

INSPECTION REPORT

LEVERTON INFANT AND NURSERY SCHOOL

Waltham Abbey

LEA area: Essex

Unique reference number: 115279

Headteacher: Mrs J Johnson

Reporting inspector: Phil Mann
23219

Dates of inspection: 30th October-3rd November 2000

Inspection number: 225265

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Foundation
Age range of pupils:	3 -7
Gender of pupils:	Mixed
School address:	Honey Lane Waltham Abbey Essex
Postcode:	EN9 3BE
Telephone number:	01992 715922
Fax number:	01992 651667
Appropriate authority:	Governing body
Name of chair of governors:	Mr S Cantellow
Date of previous inspection:	13 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Phil Mann 23219	Registered inspector	Foundation Stage Physical education Religious education	How high are standards? - the school's results and pupils' achievements How well is the school led and managed?
Christine Laverock 15527	Lay inspector		Attendance How well does the school care for its pupils? How well does the school work in partnership with parents? Staffing, accommodation and learning resources
Kuldip Rai 3588	Team inspector	Mathematics History Geography	English as an additional language How well are pupils taught? Spiritual, moral, social, cultural and personal development
Richard Evans 20692	Team inspector	Special educational needs English Art Music	Standards - Attitudes, behaviour, personal development
Elizabeth Pacey 25925	Team inspector	Equal opportunities Science Information and communication technology Design and technology	How good are curricular and other opportunities?

The inspection contractor was:

TWA Inspections Ltd
5 Lakeside
Werrington
Peterborough
PE4 6QZ
Tel: 01733 570753

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Leverton Infant and Nursery School has 232 pupils on roll, aged 3 to 7, and it serves a residential area of Waltham Abbey, Essex. The average class size is 27 pupils. Most pupils live close to the school and the current circumstances of most families are below average. Twelve per cent of pupils are eligible for free school meals, which is about average. At the time of the inspection, there were 118 children under five in the nursery and reception classes. The attainment of pupils at the start of statutory schooling is below average.

Seven per cent of pupils have been identified as having special educational needs. There are eight pupils at the early, school-based stages of assessment and provision, and a very small number who require the support of outside agencies. Currently, there is only one pupil with a statement of special educational need. The proportion of pupils needing this level of additional support is below average. Two per cent of pupils come from homes where English is an additional language and this is about average. A further three per cent of pupils are from ethnic minorities.

HOW GOOD THE SCHOOL IS

This is a caring school that provides a sound education for its pupils. Standards have fallen in the recent past after a period of significant change within the school but improvements are now being made in English, mathematics and science as a result of national and school initiatives. The quality of overall leadership is satisfactory and teamwork is a strength of the school. The pupils enjoy coming to school and respond well to the support of teachers and staff. Given the overall attainment of the pupils and the progress that they are making, the school provides satisfactory value for money.

What the school does well

- Pupils' attitudes to work are positive and the vast majority behave well.
- Teaching and curriculum provision for children under five is a strength of the school.
- Provision for pupils' spiritual, moral and social development is good and, as a result, relationships are positive in the school.
- The school has established a good partnership with parents.
- The range and quality of activities outside lessons are good.
- Excellent financial management supports the school's educational priorities.

What could be improved

- Standards in English and mathematics are below the national averages.
- Pupils' achievement in information and communication technology is below national expectations.
- Planning to meet the needs of higher-attaining pupils is unsatisfactory.
- The attendance of the pupils is below average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement is satisfactory. The school has been successful in completing all the action for development identified in the previous inspection. Planning for what is to be taught across the school is now good. This is a result of the exceptional progress that has recently been made in providing a clear structure to the curriculum. There are now satisfactory procedures in place to assess the progress made by pupils. Although the policy for children under five is in need of review, planning for the needs of these children is now good. Job descriptions exist for all staff and the senior management team has implemented a successful scheme to oversee all the subjects being taught. Teamwork is a strong feature of the school and consequently the school has satisfactory capacity for further improvement.

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	C	E	E	E
Writing	C	D	D	D
Mathematics	C	E	D	D

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

In the 2000 National Curriculum tests in these subjects at the end of Key Stage 1, attainment was well below the national average in reading and below average in writing and mathematics. Teacher assessments confirm that standards are average in science.

