

INSPECTION REPORT

Ravensdale Infant School

Mickleover

LEA area: City of Derby

Unique reference number: 112759

Headteacher: Mrs C Presbury

Reporting inspector: Mrs G Peet
18842

Dates of inspection: 6th – 9th November 2000

Inspection number: 224973

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
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Devonshire Drive Mickleover Derby
Postcode:	DE3 5HE
Telephone number:	01332 513862
Fax number:	
Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Lord
Date of previous inspection:	13 th May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs G Peet 18842	Registered inspector	Science Information technology Design and technology Foundation stage	What sort of school is it? The school's results and achievements. How well are the pupils taught? What should the school do to improve further?
Mr W Twiss 9986	Lay inspector		How well does the school work in partnership with parents? How well does the school care for its pupils? How well is the school led and managed?
Miss D Cliff 22295	Team inspector	Equal opportunities Special educational needs English Art Geography History	Pupils' attitudes, values and personal development.
Mrs P J Underwood 11419	Team Inspector	Mathematics Music Physical education Religious education	How good are the curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ravensdale Infant School is situated in Derby in the Mickleover district. The school serves an area consisting mainly of owner occupied housing. The school has 178 girls and boys aged four to seven who attend full time. Pupil turnover is average. Fewer than two per cent of pupils are eligible for free school meals, which is well below the national average. There are 9 pupils on the school's register of pupils with special educational needs. This is well below the national average. One of these pupils has a statement of special educational need. Five pupils speak English as an additional language. Assessment on entry to the reception classes indicates that most pupils come with attainment that is above average. At the time of the inspection there were 43 children in the reception classes. Pupils are taught in seven age related classes with an average of 25.4 pupils in each class.

HOW GOOD THE SCHOOL IS

Ravensdale Infant School is a very caring school where pupils feel secure and valued. By the time they leave school at seven the pupils have attained standards that are above national expectations in reading, mathematics and science and well above in writing and speaking and listening. Pupils' attitudes to learning and their behaviour are good and the relationships within the school community are very good. The quality of teaching is always at least satisfactory and is overall good in the foundation stage. The leadership and management have improved since the last inspection and are satisfactory. The school has maintained the high standards of the last inspection and improvement is satisfactory. The school has above average income and provides very satisfactory value for money.

What the school does well

- The standards pupils attain at the end of Key Stage 1 in English, mathematics and science are above the national average.
- The provision for pupils in the foundation stage is very good and the teaching for those children is good
- Provision for pupils with special educational needs is very good and they make good progress
- The good level of care the school provides for its pupils fosters very good relationships and positive attitudes to learning

What could be improved

- Standards in information and communication technology at the end of Key Stage 1
- The way the curriculum is planned at Key Stage 1
- The role of the curriculum coordinator.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection took place in May 1996. The level of improvement since the last inspection is satisfactory. Standards have improved in English, art, music and physical education and have been maintained in all other subjects except information technology. Standards have fallen in information technology because the school has been unable to maintain the quality and quantity of computers needed to teach this subject successfully. Challenging targets in English and mathematics were met in both 1999 and 2000. Teaching has improved. The provision for pupils' spiritual development has improved. The key issues of the last inspection have all been addressed although both issues still need further development. Overall improvement has been satisfactory and the school has satisfactory capacity to improve further.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A	A	A	A
Writing	A*	A*	A*	A*
Mathematics	A	A	A	B

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

The standards pupils attained in 2000 at the end of Key Stage 1 in reading and mathematics are all well above average. In writing they are very high and are within the highest five per cent nationally. When these results are compared to schools serving similar pupils to those at Ravensdale standards are well above average in reading, above average in mathematics and are very high in writing. The high standards in reading have been maintained since the last inspection. The high standards in mathematics have risen and the high standards in writing have risen far beyond the national trend. The school's performance in the science teacher assessments was well above the national average and that of pupils in similar schools. The school sets challenging targets which were met both in 1999 and in 2000. Standards of writing are a particular strength of the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school. Their positive attitudes make a significant contribution to their learning
Behaviour, in and out of classrooms	Behaviour is good throughout the school.
Personal development and relationships	Pupils' personal development is good. Relationships between everybody in the school are very good.
Attendance	Good. Attendance is consistently above average.

During the inspection there was no evidence that pupils were isolated because of oppressive anti-social behaviour such as bullying or racism.

TEACHING AND LEARNING

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

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

No unsatisfactory teaching was observed. Fifty three per cent of all teaching observed was good or better, eight per cent was very good or better and five per cent was excellent. In the foundation stage 80 per cent of teaching was judged to be good and one excellent lesson was seen. In Key Stage 1, 43 per cent of teaching was good or better, seven per cent was very good or better and one excellent lesson was seen. This represents a considerable improvement since the last inspection when a significant amount of teaching, nearly 13 per cent was judged to be unsatisfactory. The good teaching in the foundation stage has a positive impact on standards and the progress pupils make after they first come to school. In Key Stage 1 the best teaching is in literacy, which is good. Teachers have a good understanding of the National Literacy Strategy and are confident teaching literacy. Activities are well matched to pupils' needs and tasks are explained clearly. This helps pupils make good progress, especially in writing. Numeracy teaching is overall satisfactory although one third of the teaching observed was good. Pupils are encouraged to explain their answers and this helps both them and other pupils

develop their strategies for arriving at the correct solution. Throughout the school class teachers match work to meet the needs of all pupils including those with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the pupils in the foundation stage is very good. In Key Stage 1 the curriculum is satisfactory but in science and the foundation subjects lacks clarity.
Provision for pupils with special educational needs	Very good. Their needs are identified early and support for pupils is effective.
Provision for pupils with English as an additional language	Satisfactory. A pupil at an early stage of English language acquisition is supported by regular visits from a support teacher who is able to speak to him in his home language
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral and social education is good. Provision for pupils' cultural development is satisfactory. Pupils have few opportunities to experience cultures other than their own.
How well the school cares for its pupils	The way in which the school cares for its pupils is a strong aspect of the school's work and the staff work hard to promote good support and guidance

The school's relationships with the parents are good. Parents make a positive contribution to the pupils' learning in school and at home. The quality and range of learning opportunities for pupils in the foundation stage are very good and in Key Stage 1 satisfactory. In Key Stage 1 the planning of work through topics was criticised in the previous report and although the school has improved its planning, particularly in English and mathematics, there are still some areas where what pupils are expected to know, understand and be able to do is insufficiently structured. This means that pupils do not have time to assimilate information sufficiently to remember it or to practise skills in order to master them. The school works effectively in partnership with the professional support agencies.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory with some improvement since the previous inspection. The role of the coordinator needs further development.
How well the governors fulfil their responsibilities	The governing body make a significant contribution to the financial planning and the direction of the school.
The school's evaluation of its performance	Although this has improved since the previous inspection further improvement is still required.
The strategic use of resources	Satisfactory

The school is well staffed with both teachers and support staff. The resources available to the teachers are generally adequate although recent budget constraints have prevented the school from up dating its stock of resources. For example, some of the text books are old and there are only four new computers in the school. The accommodation available to the school is in a generally poor state of repair. Much of the external wood work is rotting. There is very little storage space. As a result the classrooms become untidy and restrict the space available for play and practical activities. Overall, the headteacher and key staff lead and manage the school satisfactorily. The school's aims are succinct and are strongly focused on the needs of the pupils in its care. Although some monitoring of teaching is taking place the school recognises that more rigorous monitoring of teaching would help it to further improve the teachers' skills. The role of the subject co-ordinators in shaping and developing guidance for the teaching of other subjects is underdeveloped. The governing body, which is

properly constituted, offers good support to the school. The school is aware of the principles of Best Value and is starting to apply them to its major financial decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of the teaching • They feel comfortable in approaching the school. • They are very happy with the standards the school achieves. • They think the behaviour in the school is good. • Their children enjoy coming to school 	<ul style="list-style-type: none"> • They are not satisfied with the quantity of the activities provided outside lessons. • They would like more information on the curriculum. • Some parents feel that the school does not work closely with parents.

