year groups and the class teachers attend these sessions. There are good resources for listening and appraising music from different cultures and tradition. The subject makes a good contribution to pupils' spiritual, moral, social and educational development.

PHYSICAL EDUCATION

133. Standards meet the national expectations, as they did at the previous inspection. In dance, standards exceed the expectations. Recent professional development, with the help of the local education adviser, is beginning to pay dividends in this area. Pupils of all levels of prior attainment, including those with special educational needs, make satisfactory progress.
134. The school has reduced the time allocation for physical education, in order to accommodate the literacy and numeracy hours. There are now two sessions weekly, with outdoor games, lasting fifteen minutes. There is a sports-club for Year 2. During the inspection, no gymnastics lessons were observed.
135. In dance, the pupils in Year 1 listen to music and control their movements in response to the teacher's stimulus. She links it to the story of Billy Goat Gruff, from the literacy lesson. This link helps the pupils to engage their imaginations. As the lesson progresses, they evaluate each other's work and suggest improvements sensitively. These pupils understand the effect of exercise on their bodies and the need to warm up, and to cool down after vigorous exercise. In a good lesson in the year group, the teacher asked the pupils to feel their pulse and to describe what is happening. One pupil comments, 'My pulse is slowing down'. In this lesson, the teacher made learning relevant to pupils' previous lesson in music by linking pupils' understanding of pulse and rhythm.
136. In Year 2, in a lesson linked to the Great Fire of London, the pupils travelled well round the hall, using the available space, without bumping into one another. The more able pupils used delicate finger movements as well as arms and legs to model the flickering flames. They held poses well when required. The pupils are able to sequence and to employ movement in an imaginative way.
137. The subject co-ordinator is aware of the strengths and weaknesses and has plans for future developments. Other priorities in the school development plan, have meant that physical education is not on the immediate plans for improvement. Nevertheless, the co-ordinator monitors lesson planning on a half term basis to ensure that the three strands are appropriately covered for equal balance. The school uses a published reward scheme, which is used to assess pupils' achievement in the subject. Improvements are noted and pupils receive certificates to acknowledge effort and standards. The school is working towards the Health Promoting Schools' Award. Towards this end, schemes such as the 'walking bus' and healthy eating are established. These strategies prepare the pupils well for future health.

RELIGIOUS EDUCATION

138. By the time pupils are seven, standards exceed the expectations of the locally *Agreed Syllabus. Since the previous inspection, when standards were judged to in line, the school has made good improvements in the subject. All pupils, including those with special educational needs, achieve well in religious education.
139. The pupils' knowledge and understanding of both the factual and the reflective elements of the syllabus develop well. This is due to the teachers' careful planning and the very good quality of curricular opportunities. In addition, teachers take account of pupils' own experiences and ask questions in ways which enable the pupils to explore their own feelings. Year 1 pupils show remarkable understanding of the needs of others. They give examples of caring and sharing not only in their immediate surroundings, but also further afield. They remember the harvest festival and their response to the Honduras children's appeal and the connections the school has since

established with the country. Teachers use practical sessions to deepen pupils' understanding. For example, in both classes, the teachers attract pupils' attentions by holding sweets to challenge them to think, by informing them that they are going to eat them all. The pupils suggest that it would not be fair or friendly. These sessions are used well to allow these young pupils to articulate their feelings and to share them with others. Both teachers extend pupils' learning by introducing the Hindu festival of Raksha Bandhan, where bracelets are made as gifts to represent caring. Pupils were given an opportunity to make own bracelets and to share with others their thoughts about caring and sharing. This theme was reinforced in an assembly.

140. In Year 2, pupils reflect on how different groups give thanks and celebrate the natural world. They recall their visit to the Gurdwarra, the Sikh temple in Derby. The pupils know about other faiths, such as Hinduism, Judaism and Islam, and recognise different elements. For example, they explain that Sikhs take their shoes off and, when they visited the temple, they did the same. When asked reasons, they explain that that it would be rude not to do so, showing that they respect and value other religious practices. These pupils already understand that religion can guide people's actions.
141. The co-ordinator for religious education ensures that there is continuity and progression in the subject by regular assessments of the concepts addressed. She supports the staff well, by giving guidance in planning, and consults the local education authority adviser for religious education to ensure that the subject is developing appropriately. The co-ordinator is responsible for planning assemblies. These reinforce learning in the subject.
142. Religious education makes a very good contribution to pupils' spiritual, moral, social and cultural development. This is evident not only in assemblies, but in lessons. For example, through careful planning of progressive development of knowledge and understanding, pupils learn to appreciate and value the rich diversity of British culture.