Attainment fell sharply in 1999 due to variations in the overall attainment of this year group and some changes in staffing, but improvements made in 2000 are starting to restore the standards previously attained. When compared with schools with pupils from similar circumstances, attainment in these tests is, however, still well below average in reading and below average in writing and mathematics.

Inspection findings indicate that standards have fallen since the previous inspection. Currently, standards are below national expectations in English and mathematics and in line for science. Although pupils are making satisfactory progress in their speaking and listening skills, standards are below national expectations. The National Literacy Strategy has not been sufficiently well implemented with the result that progress in reading is unsatisfactory and standards are below national expectations. Attainment in writing is below average. Progress in writing is satisfactory overall, but there is insufficient emphasis on writing in other subjects. Although standards are below the national average in mathematics, numeracy skills are being developed well. Many pupils are becoming confident with numbers and the progress pupils are making currently is satisfactory. Standards in science are better than in English and mathematics; they are in line with national expectations and all pupils are taught the appropriate knowledge and skills as they progress through the school. The needs of higher-attaining pupils are not well met and not enough of these pupils are achieving the higher Level 3 in English, mathematics or science. This is the main reason why the school's performance does not compare favourably with that of other schools.

Standards are also below national expectations for information and communication technology at the end of Key Stage 1 and progress is unsatisfactory. Pupils in all classes make satisfactory progress in all other subjects. Pupils with special educational needs make satisfactory progress overall throughout the school and teachers and support staff work closely together to ensure that these pupils are supported well in lessons. Pupils with English as an additional language make satisfactory progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes in lessons are usually good, especially when pupils are stimulated by good teaching. Sometimes pupils become restless when asked to sit for too long.
Behaviour, in and out of classrooms	Behaviour in class and around the school is good. Pupils relate well to each other and the adults in the school. Behaviour while eating lunch is inconsistent due to the unsatisfactory dining arrangements.
Personal development and relationships	The school's supportive aims encourage good relationships between pupils and adults in the school.
Attendance	Pupils' attendance is below the national average overall. Most pupils arrive at school punctually and have satisfactory attendance, but a small proportion of pupils do not attend regularly.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	good	satisfactory

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

The quality of teaching and learning is satisfactory or better in 96 per cent of lessons and this is an improvement on the previous inspection. Teaching is good in just over half of lessons and very good in 11 per cent. Teaching is unsatisfactory in only 4 per cent of lessons. Overall, teaching promotes learning well but the needs of higher-attaining pupils are not always met.

Teaching is good overall in the Foundation Stage, with a significant amount of very good teaching. One unsatisfactory lesson was seen in the reception classes because literacy skills were not being sufficiently well developed. The nursery staff have established very good relationships with children and parents. This enables the staff to engage children in learning as soon as they arrive in the nursery. The staff provide a good range of activities in a safe and stimulating environment. These strengths are carried through into the reception classes and children continue to make at least satisfactory progress in all areas of learning.

In Key Stage 1, the teaching of literacy is sound overall, but there is insufficient emphasis on teaching reading and writing skills. In mathematics, teaching is good overall, with some very good teaching. Consequently, pupils get regular practice in developing and consolidating their number skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall with some good features. The progress in developing the curriculum since the last inspection is exceptional. The long-term and medium-term planning provides a good framework for teachers to implement the new curriculum. The curriculum for children under five is good and staff plan very good opportunities for these children to learn through purposeful play.
Provision for pupils with special educational needs	Overall, provision is satisfactory and there is a good level of support for these pupils. Procedures for identifying more specialised support are not sufficiently clear.
Provision for pupils with English as an additional language	Satisfactory. Pupils learning English as an additional language are well integrated in the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for spiritual, moral and social development is good, but provision for cultural development is only satisfactory.
How well the school cares for its pupils	Satisfactory. Members of staff know pupils well and take good care of them. Lunchtime provision is not well organised for all pupils. The monitoring of pupils' academic progress and personal development is good. The procedures for promoting behaviour and attendance are effective.

The school tries hard to involve parents in their child's learning, both at home and school. The shared reading programme each week is a strong feature of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior management team provide satisfactory leadership for the school. Day-to-day management is good and all staff work effectively as a team to ensure that pupils are valued as individuals. This team approach is now being managed well to raise pupil standards and the quality of teaching and learning.
How well the governors fulfil their responsibilities	Good. The governors are very supportive of the work of the school. They are fully involved in its further development and monitor its work effectively.
The school's evaluation of its performance	Satisfactory. The school has introduced the monitoring of teaching and planning and this is beginning to have an impact on raising standards. There is a shared commitment by all to further improve the work of the school. Senior members of staff are beginning to use information more effectively to monitor the progress of pupils and measure the school's success.
The strategic use of resources	Financial management is excellent and resources are used to good advantage within the school.