The inspection team agree with all the positive comments made by the parents. They think that the activities provided outside lessons are similar to those seen in other similar schools. They agree that the parents would benefit from receiving more information about what their children will be learning but disagree that the school does not work closely with parents. Parents were seen working in the school during the inspection and also seen coming into school to speak with the headteacher and staff.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards in the three core subjects of English, mathematics and science in this school are high. In the 1999 end of key stage tests in reading and mathematics, the average points achieved by pupils were well above the national average and in writing were very high. Even when these results are compared to schools which serve similar pupils to those at Ravensdale the results in reading and mathematics were well above the average and in writing were very high. The high standards in reading have been maintained since the last inspection. The high standards in mathematics have risen and the high standards in writing have risen far beyond the national trend.
2. Teachers' assessments in science indicate that attainment in science is above average for the number of pupils attaining the expected Level 2 or more but the number of pupils attaining the higher Level 3 is very high. When these results are compared to those of similar schools then the number of pupils attaining Level 2 or higher is average but the number of pupils attaining the higher Level 3 is still very high.
3. In 2000, the attainment of pupils in reading was well above average, in writing very high and in mathematics well above average. When these are compared to the results achieved by pupils in similar schools they are still well above average for reading and mathematics and in writing were still very high. In science, results were above average both when compared nationally and when compared to similar schools.
4. On entry to the school, the school's assessment tests indicate that the attainment of most children is above that expected for their age although it is in line with expectations in personal and social development and in some aspects of reading. The good teaching and the very good provision maintain these high standards and by the time pupils reach compulsory school age they have attained standards that above expectations in each area of learning including personal and social development and reading. Personal and social development is exemplified by the way in which the children share with each other and take turns amicably. They show good levels of concentration. Children learn to enjoy books and stories. They listen well and make very good progress in learning to read as they follow a commercially produced programme of learning phonics. Children know the names and properties of simple 2-dimensional shapes and many children can count to twenty
5. At the time of the last inspection standards in reading and writing were good and in speaking and listening were very good. The rise in attainment in writing is due to the emphasis the school puts on writing across the curriculum. Writing is an important part of every subject and pupils are given many opportunities to write longer pieces of writing in a variety of contexts. For example, in history writing about Guy Fawkes or writing about life in a castle. Speaking and listening are well developed because teachers make time to talk to pupils and to listen to them. They encourage pupils to speak through the use of questions and they value the contributions of pupils. The school sets challenging targets for English and in both 1999 and 2000 they were slightly exceeded.
6. At the time of the last inspection standards in mathematics were well above expectations. These standards have been maintained. Since the last inspection the introduction of the numeracy

strategy and its implementation has been successful. Pupils have good mental recall and the systematic development of their mathematical knowledge and understanding can be seen in their approach to mathematics. The very high targets set in mathematics were met in both 1999 and 2000.

7. In science above average standards have been maintained since the last inspection in the areas of knowledge and understanding of science although in scientific enquiry standards are average. Pupils are able to respond to suggestions about how to find things out, but they do not yet put forward their own ideas about how to answer questions.
8. In art, standards, which were judged to be unsatisfactory at the time of the last inspection, have now improved and are in line with expectations. The school has introduced the nationally produced scheme of work to support planning and this has contributed to the rise in standards. However, the art curriculum still shows a heavy reliance upon painting and collage and although the pupils recognise that there are different kinds of art their knowledge about famous artists and art from other cultures is underdeveloped.
9. In information and communication technology (ICT) standards have fallen since the last inspection when they were judged to be line with expectations. Since the last inspection the school has been unable, due to budget difficulties, to maintain the number of computers that the school needs in order to attain the required standards. The school has nevertheless worked hard to overcome this and some pupils are attaining the required standards in some areas of the curriculum, for example, word processing and using a draw program. Parents play a significant part in helping the school achieve the standards they do but because of the inadequacy of the hardware pupils have too few opportunities to practise what they have learnt.
10. In geography no judgment has been made on standards because insufficient work was seen during the inspection. This was the case at the time of the last inspection. In all other subjects standards which at the time of the last inspection were good in music, and satisfactory in design and technology, history, physical education and religious education have been maintained.
11. Pupils with special educational needs make good progress overall in line with other pupils. They attain standards in English, mathematics and science that are often close to those expected for their age. Whilst there is no significant difference between the attainment of boys and girls in reading and writing, in mathematics, the data indicates that attainment of girls is not quite so far above average as the boys.

Pupils' attitudes, values and personal development

12. The positive attitudes and behaviour reported upon in the last inspection have been maintained. They are good and are strengths of the school and have a positive impact upon the standards achieved. The ethos of the school and the levels of support provided by the teachers and other staff working in the school contribute towards this effectively. This judgement is strongly supported by parental response to the questionnaire.
13. Pupils are happy to come to school and show a high level of motivation towards their work. In many lessons they were observed as being eager to answer questions and enthusiastic to share their ideas and talk about their learning. In many lessons where expectations were clear and work challenging the pupils worked hard to achieve outcomes.
14. Pupils' behaviour in and around the school is good. Some pupils present challenging behaviour but intervention to support them is prompt and effective. Pupils are clear about the way they are

expected to behave and considerable effort is made by teachers and support staff to recognise positive behaviour. This is reflected in classroom management and in assemblies where behaviour and achievement are recognised. Pupils were observed playing well together at breaktimes and move around the school in a calm and sensible manner. Pupils are courteous and helpful. This contributes to the school functioning as a happy, productive and orderly community. The headteacher has implemented effective and successful links between home and school to deal with any difficulties which may occur. There have been no exclusions during the past year.

15. Pupils form constructive relationships with one another, with teachers and with other adults. A large majority show the capacity to work well on their own, in pairs and in groups. The examples set by adults in the school encourage pupils to not only develop self-respect but respect for others and their ideas and beliefs as well.
16. Most pupils are prepared to show initiative and are given some opportunities to take responsibility. However, these were limited and there were few opportunities for older pupils to interact with younger ones. The pupils are encouraged to join in a variety of activities to support both local and national charities.
17. During the inspection there was no evidence that pupils were isolated because of oppressive anti-social behaviour such as bullying or racism. In a Year 2 history lesson the teacher talked about what had been traditional roles of men and women during the Middle Ages and pupils compared this to their roles today.
18. Attendance is above the national average. There was no unauthorised absence reported during the last year.

HOW WELL ARE PUPILS TAUGHT?

19. No unsatisfactory teaching was observed. Fifty three per cent of all teaching observed was good or better, eight per cent was very good or better and five per cent was excellent. This represents a considerable improvement since the last inspection when a significant amount of teaching, nearly 13 per cent was judged to be unsatisfactory. In Key Stage 1, 43 per cent of teaching was good or better, seven per cent was very good or better and one excellent lesson was seen. In the foundation stage 80 per cent of teaching was judged to be good and one excellent lesson was seen.
20. The good teaching in the foundation stage has a positive impact on standards and the progress pupils make when they first come to school. Teachers have high expectations of pupils and plan activities that help all pupils to learn. Teachers have good relationships with the children and children respond positively to this. For example, in one lesson the teacher sat on the carpet with pupils and this helped them to feel comfortable with her. Teachers use clear voices that children can understand. They read stories expressively. In the excellent lesson the teacher used her personal charisma to create an atmosphere that enthralled the pupils and kept them fully motivated and involved with the lesson.
21. In Key Stage 1 the best teaching was seen in literacy which was overall good. In an excellent lesson the teacher used a glove puppet effectively to involve pupils. The lesson was interesting to the pupils and there was good use of humour. Questions were used well to assess pupils' understanding and the teacher used pupils' responses to focus teaching. In other good lessons teachers use glove puppets effectively. Activities are well matched to pupils' needs and tasks explained clearly. Teachers generally have a good understanding of the National Literacy

Strategy and are confident teaching literacy. In some lessons that were only satisfactory, the teachers did not make it clear to pupils how much work they were expected to complete. In one class the work for the week showed little evidence of continuity and jumped around from one topic to another.

22. Numeracy teaching is overall satisfactory although one third of the teaching observed was good. When teaching is good introductions are lively and fully involve pupils. Pupils are encouraged to explain their answers and this helps both them and other pupils develop their strategies for arriving at the correct solutions.
23. Throughout the school class teachers differentiate work to meet the needs of pupils with special educational needs. This is often facilitated by the effective deployment of teaching assistants who know the pupils well and understand their needs. These pupils are monitored by the special educational needs coordinator who also supports them with their work. Progress against individual targets is assessed at regular intervals, and appropriate objectives identified.
24. Teachers' knowledge and understanding of what they are teaching are always at least satisfactory and in literacy and in the knowledge aspect of history it is good. Teachers interest pupils with their detailed accounts of life in castles. Whilst teaching of the basic skills of literacy and numeracy is good, it is satisfactory in other subjects. For example, in science, pupils' skills of scientific enquiry are less well developed than their knowledge and understanding of science; in history pupils have a good level of knowledge and understanding but skills of historical enquiry are less well developed. In some other subjects the schemes of work are not sufficiently clear to enable teachers to plan work that builds on previously learned skills, for example, design and technology.
25. Teachers' planning is effective and pupils usually learn what teachers expect them to learn. Teachers have high and sometimes very high expectations of pupils and examples were seen during the week of the inspection of teachers presenting pupils with work that although taken from the Key Stage 2 programmes of study, pupils coped with very well. An example of this was seen in a numeracy lesson when pupils were expected to choose the most appropriate measuring tool to measure a variety of different objects. In history pupils learnt about castles in the depth of detail normally seen in Key Stage 2 classes.
26. Teachers use a range of strategies to help pupils learn. Most teachers use puppets very effectively. Pupils enjoy this and it motivates them to work hard and please the puppet. Tasks are usually clearly explained and activities are supported by lots of praise and encouragement. Questioning is used well throughout the school. Sometimes it is used to assess pupils' progress, and sometimes it is used to encourage pupils to think. This was seen in numeracy, for example, when pupils were asked 'how to find the total'.
27. Management of pupils is generally good. In only one class was restless behaviour observed. In a literacy lesson in this class the teacher allowed the noise to reach a level that distracted some of the pupils. Relationships between pupils and teachers are good in all classes. This helps pupils to feel supported and valued.
28. Occasionally lessons are slow to start but once started time is well used and the pace of lessons is often good. The use of resources is satisfactory. Support staff are well used to support groups or individual pupils.