There is a good number of appropriately trained staff. Accommodation and resources are adequate overall, although some teaching areas are restricted in size. Nursery accommodation is of a very high quality.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

About 25 per cent of parents returned a questionnaire and 20 parents attended the meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their child likes school and makes good progress• Behaviour is good• Children become mature and responsible• Good teaching with high expectations• Staff are approachable• School is well led and managed	<ul style="list-style-type: none">• Homework• Information about child's progress• After-school activities• Working more closely with parents

The inspection agrees with parents' positive views, with the exception of pupil progress, which is good in the Foundation Stage, but not as rapid in Key Stage 1. Homework is appropriately set for this age group of pupils and supports their learning. The school tries hard to involve parents in its work. General information for parents is good and regular opportunities are provided for parents to discuss their child's progress. However, reports for individual pupils are not always written in everyday language and targets set are sometimes too general. The school organises both pre- and after-school care, as well as very high quality gymnastics and dance clubs. This is good provision for pupils of this age.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Assessment on admission to nursery shows that the knowledge, skills and understanding of most children are below that of children of a similar age. They make a good start in all aspects of school life. Progress and learning are sound overall in communication, language and literacy, mathematics and knowledge and understanding of the world and good overall in creative, personal and social and physical development. Approximately 30 per cent of children join the school at the start of the reception year having experienced varying levels of pre-school provision. About 20 per cent of children have had no pre-school experience. Assessment on entry into the reception classes confirms that the attainment of the complete year group is again below average. Children make at least satisfactory progress overall and by the end of the Foundation Stage, the majority of children are expected to attain the nationally expected Early Learning Goals¹ for knowledge and understanding of the world, creative, personal and social and physical development. Their attainment in communication, language and literacy and mathematical development is still below average.
2. In the 2000 National Curriculum tests at the end of Key Stage 1, attainment was well below the national average in reading and below average in writing and mathematics. When compared with schools with pupils from similar circumstances, attainment is well below average in reading and below average in writing and mathematics. The 2000 teacher assessments confirm standards are average in science. Attainment fell sharply in 1999 following a change in staffing within the school and variations in overall pupil attainment. The improvement in performance achieved in 2000 is starting to restore the standards previously attained but national performance has also improved. There is no significant difference in performance between girls and boys, but overall attainment fell below the national age group by approximately a term in reading and mathematics. The school has not identified any gifted or talented pupils but the needs of those who are more able are not catered for effectively. Although the school groups Year 2 pupils according to their ability in English and mathematics lessons, work set is not always sufficiently challenging with the consequence that the school's overall performance is not as good as it could be. Insufficient use is made of target setting. There are currently no agreed targets for raising the standards of pupils' attainment at the end of Key Stage 1 and, therefore, expectations of what pupils can achieve are not sufficiently clear.
3. Inspection findings indicate that standards have fallen since the previous inspection. Currently, standards are below national expectations in English and mathematics and in line for science. The National Literacy Strategy has not been sufficiently well implemented with the result that progress in reading is unsatisfactory and standards are below national expectations. Progress in writing is satisfactory overall but there is an insufficient emphasis on extended writing. Consequently, standards in writing are also below national expectations. Numeracy skills are, however, being developed well and many pupils are becoming confident with numbers. The pupils' ability to use these skills in mathematical investigations is more limited. The work of

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

pupils currently in Year 2 shows below average standards in mathematics, but progression in lessons seen is good because the National Numeracy Strategy is being effectively implemented. Standards in science are in line with national expectations. The thorough curriculum planning now in place ensures that all pupils are taught appropriate science as they progress through the school. However, pupils of different abilities are not always given tasks which challenge them sufficiently and this limits the number of pupils reaching the higher Level 3.