29. In some classes assessment is well used to inform the planning of subsequent lessons. In other lessons, assessment opportunities are not always clearly identified and it is more difficult for teachers to match work to the individual needs of the pupils.
30. Homework is usually only reading or spelling,, but is appropriate for the age of the pupils and most parents feel that it is sufficient.

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

31. The quality and range of learning opportunities for pupils in the foundation stage are very good and in Key Stage 1 satisfactory. In Key Stage 1, the curriculum is broad, balanced and relevant to the ages, needs and interests of the pupils. It includes all subjects of the National Curriculum and religious education and meets statutory requirements. In some areas standards have improved since the previous report. Schemes of work are gradually being updated but those seen during the inspection still lacked clarity and need to reflect more accurately the programmes of study in Curriculum 2000. The planning of work through topics was criticised in the previous report and although the school has improved its planning, particularly in English and mathematics, there are still areas where what pupils are expected to know, understand and be able to do is insufficiently structured. Where the nationally produced documentation has been incorporated into the scheme of work, this is providing guidance for the progression and development of relevant skills. Overall the actual plans themselves have improved as they now include lesson objectives and some highlight assessment opportunities.
32. The teachers plan together in year groups, meeting regularly to discuss the lessons. Although the areas to be covered are agreed, the teachers themselves determine the actual delivery and range of activities, taking care to match them to the needs of their pupils. Year 1 teachers work very closely together but Year 2 teachers are more individual with their planning and sometimes this results in a curriculum which is different. For example, in science, pupils from one class study fewer concepts but in greater depth than the other class.
33. The curriculum for the pupils under five is very good. Teachers plan to the nationally agreed areas of learning and are well advanced in their plans to adapt the curriculum to meet the very recently introduced new requirements. Strong emphasis is given to personal and social development, communication, language and literacy and mathematical development.
34. The school has responded well to the national strategies for the teaching of literacy and numeracy and the curriculum in these areas is good. The strategies are having a positive effect on maintaining the high standards achieved by pupils in this school. This is particularly evident in pupils' writing. Literacy skills are well developed through their links to other subject areas, for example the retelling of the story of Noah and the flood in religious education. There are also good opportunities for pupils to develop their speaking and listening skills in a wide variety of situations. In one mathematics lesson, for example, there were good opportunities for explaining calculations and estimating lengths and in music for describing how sounds were produced on brass instruments. These strategies make a good contribution to pupils' learning across all age groups and consequently, pupils express their knowledge using appropriate and correct technical vocabulary. However, there was limited evidence of mathematics being used across the curriculum although in some classrooms there were displays of graphs showing for example, how many people in a family and the type of home pupils lived in.
35. Provision for pupils' personal, social and health education is satisfactory. Pupils are encouraged to take responsibility for their own learning, in many literacy and numeracy lessons they are expected to work with very little or no adult supervision. Time is provided for pupils to discuss emotions and to consider how their attitudes, beliefs and actions affect the lives of others. As yet the school has not implemented opportunities to heighten pupils' awareness of drugs, although this is planned for in the future. The governors have a policy for sex education.

36. All pupils have access to the full curriculum regardless of ability, gender, ethnicity or background. Pupils on the special needs register receive appropriate support developing literacy and numeracy. A pupil at an early stage of English language acquisition is supported by regular visits from a support teacher who is able to speak to him in his home language.
37. The school provides a limited range of extra curricular activities. During the spring and summer terms Year 2 pupils can participate in sporting activities. Pupils pay to attend an after school French Club.
38. The school has had some success establishing links with the community. Representatives from the police, the health services, the local vet and an optician have visited the school and have enriched the curriculum by talking to pupils about what they do.
39. Good relationships have been developed between the school and the adjacent junior school and this helps in the continuity of care for the pupils. Discussions between the two schools ensure continuity in the curriculum.
40. The provision for pupils' spiritual, moral and social development is good and provision for cultural development satisfactory. This is an improvement from the previous inspection particularly for spiritual development.
41. The good provision for spiritual development is promoted through the school assemblies. These are well planned and allow time for reflection and prayer. Pupils are encouraged to think about how they treat others, how they are treated and how to be kind. In religious education lessons pupils learn about their own and other faiths. Circle time allows pupils to explore their feelings and thoughts and to consider those of others in their class. A celebration of pupils' talents, effort or good work is a regular feature of assembly. Pupils are well known to adults who are dedicated to promoting their confidence in themselves as individuals and an awareness of the impact of their attitudes and behaviour upon others. Displays of artwork and music in assembly are additional ways of encouraging pupils to appreciate the beauty of the world around them.
42. Moral education is promoted through stories told in assembly, the production of class rules, discussed by pupils and displayed in every classroom, and the underlying ethos of the school. A system of rewards encourages pupils to behave in an acceptable manner, to be kind and thoughtful to others and to work hard to achieve success, knowing that effort and talent will be recognised. Pupils' names are written in the good book when they achieve something special and in the sad book when they do something wrong. Names in the good book are celebrated but those in the sad book are only shared with parents if the pupil consistently appears there. This has a positive effect on pupils' behaviour. All staff provide good role models and take every opportunity to teach the principles that distinguish right from wrong. Circle time reinforces this.
43. Pupils are expected to look after the school and to take responsibilities in the classroom. Each class has a monitor to take the dinner book and register to the office. Year 2 pupils help to put the chairs away after lunch. Pupils are encouraged to find their own reading books and tidy the library. Occasionally the Key Stage 1 pupils will share a book with the youngest pupils. The implementation of the literacy and the numeracy strategies means that pupils are expected to work independently with little or no adult supervision. Pupils can be observed helping each other, especially when working in pairs or small groups. Pupils are given the opportunity to perform in Christmas and Easter productions. Fund raising for those who are less fortunate than themselves features in the life of the school and over the last year nearly £1,000.00 was raised

for a variety of charities. For example, the pupils donated toys just before Christmas to be given to deprived children.

44. Although pupils have a good introduction to their own culture looking at the local area around the school and enjoying live theatre, there is less emphasis on other cultures. Pupils are aware of festivals such as Diwali and the Chinese New Year but have very limited experiences of non-western music or art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. This is a strong aspect of the school's work and the staff work hard to promote good support and guidance. The school has well established procedures for child protection. All staff are aware of the procedures that they must follow and the school is vigilant in monitoring and investigating any concerns that are brought to its attention. Staff and governors maintain a close watch on health and safety matters. A written policy sets out what must be done to ensure that the school is a safe community. Regular assessments of potential risks are carried out and appropriate action is taken to deal with any hazards. There were no outstanding health and safety matters at the time of the inspection.
46. The school is good at looking after the health and well being of all those in its care. Staff work effectively in partnership with the professional support agencies. Where needed visiting experts help the school with such matters as health screening and dealing with specific conditions. Staff deal with minor traumas with the minimum of fuss. In an assembly, for example, the teacher sensitively calmed a pupil who had been accidentally hurt by one of his peers. This ensured that there was no disruption to the occasion. Visitors to the school include the community police officer and fire service. They make a useful contribution to alerting the pupils to the roles of the emergency services in society.
47. The school's procedures for promoting high standards of behaviour are successful. They are backed by a formal policy which is fully understood by staff, pupils and the parents. Similarly robust procedures ensure that the school community will not tolerate any form of oppressive behaviour. Not a single incidence of bullying was seen during the inspection and the headteacher, who has been in post for 20 years, cannot recall ever having excluded a pupil. The school communicates its expectations of high standards of attendance to the parents. They understand the importance of good attendance and make sure that their children come to school regularly and on time.
48. The school uses a range of techniques to enable it to know what the pupils can do and to identify their potential. An assessment is made of each pupil as they enter school for the first time. From this, the school knows what each pupil needs so that they can make a good start in their first year of formal education. Later on in the pupils' schooling, the teachers use things like reading and national tests to assess achievements. This information is used, for instance, to give extra help in reading and in focusing on how to improve writing. Whilst the assessment of what pupils are learning is satisfactory and teachers use it individually to plan lessons on a day to day basis, the school does not yet have a systematic way of using it to plan and influence what is taught in all of the foundation subjects.
49. Personal development monitoring relies on the conscientious work of the teachers. They know their pupils well. This is effective in helping them to provide timely help when needed. In lessons, for example the teachers take care to ensure that seating and grouping arrangements enable all pupils to take a full part. Personal achievements of the pupils are recognised in assemblies. Pupils understand the purposes of the happy and sad books in recording positive achievements and occasional lapses. They know that part of their development is to become caring and responsible citizens.
50. The school works hard to welcome new pupils. Before children come to school for the first time, their parents visit. The children are then progressively introduced to the school's routines

and this helps them to settle quickly into their learning. Good liaison with the adjoining junior school ensures that the pupils are well prepared for their next stage of education.

51. The school makes very good provision for the pupils with special educational needs. The quality of individual education plans is good. They contain clear targets and the pupils' progress towards them is regularly monitored. Pupils move down as well as up the stages of special need, reflecting the progress they make. Parents are involved with, and consulted about the progress of pupils on the special needs register. There is one child with a statement of special educational need for whom the annual review process is properly in place. Support services are used to assist the school with assessments of pupils with special needs and to provide advice as required.
52. The parents express a high level of satisfaction with this aspect of the school's work. The previous inspection report noted that the support and guidance given to the pupils was good. The same positive picture is apparent today.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The pre-inspection questionnaire and the views expressed by the parents at their meeting with inspectors were very supportive of the school's work. Overall, the school's relationships with the parents are good. They make a positive contribution to the pupils' learning in school and at home.
54. The school provides a satisfactory range of information for the parents. Annual reports on how well the pupils are doing set out what they have learned and outline areas where they can improve. Appropriate meetings enable the parents to talk to the teachers about their children's schooling. The school is a welcoming place. The vast majority of the parents said that they felt comfortable in approaching the school for information or with any questions. A small but significant number of the parents would like more information on what is taught. The school recognises this and the inspection team agree with the parents' views. The parents of the pupils who need extra help with their learning are invited into the school to discuss individual plans and to review progress towards them. A home school agreement has been well received by the parents; all of whom have endorsed its aims.
55. Parents come into school to help out in lessons and with other tasks. They help, for example with reading and mathematics. A good example of parental help is in the development of information and communications technology. The Chair of Governors trains volunteers with an interest in the subject. This is effective in assisting them to become competent helpers in class. Many of the parents help with things like school events and productions. From time to time, parents with specific expertise such as that of an optician, come to school to talk about their professions. Homework, which is appropriate for the age of the pupils, goes home regularly. The majority of parents like this and are keen to help with it.
56. Whilst there is no formal association for the parents, they devote much of their time to raising funds. They have used these funds to buy resources and to help with improvement to the premises.
57. A small minority of the parents felt that the school did not work closely with them. The inspection team did not find any evidence to support these views. A similar minority felt that there were insufficient things for the pupils to do outside of lessons. The range of activities is, however, suitable for the age of the pupils and is comparable with those provided by many other infant schools. The previous inspection report judged the school's relationships with the parents to be good. The school has worked hard to maintain this and the parents continue to make a positive contribution to the pupils' schooling.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. Overall, the headteacher and key staff lead and manage the school satisfactorily. The school's aims are succinct and are strongly focused on the needs of the pupils in its care. Consequently, all staff demonstrate a sound commitment to a school society that is welcoming, orderly and studious in its desire to maintain high standards.
59. The headteacher knows what the school achieves. She has a grasp of its strengths and areas for further development. As a result of this, the current plan for school improvement reflects a well thought out set of priorities. For example, the staff and governors clearly see the further development of information and communication technology as a crucial feature in driving the school forward. The headteacher, ably supported by her deputy, analyses the results of tests and other data on how well the pupils are doing. In literacy, for instance, the information has been used effectively to improve writing skills. Some monitoring of teaching is taking place. Timely feedback is given to the teachers on the relative strengths and weaknesses in their classroom practice. However, the school recognises that more rigorous monitoring of teaching would help it to further improve the teachers' skills.
60. Team work is a strong feature in the school. Staff conscientiously approach their duties and often give up their time to support after school activities. Subject leadership has recently focused on developing the teaching of literacy and numeracy. However, the role of the subject co-ordinators in shaping and developing guidance for the teaching of other subjects is underdeveloped.
61. The governing body, which is properly constituted, offers good support to the school. In doing so they are well aware of its positive achievements and the school's capacity for improvement. They are both realistic and challenging in their aims for the school and its pupils. Through careful and robust monitoring of the school's budget, the governors have, for example, restored the school to financial health. The governor's annual report to the parents lacks some of the information required by law. It, for example, omits to describe the school's approach to access for the disabled.
62. The school's planning takes account of its immediate priorities and identifies suitable resources to support them. The school is aware of the principles of Best Value and is starting to apply them to its major financial decisions. Consequently, financial administration is now a strong feature within the school. The school receives grants to support such things as improvements to the grounds and for staff training. These funds are properly accounted for and are spent on their intended purposes. The additional funds provided for a pupil with special educational needs are used appropriately, and to good effect.
63. The school is well-staffed. It has enough teachers with sufficient skills and experience to teach the subjects of the National Curriculum. Support staff make a good contribution to helping the youngest children develop and in giving extra help to pupils who need it. A comprehensive programme of training helps the staff to keep their skills up to date and assists them in learning about new developments such as the changes to how learning for the youngest children should be approached. When new teachers join the school, good induction processes prepare them for their career and help to rectify any shortcomings in their skills.

64. The school has prepared well for the introduction of performance management. It provided appropriate training for the headteacher and governors. It has drafted a formal policy as is required by law.

65. The resources available to the teachers are generally adequate. Recent budget constraints have prevented the school from updating its stock of resources. Some of the text books are old. There are only four new computers in the school and the purchase of more up to date computers is a key short term priority. In art, there are insufficient materials available and 3D work is, for example, constrained by this. The accommodation available to the school is in a generally poor state of repair. Much of the external wood work is rotting. There is no storage space. As a result the classrooms become untidy and restrict the space available for play and practical activities. The staff work hard to overcome these difficulties and provide attractive displays that enhance the working environment and value pupils' work. The school recognises the need to improve the play facilities for the youngest children and has plans in hand to develop a soft surface area for them.
66. The previous inspection report identified some areas for improvement in the leadership and management of the school. Significant progress has been made and, now there are no unsatisfactory aspects in the leadership of the school. The headteacher and staff enjoy the confidence of the parents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to raise the standards of work and the quality of education the headteacher, governors, and staff should:

raise standards of attainment in information and communication technology at the end of Key Stage 1 by:

- increasing the quality and quantity of information technology resources;
- further developing teachers' confidence and competence in teaching the skills of information technology;
- including in the weekly timetable time to teach specific information technology skills;
- ensuring that information technology is an integral part of lessons;
- carefully monitoring teaching and learning.

(paragraphs 9, 65, 90, 101, 108, 118, 125, 128, 129, 135, 143)

improve the planning of the curriculum at Key Stage 1 to ensure a better match to the National Curriculum programmes of study and a clearer understanding by teachers of what the pupils should be learning by:

- producing an overview of what pupils should be learning in each subject as they move through the school;
- by systematically teaching complete and relevant modules of work in each subject.

(paragraphs 111, 117, 121, 125, 143,)

develop the roles of the coordinators in science and the foundation subjects by;

- defining more clearly their role in monitoring teaching, planning and the work of pupils across the school;
- by ensuring that each coordinator has had the necessary training to enable them to do this.

(paragraphs 60, 109, 114, 119, 126, 143)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- meeting the statutory requirements relating to the governors annual report to parents;
- providing parents with more information about what their children are to be learning each term.