4. Standards are also below national expectations for information and communication technology at the end of Key Stage 1 and progress is unsatisfactory. Pupils in Year 2 can use a word-processor to copy the class teacher's writing and are introduced to the idea of creating pictures on the computer screen. They have insufficient opportunity to experiment on the computers. Classroom computers are frequently switched on and loaded with suitable programs, but are often not used to support pupils' learning.
5. Pupils across the school make satisfactory progress in all other subjects where they attain the nationally expected levels for seven-year-olds. Their attainment in religious education fully meets the expectations of the locally agreed syllabus. Pupils satisfactorily develop their understanding of religious issues and the nominated faiths through listening to stories and taking part in class discussions. Teachers make appropriate use of these occasions to provide opportunities for reflection on a range of moral and spiritual issues.
6. Pupils with special educational needs make satisfactory progress overall throughout the school. Their needs are appropriately assessed in individual education plans, but teachers do not recognise and include these needs in their daily planning. Consequently, progress for these pupils is not as good as it could be. However, teachers and support staff work closely together to ensure that these pupils are supported well in lessons. Pupils learning English as an additional language make satisfactory progress.

Pupils' attitudes, values and personal development

7. Pupils have a good attitude to their school. Their enthusiasm for school and involvement in its activities are very good. In conversation they give good reasons why they enjoy coming to school. These include the helpfulness and kindness of the staff and the range of activities in which they can participate, including the clubs before and after school. A good example was seen in the very well led after-school dance club in which pupils participated with great enjoyment and energy. Parents overwhelmingly endorse their children's favourable views of the school and agree that behaviour in the school is good.
8. Pupils' attitudes in lessons are good in the Foundation Stage and at Key Stage 1. The great majority are attentive, anxious to learn and make progress. Most pupils are eager to answer questions, join in discussion and show what they know and can do. They understand about not calling out answers and waiting their turn to be asked. Pupils work hard to achieve the objectives of the lessons. The school's genuine concern for the welfare and progress of all motivates the pupils to respond positively. Pupils learning English as an additional language have positive attitudes to learning. They respond well in lessons and their relationships with other pupils are good.
9. Behaviour in lessons in the Foundation Stage and at Key Stage 1 is good, which impacts beneficially on pupils' learning and progress. Most pupils participate fully in

the lesson activities. Teachers have high expectations of pupils' good behaviour. Classroom rules and a poster 'How to treat others' are prominently displayed. However, the pattern of the morning registration and assembly often means that pupils sit on the floor for some time. The introduction to the first lesson also necessitates a further lengthy period of sitting on the floor. As a result, some pupils become restless and less involved in the lesson.

10. Playground behaviour is good. During the inspection there was little evidence of aggressive or harassing behaviour as a result of the school's good anti-bullying procedures. Pupils play together harmoniously. During a 'wet playtime' there were well-organised toys, games and activities to occupy the pupils. However, pupils' behaviour at lunchtime is sometimes unsatisfactory. This is due to lunchtime arrangements where pupils are seated in the classrooms and other spaces off the hall. This makes simultaneous supervision of all areas difficult and a few pupils' manners and self-control deteriorate. This contrasts unfavourably with the finding of the previous inspection where behaviour at lunchtime was described as particularly good. There are no exclusions from the school.
11. Relationships around the school are a strength and pupils respond well to the good opportunities for personal development. The great majority of pupils are polite and helpful. They hold doors open for visitors and readily say 'excuse me' and 'thank you'. Class and school responsibilities are well organised and pupils respond well to these opportunities to display initiative. In some classrooms, lists of jobs assigned to pupils for the term are clearly displayed. The school's good provision for pupils' spiritual, moral and social education has a marked influence on their personal development. The school reinforces positive behaviour through stickers and 'smiley faces'. The 'Leverton Tree of Kindness and Thoughtfulness' recognises individual pupils' good behaviour and attitude by hanging apples bearing their names on the tree. Two pupils from every class are nominated each week to receive a 'Headteacher's Award' in assembly.
12. Pupils' attendance had been improving year on year since the previous inspection, but dropped again last year and is now below the national average again. This is a result of a number of families whose children attend irregularly. Unauthorised absences are above the national average for the same reason. Punctuality is good overall, with only a small minority of pupils not arriving regularly on time.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching and learning is satisfactory overall. It is satisfactory or better in 96 per cent of lessons and this is an improvement on the previous inspection. Teaching is good in just over half of lessons and very good in 11 per cent. Teaching is unsatisfactory in only 4 per cent of lessons. Overall, teaching promotes learning well but the needs of higher-attaining pupils are not always met.
14. In the Foundation Stage², teaching is good overall, with a significant amount of very good teaching. One unsatisfactory lesson was seen in the reception. The nursery staff are very welcoming to the children and their parents and carers, and have established very good relationships with them. This enables the staff to engage children in learning as soon as they arrive in the nursery. Members of staff ensure that they pay attention to all areas of pupils' development by providing them with a