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	1	17	18	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR- Y2
Number of pupils on the school's roll (FTE for part-time pupils)	178
Number of full-time pupils eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR- Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	9

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	30	39	69

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	29	28
	Girls	39	38	39
	Total	68	67	67
Percentage of pupils at NC level 2 or above	School	99 (95)	97 (96)	97 (100)
	National	84 (82)	82 (83)	88 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	28	28
	Girls	39	38	38
	Total	68	66	66
Percentage of pupils at NC level 2 or above	School	99 (98)	96 (100)	96 (96)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	5
Pakistani	0
Bangladeshi	0
Chinese	1
White	127
Any other minority ethnic group	2

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)	9
Number of pupils per qualified teacher	19.7
Average class size	25.4

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	72

Financial information

Financial year	1999 - 2000
	£
Total income	340232
Total expenditure	338044
Expenditure per pupil	1674
Balance brought forward from previous year	-5761
Balance carried forward to next year	-3573

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	202
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	23	3	0	3
My child is making good progress in school.	58	35	3	0	3
Behaviour in the school is good.	55	42	2	0	2
My child gets the right amount of work to do at home.	30	50	5	5	10
The teaching is good.	65	30	0	0	5
I am kept well informed about how my child is getting on.	50	30	13	2	5
I would feel comfortable about approaching the school with questions or a problem.	70	28	0	0	2
The school expects my child to work hard and achieve his or her best.	70	28	0	0	2
The school works closely with parents.	47	28	20	0	5
The school is well led and managed.	73	25	0	0	2
The school is helping my child become mature and responsible.	65	30	2	0	3
The school provides an interesting range of activities outside lessons.	15	30	30	8	17

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

68. Very good provision is made for the children under five. Children are admitted to the reception class twice a year. The children who are five in the autumn and the spring term begin in September and the other children begin in January. At first spring born pupils only come into school for part of the day but as they settle, usually after about two weeks, they attend full time. The children whose birthdays are in the spring term are in a separate class from the autumn born children. At the time of the inspection there were 43 children in the foundation stage.
69. Admission to school follows a carefully staged programme of induction when firstly parents are invited into the school and then the children are invited in to find out about what they will be doing. Reception children follow a structured timetable which is carefully planned to cover the nationally agreed areas of learning for children of this age. The school is well prepared for the transition from the previous nationally agreed curriculum to the new Curriculum Guidance for Children in the Foundation Stage which has been introduced only this term.
70. Assessments of children's skills are made within a few weeks of children beginning school. These indicate that the majority of pupils enter the school with attainment in most areas that is above average. In personal and social skills attainment is in line with average and in some aspects of reading it is average. Children make satisfactory progress in the reception year and by the time they are five their attainment is ahead of that expected for their age in all areas of learning.

Personal, social and emotional development

71. Good progress is made in developing personal and social skills. Pupils settle into school quickly and make good progress in learning the daily routines. They learn to share and take turns amicably, for example, when reading books together or when taking part in simple role play and 'sharing' a picnic. Children concentrate well on their tasks, for example when completing a jigsaw. They take care of equipment and soon learn to tidy up at the end of lessons. They grow in independence for example, when changing for or getting dressed again after physical education lessons and by learning to put away the equipment. By the age of five children demonstrate a good level of maturity and independence for their age and achieve above the levels expected in the development of their social skills.
72. Teaching of personal and social development is good. Teachers and learning support assistants all encourage independence yet at the same time supporting children in their efforts to complete tasks on their own.

Communication, language and literacy

73. Progress in communication, language and literacy is good. Children quickly understand that language and print convey meaning and they learn to enjoy books and stories. They listen well and enjoy joining in with nursery rhymes. After only a few weeks in school some pupils in the older class can already read a few words from memory and are able to write their own name. Children make very good progress in learning to read as they follow a commercially produced programme of learning phonics. Through this programme children quickly learn to spell simple words using the phonics they have already learnt. Speaking and listening skills also develop

quickly as pupils become more confident at talking to adults and to the whole class. By the time they are five pupils have attained levels above that expected for their age in reading, writing and speaking and listening.

74. Teaching of communication, language and literacy is good and one excellent lesson was seen. All teachers follow a carefully structured programme of teaching phonics that the children find fun and which helps them to learn quickly. In the excellent lesson the children were mesmerised by the atmosphere of 'magic' in the classroom created by the teacher. The teacher used a wide range of strategies to keep the pupils attention and ensure that they remained fully involved throughout the lesson and made very good progress. Teachers plan opportunities to develop speaking and listening skills when pupils are doing other activities such as acting out going on a bear hunt. Children talk with each other about what it is like in the cave or about their birthday parties.

Mathematical development

75. Children make satisfactory progress in this area of learning. Every opportunity is taken for children to count and compare. For example children count up to twenty to a drumbeat whilst waiting for everybody to sit on the carpet. In physical education lessons, they move to the days of the week and in religious education they count the 'Ten Silver Coins' in the story. They develop an understanding of the different times of the day when they learn about clocks. Children learn the names and properties of simple 2-dimensional shapes when they make pictures using a range of shapes. After only a few weeks in school most of the pupils in the older class are able to count to 20 in twos. By the time they are five children achieve above the expected levels for their age.
76. Teaching is good. Activities are carefully matched to pupils needs and this enables them all to be fully involved even when not working directly with the teacher. Classroom displays reinforce learning, for example, understanding of measurement is reinforced by the display of the three bears.

Knowledge and understanding of the world

77. Children make satisfactory progress in acquiring knowledge and understanding of the world through a range of activities related to the class topic. In one class the topic of clocks helps them understand that things can be made from different materials such as plastic, glass or metal. They learn when feeling clocks in a bag about how different materials have different textures and they develop the vocabulary to describe these. In the same topic children begin to learn about simple lever movements when they design and make a clock with a moving mouse. They begin to develop computer skills as they learn to dress teddy on the computer. Pupils in the other class prepare for science work in Key Stage 1 when they learn about the things that give out light or about the things they see in autumn. They learn about various celebrations such as Christmas and Easter and during the inspection week they learnt about birthday parties as they made jelly and a model of a birthday cake. In one reception class they learn about what plants need by growing beans. Almost all children exceed the nationally expected learning goals by the time they are five.
78. Teaching is good. Topics are used well in the reception classes to exploit all opportunities to extend children's experiences in a wide range or areas.

Physical development

79. Children make satisfactory progress in developing their physical skills. They are confident when using a pencil or when gluing and cutting and show good control of paint brushes. In physical education lessons they learn to skip, run and crawl and to jump safely by bending their knees. They learn to slither. They have further opportunities to develop their skills of coordination when they use the large wheeled toys in the school hall. By the time they are five they have exceeded the expected learning for pupils of that age.
80. Teaching is good. Teachers have high expectations of pupils and plan lessons carefully and manage them well.

Creative development

81. Children make satisfactory progress in developing their creative skills. They make books with flaps just like the books they enjoy reading. They have the opportunity to use paint and clay when they make the food for a birthday party. They create pictures on the computer when they use a painting program. They sing with enthusiasm in assembly and follow a rhythm when playing musical instruments.
82. Teaching is good and often imaginative. For example, in music, they play a pretend game in which 'Mr. Bear' helped identify instruments.

ENGLISH

83. In the 1999 national tests at the end of Key Stage 1, the pupils' results in reading were well above the national average and were very high in writing. They were also well above and very high when compared to the results of similar schools. There was no significant difference between the performance of boys and girls. These results reflect a steady upward trend in reading attainment. The steep rise in attainment in writing over the last four years is far greater than the national rise. Information from the test results for 2000 show that attainment was similar, however there were a greater percentage of girls attaining higher levels in writing. The inspection findings are that attainment in reading is above average and attainment in writing and speaking and listening is well above average. This reflects an improvement on the findings of the last inspection.
84. Pupils' achievement in speaking and listening is well above that normally expected at the end of the key stage. Those with special educational needs are encouraged to participate and contribute equally well to discussions and questions. This is because all pupils' responses are valued and supported through questioning that allows them to respond enthusiastically and confidently. Teachers use questions skilfully to involve and develop the understanding of pupils of all abilities and take care to ensure that both boys and girls have the opportunity to contribute. Some Year 2 pupils could explain alliteration and others could describe the use of speech marks. They listen to other pupils' answers and ideas and this often encourages pupils to contribute additional information.
85. Pupils' attainments in reading are good. A majority of them read fluently and with expression. The school has identified the need to extend the range of material within the reading programme to take account of non-fiction, poetry and play scripts. Pupils are familiar with all types of books, but their knowledge of genre and authors is less well developed. Many pupils are developing a range of strategies to help them read unfamiliar words. They understand the purpose of contents pages and indexes and are beginning to understand how to use the library effectively. The pupils

are encouraged to develop a love of books and reading both through shared texts in the literacy hour and also by taking books home. They are enthusiastic to read to teachers either individually or in group reading time. The literacy coordinator has identified the need to develop a better home/school reading log that can be used to inform reading development more effectively.

86. Pupils at the end of the Key Stage 1 attain levels well above average in writing. From an early age the pupils are encouraged to experiment with their writing and to practise spelling skills. They are given opportunities to write for a range of purposes including imaginative stories, poetry, lists, labels and descriptions. A scrutiny of work shows that pupils are developing story planning skills in order to develop structure and style. The majority of pupils sustain concentration and are well motivated to write. They enjoy working collaboratively and sharing their work at the end of a session. By the end of the key stage, handwriting is developing to a satisfactory standard. At the time of the last inspection handwriting was judged to be unsatisfactory. This resulted in the school identifying a handwriting programme. Where this is applied and modelled consistently progress is greater. Pupils with special educational needs are well supported in their learning and they make good progress.
87. The school has effective and consistently applied approaches for improving literacy. The National Literacy Strategy is implemented fully across Key Stage 1 and has ensured that skills in reading and writing build steadily upon the pupils' prior learning. Time has been made for developing the skills of extended writing and this has been successful in enhancing the pupils' imaginative and factual writing experiences. Teachers are beginning to develop the use of incorporating aspects of literacy into the teaching of other subjects. For example, pupils in a Year 2 class were observed writing factual accounts of the roles of various individuals living in a castle. Another class was seen beginning to apply the information they had learnt about non-fiction books to making their own factual books about castles. Pupils become confident in the use of basic grammar and punctuation skills and develop good vocabulary as they move through the key stage.
88. Pupils' good attitudes to literacy contribute to the attainment they make. In the excellent lesson they responded with enthusiasm to the glove puppet 'Monty Mouse'. The humour in the teaching of this lesson motivated the pupils who then responded well to challenging questions. In other lessons pupils are eager to answer questions and to share ideas with each other.
89. Since the last inspection the literacy strategy has been successfully introduced into the school. The school has responded to this by updating their resources and providing more training for teachers. Since the introduction high standards of reading have been maintained and attainment in writing has risen steeply.
90. Teaching of English is overall good, and one lesson was excellent. In the excellent lesson the good use of a puppet involved all pupils. A pupil with special educational needs was helped to learn by being given the puppet to look after. In this very well planned lesson the teacher used the responses of the pupils to guide her teaching, thus ensuring that learning was relevant and well matched to their needs. Where teaching is good questions are challenging, the lessons have pace and pupils clearly understand what the expectations are. Marking always recognises effort, but when it also identifies learning and development points it is particularly effective. Planning is usually effective and identifies skills or concepts to be developed over a given period of time. When it is less structured learning is less effective, for example, in the combined Year 1 and 2 class where teaching from day to day does not always build on the previous day's learning. Teachers assess pupils through questioning and observation on a day to day basis. A Year 2 teacher was observed effectively using individual white boards with her class to assess spelling skills. Because there are insufficient computers in the school, information technology is not sufficiently well used to support learning in literacy.

91. The coordinator is committed to maintaining high standards in all aspects of English and together with the headteacher has done some monitoring of teaching. This has helped teachers identify strengths and weaknesses in their teaching. She is fully aware of the strengths and weaknesses in the subject and keeps well informed by attending the planning meetings of each year group. She has led teacher training in the introduction of the literacy strategy. The literacy governor regularly goes into literacy lessons and is also well informed about literacy in the school. The leadership and management of the subject are good.

MATHEMATICS

92. In the 1999 National Curriculum tests at the end of Key Stage 1, the pupils' attainment was well above the national average with all pupils achieving the expected level or above, and also well above average when compared to similar schools.
93. Analyses of results over the last four years shows that in 1997 standards rose and have been maintained ever since. The performance of both boys and girls has exceeded the national average for their age. Data indicates that the girls were not quite so far above average as the boys. The results for 2000 indicate that standards are similar to 1999. Although more pupils achieved a higher level than in the previous year fewer pupils achieved Level 2 or above. The results are well above the national average and above those of similar schools. Inspection evidence suggests that the pupils in Year 2 are achieving well above expectations although there are a few who are achieving below. This means that the standards judged to be well above at the time of the last inspection have been maintained.
94. In Year 1 most pupils are able in their heads, to work out the missing number to make 10, others can count up and down to 20 and know that when counting up the numbers get larger and when counting backwards the numbers get smaller. Some pupils are able to double numbers to 10. They understand what the word "total" means. Pupils are confident to add and subtract to 10 and a few are able to continue up to 20. Most pupils are able to count beads to make simple addition sums, and recognise different three dimensional shapes such as cube, cylinder etc. In one class pupils worked on developing an understanding of quarters by using shapes to cut into four equal parts. A few of these pupils succeeded in working out what a quarter of 20 was. Scrutiny of work shows that appropriate mathematical vocabulary is taught. Pupils experience measuring using non-standard units, begin to tell the time and draw graphs for information.
95. In Year 2 pupils are familiar with numbers to 100, about quarter can count back in twos, beginning at 100, whereas others are only secure from 20 or 10. Pupils understand what it means to estimate something and can describe how to use a ruler. They also know that liquids are measured in litres and that kilograms are used for weighing. In one Year 2 class pupils are asked to sort "shopping" into different categories by weight, length and capacity. Some find this difficult despite careful explanation by the class teacher. In another Year 2 class, pupils succeed in measuring curved routes by using string and measuring the length of the string. When the problem was posed of how to measure a curve, one pupil was able to offer a method, but the majority of pupils were able to carry out the task of measuring their routes. Scrutiny of the work completed by last year's Year 2 pupils shows that there is good coverage of a variety of concepts and skills. These include number sequences, place value to a hundred, tallying for drawing graphs and reading them for information, simple fractions, symmetry and three-dimensional shapes.
96. Throughout the year pupils make good progress building on the skills and developing further their understanding of mathematical concepts. They extend their knowledge of shape, place value,

telling the time and working with money. Pupils with special educational needs are given tasks that are well matched to their needs and they make good progress.

97. Since the last inspection the introduction of the numeracy strategy and its implementation has been successful, with teachers having clear ideas of the most effective ways of teaching the various elements. The benefits of improved mental recall and systematic development of mathematical knowledge and understanding can be seen in pupils' approach to mathematics. The guidance provided by the National Numeracy strategy has supported teachers in their planning, leading to more detailed plans with objectives: an aspect that was unsatisfactory in the previous report.
98. Pupils enjoy the challenge of the quick fire mental questions and the activities. Most pupils confidently apply their skills to a range of practical experiences: for example using dominoes to build up bonds for different numbers – different ways of making 5, 6 and 9 or using string to measure the length of curves and then to measure parts of their friend's body, such as wrist, arm, head or legs. Pupils are keen to increase their knowledge and skills. They work well together sharing resources and ideas and helping each other when they are stuck.
99. The quality of teaching is satisfactory with a third good. Where the teaching is good the lesson moves at a good pace and there are a variety of challenges for the pupils. Teachers use a range of imaginative strategies and resources and these contribute successfully to raising motivation and enjoyment in mathematics. During one lesson the introduction of a puppet motivates the pupils to think how they could measure the distance of a curve, as he had to measure a curved piece of garden. The pupils are encouraged to have a go at explaining how this might be done and also telling Monty what a ruler is and how to use it. In some lessons the pupils sit on the carpet for too long and have insufficient time to complete the written recording. Tasks are well matched to pupils needs and additional support is used appropriately and this enhances the pupils' learning. All teachers have good relationships with their classes. The session at the end of lessons in all cases is used effectively to reinforce pupils' learning and ensure pupils fully understand new concepts. Pupils are encouraged to explain how they find their answers and teachers target specific questions to specific pupils to assess their understanding and to increase their esteem. The difficulty of the questions varies for each pupil asked. Assessment was highlighted in the previous report and this has been addressed by assessing pupils after each unit of work and noting any weaknesses.
100. The co-ordinator has been in post for some 14 months, but the role is still under developed. Although able to monitor planning there has been little or no opportunity to observe teaching or to monitor the standards of pupils' work across the school. Some monitoring of teaching has been done by the headteacher. Leadership of the subject is satisfactory.
101. The subject is adequately resourced but there is little evidence of the use of mathematics in other areas of the curriculum, although some data handling in relation to geography, homes and families, is displayed on classroom walls. There was little evidence of the use of computers to support learning in mathematics.

SCIENCE

102. In the end of key stage teacher assessment in 1999 the number of pupils attaining the expected Level 2 was above the national average and the number of pupils attaining the higher Level 3 was very high. When these results are compared to those of pupils in similar schools, the number of pupils attaining Level 2 is average although the number of pupils attaining Level 3 is

still very high. In 2000 results were above the national average for the number of pupils attaining Level 2 and well above for the number of pupils attaining Level 3. When these results are compared to those of similar schools, they are average for the number of pupils attaining Level 2 and well above for the number of pupils attaining Level 3.