² The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

range of activities in a safe and stimulating environment. There are a number of strengths in teaching in the reception. They include very detailed planning, very good relationships with the children and good levels of praise to motivate them. The good teaching of phonic skills and good opportunities for children to initiate play and other activities enables these children to make good progress in their literacy skills. In the one unsatisfactory lesson, there were weaknesses in the teacher's subject knowledge, competence in teaching basic skills, organisation of the lesson and use of time and resources. This adversely affected children's learning in the lesson because they were not able to consolidate their learning of phonic skills. However, since teaching is good overall in the Foundation Stage, children learn well and make good gains in their ability to concentrate. Many move close to meeting the Early Learning Goals. Their low attainment on entry means that most only achieve those for knowledge and understanding of the world, creative, personal and social and physical development by the end of the Foundation Stage. Many will not achieve those for communication, language and literacy and mathematical development by the end of reception despite the progress being made in these areas of learning.

15. In Key Stage 1, the quality of teaching and learning is satisfactory overall, with a significant amount of good teaching. One very good and one unsatisfactory lesson were also seen. Teaching of literacy is sound, but the National Literacy Strategy has not been sufficiently well implemented across the school. This is because teachers do not always use the second part of the lessons to effectively teach reading and writing skills. Teachers have sound understanding of how to teach phonics and provide regular opportunities for its teaching. Teaching is good overall in mathematics, with some very good teaching. With the successful implementation of the National Numeracy Strategy, pupils get regular practice in developing and consolidating their number skills. In science, design and technology, art and design, music, physical education and religious education teaching in lessons seen is satisfactory. In information and communication technology, geography and history there is insufficient evidence to make a judgement on the quality of teaching.
16. Most teachers' knowledge and understanding of the subjects they teach are good. This helps them to explain things clearly and to ask probing questions to extend pupils' understanding and thinking. Teachers' day-to-day planning is satisfactory. There are clearly identified objectives shared with the class at the beginning of lessons so that the pupils understand what they are doing. Teachers' planning generally caters well for the full range of attainments in the classroom, including pupils with special educational needs. However, sometimes there is a lack of sufficient challenge for the higher-attaining pupils, particularly in English. Teachers plan effectively in year group teams to ensure consistency in what is being taught in each year group.
17. The methods used are satisfactory. Lessons have a clear structure and teachers explain tasks well. The introductory sessions in lessons are nearly always well organised. Pupils have opportunities to work as a whole class and individually. However, sometimes tasks for pupils working individually are not appropriately matched to their stage of learning. This impacts adversely on their pace of work and hinders their progress in learning. Generally there are few opportunities for pupils to work collaboratively. However, when they are made available, as was seen, for example, in two mathematics lessons - one in Year 1 and the other one in Year 2 - pupils collaborate well. Overall, teachers manage their own time and that of support staff well to enable them to work directly with as many pupils as possible during lessons.

18. Pupils are managed well and a calm, purposeful atmosphere prevails in almost all lessons. However, in a Year 2 music lesson, the teacher was not able to control pupils' behaviour fully. Consequently, pupils' progress in the lesson was unsatisfactory. Most teachers are quiet and relaxed and this is effective in maintaining an orderly climate for learning.
19. Resources are used effectively in most lessons. In a Year 1 mathematics lesson, the resources were well prepared and used well. As a result, pupils' interest was clearly engaged and they learnt at a good pace. On the other hand, learning was held back in a history lesson in a Year 1 class because pupils at the back of the class were unable to see the pictures used as a stimulus for discussion. Teachers make satisfactory use of computers to support learning, but maintenance difficulties prevented regular use during the inspection. Support assistants and specialist teachers are generally used well and make a significant contribution to pupils' progress. On occasions, support assistants do not take an active role in the introductory part of a lesson and their time is not used efficiently.
20. Teachers mark pupils' work regularly and the marking scheme is being implemented well. In the best examples, they give encouraging and helpful comments that pupils can understand and this assists them with their learning. Teachers and support staff use questions well to assess and extend pupils' learning. Information from ongoing evaluation of lessons is generally used well to plan subsequent work. The provision for homework is satisfactory overall. It is good in mathematics. The school has used the funding it received from an education charity to create a library of mathematics games. The games are borrowed by parents and children and are used at home to raise standards in numeracy. Some parents are very positive about this provision. A number of parents also contribute well to helping their children with reading. During the inspection week, a large number of parents came to borrow reading books to read at home with their children.
21. Teaching promotes learning satisfactorily and enables pupils to make satisfactory progress across the school. Pupils display good levels of interest and concentration. They respond well when they are given a degree of independence. Pupils understand what is expected of them and how they can improve.
22. The needs of pupils with special educational needs and those learning English as an additional language are met well. Consequently they are well integrated in the school. There is good liaison between class teachers and support staff. A positive feature of the work of learning support assistants is that they encourage pupils with special educational needs to maintain concentration on their work. The principal weakness in the school's provision for pupils with special educational needs is that teachers do not always recognise and include these needs in their planning; for example, they do not sufficiently consider these pupils' targets in their lessons.