103. The previous inspection in 1996 found that standards achieved by the pupils in science were above national expectations at the end of Key Stage 1. The inspection judgement is that pupils are attaining levels above that expected for their age in the areas of knowledge and understanding but only in line with expectations in the area of scientific enquiry. Standards have been maintained since the last inspection.
104. Pupils at the end of the Key Stage 1 are able to distinguish between things that use electricity and things that don't. They are able to make a simple circuit and light a bulb. They are able to identify a range of common materials such as plastic and wood and know that some materials are manmade and some are natural. They know that they need food, water and air in order to survive and that plants need air, water and light. Pupils respond to suggestions about how to find things out, for example when trying to make an electrical circuit or when in Year 1 they tested bags to see how strong they were. They do not yet put forward their own ideas about how to answer questions but they are learning to record their observations using simple tables. Pupils with special educational needs make good progress.
105. Pupils have positive attitudes and particularly enjoy lessons that allow them to be involved in practical activities. These good attitudes enable whole classes to take part in these activities. Pupils are sensible, share resources well and wait patiently if the equipment they need is being used by someone else.
106. Since the last inspection there have been some changes to the science curriculum. Lessons are now devoted purely to science and science is no longer part of topic lessons. The science curriculum is however still made to fit in with the topic being taught and this is creating some problems. Because scientific concepts are dipped in and out of, pupils do not always remember what they have done because work is not always thoroughly consolidated. For example although some pupils could remember learning about forces, other pupils could not. Since the last inspection assessment sheets have been introduced which help teachers keep track of the progress pupils are making.
107. Teaching is satisfactory and one of the three lessons observed was good. In the good lesson the teacher was excited by the activity and this excited and motivated the pupils. At the end of this lesson the teacher ensured that all pupils linked what they had done to one of the learning objectives of the lesson, which, was that pupils would understand that materials had to be suitable for the purpose for which they were used. In other lessons pupils were not invited to offer their own suggestions about how investigations might be carried out or explore their own ideas and this limited the progress they were able to make in the area of scientific enquiry. For example when pupils were making circuits, they did not have the opportunity to find out what would happen if they attached their circuits in a different way. Pupils attain high standards because teachers' expectations of pupils are high.
108. At present there is no consistency in the way teachers approach their planning of science. Although, for example, both Year 2 teachers teach the same concept areas, the parts they focus on and the manner in which they teach them are quite different. This results in pupils in different classes have different experiences. This was confirmed when pupils were asked about their science work. Pupils from different classes although having covered the same work remembered different aspects and had different strengths and weaknesses. At present teachers in the mixed class of year 1 and Year 2 pupils teach two modules of work alongside each other to the different age groups in the class. This is not only difficult for the teachers to manage, it is also difficult for them to ensure that the different age groups in the class each get their curriculum entitlement. There is no evidence that information technology is used to support

learning in science. Numeracy skills are developed through opportunities to record findings in simple charts. Speaking and listening is well developed when pupils are encouraged to contribute to class discussions about what they think is happening, for example, when discussing which materials are most suitable for making a carrier bag.

109. The coordinator for science is committed to maintaining and raising standards in science but has not yet had the opportunity to monitor teaching. She does however monitor teacher's planning. She is aware of the current planning difficulties and intends to revise planning to ensure that it will be more straightforward for teachers to plan for all pupils to receive their full curriculum entitlement. Management of the subject at present is unsatisfactory.

ART

110. At the time of the last inspection standards in art were judged to be unsatisfactory. Since that time there has been some improvement and evidence suggests that the standards are now just in line with expectations. However, the art curriculum still shows a heavy reliance upon painting and collage although it has also included observational work, fabric and printing. Pupils usually use pre-mixed paints which does not allow them to establish confidence in the understanding of shade and tone. They have worked on colour washes as backgrounds, but there is insufficient evidence of the different uses of brush strokes. The pupils recognise that there are different kinds of art but their knowledge about famous artists and art from other cultures is underdeveloped. .
111. The pupils have a limited repertoire of skills; consequently they only offer simple opinions about how their work could be improved. There is often an emphasis upon the production of an end product, and in consequence flair, originality and experimentation are diminished. Art is used as a way of recording or representing information in other curriculum areas. For example, in a Year 1 history lesson, pupils painted animals to represent cave paintings using a variety of papers to create texture. Year 2 pupils had used silhouettes and thick paints to make pictures to support writing about bonfire night. Banners worked on with an artist in residence used colour and materials effectively. Pupils with special educational needs make satisfactory progress.
112. Pupils enjoy the opportunities they have to work practically. They enjoy working with paint and try hard to do their best. They share materials willingly and cooperate on larger projects. In a lesson on tiles, pupils worked with concentration as they learnt how to use tools to shape clay. This contributed to the good progress they made in this lesson.
113. Two lessons were observed, one of which was good and one of which was satisfactory. In the good Year 2 lesson pupils were taught how to use clay to create effect and how to make effective designs using tools. The teacher responded to the pupils' work so that they were encouraged to improve their skills and develop understanding. In the satisfactory lesson the teacher provided an imaginative activity that inspired pupils who through this activity learned more about cave paintings. There was however, little teaching of skills, and the pupils made slower progress in learning how to improve their work than they would if they had been given more guidance. Although there are few computers in school, pupils were seen during the inspection using computers to draw pictures.
114. The coordinators are new to the responsibility and have yet to monitor the subject and develop a scheme of work that fully identifies the balance and range of the National Curriculum. Currently teachers use the nationally produced scheme of work to support their planning. However there is only limited evidence of the clear identification of the skills which will support the consistent

development of skills, knowledge and understanding as pupils progress through the key stage. Some staff training has been carried out, however all areas for development have not yet been identified. Management of the subject is at present unsatisfactory.

DESIGN AND TECHNOLOGY

115. At the time of the last inspection standards in design and technology were judged to be average. Only one lesson was seen during this inspection and so judgments have been made by looking at the work of pupils, the teachers' planning and by talking to pupils. The inspection judgement is that standards are still in line with national expectations.
116. By the end of Key Stage 1 pupils have experienced a range of materials. They use card and reclaimed materials to make castles; they made bread when they had a visit from a well known bakery. They have learnt a range of techniques such as making papier mâché, using paper fasteners to make moving pictures and making simple pulleys to raise a bucket in a model of a well. Pupils with special educational needs make satisfactory progress.
117. Since the last inspection a new scheme of work has been introduced. This has given teachers some support in teaching design and technology but because the school have not yet agreed how the units in the scheme will be covered there is some lack of progression in the development of pupils' skills. This is evident in the limited range of designs that pupils produce.
118. Because only one lesson was observed it is not possible to make a judgment on teaching. Whilst this lesson was satisfactory and gave the pupils opportunities to learn through experience, the teacher did not teach some of the skills the pupils needed in order to carry out the task successfully. For example, although the pupils needed to join cardboard tubes to a flat surface they struggled to do this because they were not taught the correct technique. Evidence from pupils' work suggests that teachers generally do not teach the skills that pupils need in order to produce quality products. Pupils are asked to draw their models before making them but evidence of completed models suggests that because they all produce the same product, individual ideas are not fully developed. Use of computer technology to help pupils design is underdeveloped.
119. The coordinator has only been appointed this term and has not yet had the opportunity to make any impact on raising standards in this area. She is to receive training shortly which will enable her to then take a more active role in the management of the subject. At present management of the subject is unsatisfactory.

GEOGRAPHY

120. At the time of the last inspection it was not possible to make a judgment on the standards achieved because only one lesson was observed. No geography was taught during the time of this inspection and the coordinator was not available to speak to because she was absent due to ill health. Insufficient evidence was available to make a judgement about teaching, learning or standards.
121. Scrutiny of work shows that pupils in Year 1 are beginning to learn about maps by recording pictorially their routes to school. Year 2 pupils draw plans of familiar objects and the classroom. They identify the countries of the United Kingdom and the location of Derby on a map of the British Isles. Discussion with pupils indicated that they show limited understanding of geographical concepts. For example they do not recall studying their local area or understand why it is like it is and how it might be different from another area. Long term planning shows that the school is developing the use of the nationally produced scheme of work to identify and support the teaching of the skills, knowledge and understanding of the National Curriculum

programmes of study but it is not possible to judge the impact of this scheme. There is no monitoring of teaching or learning and management of the subject is unsatisfactory.

HISTORY

122. At the time of the last inspection attainment in history was judged to be average. Attainment is judged to still be in line with that normally expected at the end of Key Stage 1 and standards have been maintained.
123. Pupils at the end of Key Stage 1 are keen to talk about their historical knowledge and they are beginning to understand differences between time beyond living memory and their own experiences. They are beginning to develop the concepts of historical understanding. They talk about the Great Fire of London, the Olympic Games and know that Guy Fawkes tried to blow up the Houses of Parliament. During the week of the inspection all the pupils in Year 2 were learning about castles. Pupils understand why the changes in castle design occurred and how different building materials were used as castles evolved to meet changing circumstances. Pupils learned and used the appropriate language to describe life in a castle. Pupils with special educational needs make satisfactory progress.
124. Teaching is satisfactory and in one lesson observed teaching was good. Where it was good the teacher explained the subject matter in a lively and interesting way and pupils improvised role play to respond to the teacher's descriptions. Activities are carefully planned to record information in interesting and challenging ways. In other lessons teachers put a strong emphasis on the acquisition of historical facts and less emphasis on the development of the historical skills of enquiry.
125. The curriculum is strongly linked to a topic approach to teaching and does not closely follow the National Curriculum guidelines. For example, although pupils were very knowledgeable about castles they could name few famous people from British history. Because of the shortage of computers there are insufficient opportunities for pupils to research using CD ROMs.
126. The coordinators are new to the subject this term and there has not yet been any opportunity to monitor the curriculum or history teaching across the school. At present management of the subject is unsatisfactory. There is a two year planning cycle that is supported by the nationally produced scheme of work. However, the system for identifying the development of skills, knowledge and understanding across the key stage is unclear and fragmented.

INFORMATION TECHNOLOGY

127. Standards in information and communication technology (ICT) at the time of the last inspection were judged to be average in some aspects of the subject. At the end of Key Stage 1 standards are now below those expected for pupils of that age. Pupils at the end of Key Stage 1 can use the mouse, click on icons, change the size, colour and style of the font and many are competent at word processing.
128. Since the last inspection the school has been unable, due to budget difficulties, to maintain the number of computers that the school needs in order to attain the required standards. The school has nevertheless worked hard to overcome this and some pupils are attaining the required standards in some areas of the curriculum, for example, word processing and using a draw program. Many of these pupils have computers at home.
129. Only one lesson was observed during the inspection so it is not possible to judge the quality of teaching. In the lesson observed the pupils used card keyboards and the teacher set challenging tasks to help them develop faster keyboard skills. In one classroom there is an old keyboard on

which pupils can practise. Parents play a large part in the teaching of ICT and make a significant contribution to developing pupils' confidence and expertise. The Chair of Governors trains parents to help pupils and then parents work with individual pupils to teach specific skills. This is very successful. However, because there are insufficient computers in school pupils do not then have enough opportunities to practise and consolidate their learning and this is why high standards are not being achieved. Because of the inadequate number of computers there is insufficient software to enable pupils to use ICT, for example through CD-Roms, to support learning in other subjects. No examples of pupils using ICT to present information in the form of a table or graph were seen during the inspection. Pupils with special educational needs use the computers regularly and make satisfactory progress.

130. The school has purchased a commercially produced scheme of work which is helping teachers to develop pupils' understanding of the nature of ICT. There are three coordinators for the subject, which is an indication of the importance the school places on trying to raise standards. Management of the subject is limited because due to the lack of resources it is not possible to monitor teaching and learning in any depth. Within these limitations it is satisfactory. Due to the inadequacy of resources assessment of pupils progress is limited to recording when they have used the computers and monitoring of the curriculum and teaching is informal.

MUSIC

131. Standards achieved by the oldest pupils at the time of inspection are above expectations, which are similar to those achieved in the previous report. In assembly pupils sing songs and hymns that they know with enjoyment and expression. They listen attentively and are aware of rhythm and beat. Year 1 pupils can clap complex rhythm patterns and also respond to loud or soft sounds. They are familiar with the names of untuned percussion instruments and know how to play them. During a lesson they demonstrated how well they could keep the beat. Year 2 pupils also respond with enthusiasm and interest to clapping complex rhythm patterns of varying lengths. When performing singing exercises they show how they are able to keep in tune and move up and down the scales with accuracy. Pupils recall the names of the families of the orchestra and how the sounds are produced on these instruments. The teacher introduces the brass family by playing a tune on both a trumpet and a horn. Pupils sing along with a tune on the trumpet and are able to explain how to make a note. They are fascinated by the instruments.
132. Pupils enjoy their music lessons and are motivated to achieve a high standard. They listen carefully, treat the instruments with respect and respond with enthusiasm to the teacher's questions. They rise to the challenge of the rhythm pattern work and all participate.
133. The school has chosen to use the talents of the music co-ordinator to deliver music across Key Stage 1. Teaching is good. Although all classes in each year group are taught as one, the other staff attend the sessions and provide additional support for group work. This is a successful and effective way of ensuring the standards in music remain high. The enthusiasm and expertise of the co-ordinator inspire and motivate the pupils so that they respond with interest. The lessons observed were interesting and exciting, and offered the pupils a range of experiences. Both lessons began with rhythm patterns where the teacher used a brightly coloured wooden fish called "Freddy" to produce the rhythms. The pupils loved this and it helped sustain their interest. The skills of the teacher are such that she is able to play both the trumpet and horn to demonstrate to the pupils the sound. The explanation of how sound is made is clear. Very good use is made of questions to extend pupils' knowledge and understanding. Very good relationships exist between this teacher and all the pupils. After the music session class teachers will often follow up with other songs and brief musical activities in the classroom.

134. The co-ordinator is a talented musician with a variety of skills. She has devised a scheme of work based on the nationally prepared documentation but incorporating many original ideas. Management is satisfactory. All aspects of the music curriculum are covered. Resources are adequate for delivering the national curriculum although the school would benefit from additional tuned percussion instruments.
135. All pupils have the opportunity to experience performance by taking part in Christmas and Easter concerts and other musical events. Pupils do not have the opportunity to use computer technology to compose their own music.

PHYSICAL EDUCATION

136. Standards in physical education (PE) achieved by the oldest pupils at the time of the inspection are in line with expectations and are similar to those reported in the previous inspection.
137. The pupils in Year 1 are beginning to demonstrate good ball control, rolling, throwing, catching and bouncing the balls to each other. They are able to hop, skip, jump and run with confidence around the hall moving into spaces and avoiding others. In Year 2 pupils further refine their skills of jumping and begin to build up a simple sequence of jumps, involving different speeds and directions. Some pupils jump backwards or sideways. They can transfer these skills to the apparatus, travelling along the benches using a variety of different methods. Many jump off the high boxes with considerable control, bending their knees on impact and remaining upright.
138. Pupils enjoy their PE sessions, particularly when they can demonstrate their work to the class. They also like the challenge of a game at the end of the lesson: a catching game or sharks. They respond well to the teachers' questioning and for the most part listen carefully to instructions, concentrate and are well behaved.
139. In the three lessons observed the quality of teaching was satisfactory and in one lesson good. All lessons observed began with effective warm up activities before introducing the developmental part of the session. The pace is appropriate. In the good lesson pupils were identified for their good work and were encouraged to demonstrate their activities to the class. Relevant questions were asked about how the movements are made or how they could be improved. All teachers provide a range of challenges for the pupils but in some lessons the development of skills is limited because there are too few opportunities for pupils to experiment for themselves, or to evaluate what they are doing. For example: when pupils are asked just to roll the ball around their bodies and no other ways of using the ball are considered. In the parallel lesson, pupils were encouraged to choose a variety of ways of moving the ball. At the end of strenuous activities there is a need for a few moments to cool down: this was omitted in some lessons. Relationships between the teachers and pupils are good and this has a positive effect on their learning. All teachers stressed the need for safety when in the hall and this was a particularly strong feature of a lesson where apparatus was used. The pupils set it up efficiently and safely. The putting up of apparatus was criticised in the last inspection and the school has effectively addressed this problem.
140. The co-ordinator, who is a PE specialist, is in process of developing a comprehensive scheme of work based on the development of skills. This was an area of concern in the previous inspection. The timetabling for PE was also highlighted and more time has now been allocated to ensure areas such as games and dance are included for all pupils. Management of the subject is satisfactory.

RELIGIOUS EDUCATION

141. Standards achieved by the oldest pupils at the time of inspection are just in line with expectations of the locally agreed syllabus. This maintains the standards of the last inspection. During the inspection it was only possible to observe one lesson, consequently evidence has been collected from scrutiny of pupils' work, teachers' planning, and discussion with the pupils and the subject co-ordinator. There was insufficient evidence to make a judgement on the quality of teaching and learning.
142. Although there were no books of pupils' work, some work was displayed on the classroom walls. In a Year 2 class the story of Noah, written in the pupils' own words, clearly shows that the pupils appreciate the "flooding". God's promise, through the sign of the rainbow, was displayed. In Year 1 classes writing and pictures relating to Diwali, Harvest Festival and "I am kind when..." were on the walls. The latter exhibited some sensitive thoughts about being kind, for example, when I share, make friends happy or when I help my mum. However, when talking to pupils, although they were knowledgeable about the life of Jesus: the Christmas and Easter stories and some aspects of Christian worship, they could recall little information about other religions they had been introduced to during the previous year. The pupils participate in a visit to the local church and this enhances their knowledge about Christian worship.
143. The co-ordinator, who was only appointed this term, has had little opportunity to develop her role. Management of the subject is at present unsatisfactory. There is a scheme of work but it is not yet closely linked to both the locally agreed syllabus, with particular reference to other religions. At present according to teachers' planning, insufficient time is given to allow pupils to assimilate information about different religions. For example, in one lesson last year pupils learnt about Hinduism and in the following lesson about Islam. Pupils gain valuable insight into feelings, emotions, attitudes towards others through personal, social and health education which is an important part of the planned religious education lessons. There was no evidence during the inspection of computer technology being used to support learning of religious education.