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

23. The curriculum provided for children in the Foundation Stage is good. Children enjoy a wide range of interesting and stimulating activities, which enable them to learn through purposeful play. At Key Stage 1 the school provides a full and varied curriculum. It meets statutory requirements and includes religious education. Provision for pupils' personal and social education is good and incorporates teaching about drugs' misuse and healthy lifestyles. Sex education is included appropriately, for example, as part of lessons about 'Myself'.

24. The curriculum is satisfactory overall with some good features. It is well balanced and a broad range of activities is planned in all subjects. Policies are in place for all subjects and good use is made of published schemes of work to support the school's curriculum planning. Exceptional progress has been made in planning the curriculum since the last inspection. As a result, the school is in a very good position to teach the new National Curriculum. The senior management team has devised an overview for the whole school. This shows very clearly all the subjects planned in themes, such as 'Light and Dark' in science. This overview is used to plan lessons in more detail to ensure that there are no repetitions of content and that the skills, knowledge and understanding of the pupils are developed progressively through the school. However, insufficient attention is given to planning work for children who learn at a faster or slower rate. As a result, when class teachers use the guidance, they do not always plan appropriate work for these groups of pupils, which limits the amount of progress that they can make. Teachers work closely together to ensure that pupils of the same age in different classes are taught the same lessons each week. Their planning is monitored closely by the senior management team, who comment on and contribute to their plans. The school is implementing the National Numeracy Strategy appropriately. However, the National Literacy Strategy is not yet being used effectively throughout the school and, consequently, progress is not as good as it could be.
25. The school ensures that the curriculum is equally accessible to all pupils, including those with special educational needs and those with English as a second language. However, the needs of the higher-attaining pupils are not always fully met.
26. Good quality opportunities for extra-curricular activities are, however, provided. Breakfast and after-school clubs are very well organised and include a good range of activities. There is a well-attended gymnastics club and a large group of pupils demonstrate impressive routines in dance club. Appropriate use is made of the local area for visits and visitors to support pupils' work in school; for example, visits to the museum and the visits of the community policeman and the fire brigade. Homework is encouraged to support the work in the curriculum. A good example of this is the recently introduced mathematics games library to support work in each class.
27. Provision for spiritual, moral and social development is good. It is satisfactory for cultural development. The last inspection reported that pupils' spiritual, moral, social and cultural development was positively promoted. This good provision is embedded in the positive ethos of the school. The school promotes clear and consistent principles. These are clearly evident in its aims, policies and practices. Pupils are taught to show respect and tolerance for each other, regardless of gender, race, religion or culture. Consequently, relationships are good in classes and around the school.
28. Spiritual development is good; it is fostered through good assemblies and the calm atmosphere in the school. The school's caring ethos encourages the valuing and celebrating of each other's achievements. In lessons, teachers value pupils' ideas across the curriculum and give them appropriate praise and encouragement. The provision for pupils to attend daily assemblies offers them good opportunities to learn about and develop respect for each other. Assemblies are also used as an occasion for celebrating pupils' achievements, both in and outside the school. There are opportunities for spiritual growth in the religious education curriculum. However, there is limited planned provision for spiritual development in all subjects. The school meets the legal requirements of a daily act of collective worship, but there are inconsistencies in the provision of time for reflection. The provision for moral development is good, with the school providing good teaching on right and wrong.

There are clear rules for adults and pupils regarding behaviour. Both school and class rules are negotiated by staff and pupils annually and then displayed around the school. They provide clear expectations of behaviour and pupils are reminded of them when appropriate. Pupils understand the concept of fairness and show respect for others. Adults in the school provide good role models of behaviour by their courtesy and respect for pupils. The school has a good system to give recognition to pupils who are always well behaved, honest and hard-working. It involves hanging stickers, known as 'apples' in the school, bearing their names on the 'Leverton Tree of Kindness and Thoughtfulness'. Relationships between staff and pupils, and between pupils themselves, are good. The relationships between girls and boys, and pupils from different minority ethnic groups, are also good.

29. There are good opportunities for pupils to develop their social skills. Pupils are encouraged to develop positive attitudes to good social behaviour in lessons, assemblies and life in the school generally. Each class has helpers who carry out a range of responsibilities and the older pupils have opportunities to help the younger ones during lunchtime. Opportunities for pupils to work collaboratively in lessons are limited. However, when they are made available, as was seen, for example, in two mathematics lessons – one in Year 1 and the other in Year 2 – pupils work collaboratively with each other well. Currently there is no school council in the school to help pupils to develop further an understanding of democracy and citizenship.
30. The school makes satisfactory provision to support pupils' cultural development. The programme of religious education supports this aspect well. Pupils have the opportunity to visit senior citizens' homes and sing to them. The school also invites them to Christmas plays, along with the local day nursery and Year 3 pupils from the Leverton Junior School. There is satisfactory provision for visits to enrich the curriculum. Pupils in Year 2 have helped to plant an avenue of trees to commemorate the Millennium. Opportunities for visiting museums and art galleries are limited, but the school invites the museum service and other agencies into school. This is often done during the annual book-week to enhance the pupils' cultural experiences and bring the planned activities to life. There is some provision to celebrate cultural and linguistic diversity in the wider multi-cultural society, but overall this provision is underdeveloped. For example, there are missed opportunities in assemblies for pupils to listen to and appraise music produced by composers from other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. Members of staff know pupils well and take good care of them. The steps taken to ensure each pupil's welfare, health and safety are satisfactory. First aid is administered appropriately by trained staff and pupils who feel ill during the school day are well cared for. The procedures for dealing with child protection are appropriate. The headteacher is the designated teacher and all members of staff know how to refer any concerns they may have directly to her. Pupils benefit from the breakfast club and after-school care, which are organised through a national body.
32. The very good behaviour policy strongly underpins the school's management of pupils' behaviour. It very comprehensively deals with the rights, responsibilities and rules of all members of the school community. It includes policies on bullying, classroom behaviour and support for pupils with difficulties. The role of everyone involved - pupils, staff and parents - is fully described.

33. Members of staff who supervise pupils in the playground ensure their safety and well-being and provide a range of play equipment. However, procedures for management of pupils during lunchtimes are unsatisfactory because the pupils are not supervised properly and some behave inappropriately. For example, there are occasions at lunchtimes when pupils eat their lunch in unsupervised areas. This leads to unsatisfactory behaviour and poor table manners, particularly amongst some of the Year 2 pupils. When pupils are adequately supervised, they behave much better and lunchtimes are pleasant social occasions for these pupils. During the inspection two classes were required to wait for several minutes before entering the building for their lunch and, whilst they waited patiently, this is unnecessary.
34. There is good monitoring of each pupil's academic progress and personal development as they move through the school. Assessments are regularly carried out and good records are maintained. Teachers make useful comments on the back of lesson planning sheets, which record pupil progress in lessons. This is particularly well established in the Foundation Stage.
35. The use of assessment information to guide future planning is satisfactory. The senior management team has much assessment information available to them, and they are beginning to use it effectively to identify priorities for whole-school improvements. Data is being used well to identify sets and groups in Year 2 for mathematics and English lessons. The information gained in the Foundation Stage is consistently and effectively used to inform future planning of lessons and to assess the children's progress towards the Early Learning Goals. Good use of assessment is also seen in some other classes, but whole-school and individual target setting is still underdeveloped. A whole-school structured system for marking is now in place. Overall, satisfactory progress has been made to address the key issue relating to assessment identified in the last inspection.
36. Educational and personal support and guidance are satisfactory overall. There are however, inconsistencies in the approach of both teachers and lunchtime staff to the promotion of good behaviour. Not all members of staff are using positive measures and some are negative and confrontational in the way they speak to pupils. This is far less effective in achieving good behaviour and damages relationships. Pupils value the reward system. Procedures for monitoring each pupil's attendance are good. Absences are accurately categorised and unexplained absences are investigated. The education welfare officer visits the school every four weeks and pursues persistent poor attendees.
37. Pupils with special educational needs receive good support from the strong team of learning support assistants and these pupils make satisfactory progress. Assessment procedures for admission of pupils to the register are in accordance with those of the Code of Practice³. The individual plans for pupils at Stage 2 are comprehensive and well thought out. The school effectively supports pupils at Stage 3, who require assessment by the educational psychologist, and the pupil at Stage 5 with a statement of special educational need⁴. With the number of pupils learning English as an additional language being very small, normal school procedures are used for their assessment. There is good awareness in the school about the needs of these pupils and the provision for them is satisfactory. Teachers do not always

³ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

⁴ Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

effectively identify higher-attaining pupils in their lesson plans and, consequently, the needs of these pupils are not being fully met.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The vast majority of parents have positive views of the school. The inspection findings support the parents' positive views, with the exception of those on pupils' progress. This is good in the Foundation Stage but not as rapid in Key Stage 1. There are a few parents who are less happy with some aspects; these include homework, being kept well informed about their child's progress and the range of activities outside lessons.
39. Homework is appropriately set for this age group of pupils and supports their learning. It is made fun for pupils through the use of educational games. General information for parents is good and regular opportunities are provided for parents to discuss their child's progress. However, reports for individual pupils are not always written in everyday language and targets set are sometimes overly general. The school organises both pre- and after-school care, as well as very good quality gymnastics and dance clubs. This is good provision for pupils of this age.
40. Links with parents are good overall. Parents are provided with termly opportunities to meet their child's class teacher and discuss their child's progress. They receive a half-yearly interim report as well as the full end of year report. This is good practice and valued by parents. These reports provide a detailed description of what has been taught and learnt. Parents of pupils with special educational needs are kept fully involved and informed about their child. Arrangements for reviewing pupils' special educational needs progress are good. Formal reviews are held termly and do involve parents. Informal reviews may take place more frequently when needed. Parents find staff approachable and accessible in between more formal consultation evenings. They speak highly of being invited to assemblies and enjoy helping with reading in classes.
41. The quality of information provided for parents is satisfactory overall. General information is good, but information on pupils' progress is not written in clear, accessible language. Targets are not being set within every subject and those that have been set are not always clearly shared with parents. Both the prospectus and governing body's annual report are informative, but the governing body's report does not include all it should. There are useful additional leaflets that have been produced on subjects such as helping with letter formation and pre-reading skills.
42. The contribution of parents to their child's learning at school and home is good on the whole. Those parents who support their child's learning at home and in school make a positive contribution to their achievements. For example, they support their child's reading at home and write comments in reading diaries. However, a significant number of parents choose not to be involved. Several parents come into school for the weekly reading afternoon. In addition, some parents help with lessons, distribute milk and raise money for school funds through the Friends' Association. Last year this contributed towards the school's adventure trail.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The school is satisfactorily led and managed and all the key issues from the previous inspection have been addressed successfully. Parents' views expressed at the meeting and through the responses to the questionnaire are very positive and are generally in accord with the inspection findings on management.
44. Day-to-day management of the school by the headteacher is good and the staff functions as a well co-ordinated team with the capacity for satisfactory further improvement. The school's aims and values are clearly reflected in its work and there is a positive, caring ethos for learning within the classrooms. The headteacher provides satisfactory educational direction for the work of the school. The senior management team effectively support the headteacher in the implementation of curriculum development and other school initiatives. For example, the school has taken effective action on two of the key issues from the previous inspection. These were planning for progression in the curriculum and the allocation of responsibilities to co-ordinators. Firstly, there is now a very good curriculum framework in place. It very clearly identified what should be taught to which group of pupils, when, and to what level. Secondly, the school has also gone through a period of staffing change and, consequently, there are now several newly qualified teachers working in the school. In response to this, the headteacher and members of the senior management team have implemented an innovative strategy to cope with this temporary difficulty, by overseeing all curriculum development on a project basis. By sharing roles and responsibilities with all staff in the school, all subjects are now being developed appropriately, according to their priority within the school development plan. These two initiatives have resulted in the better performance of pupils at the end of Key Stage 1 this last year and significant improvements to the quality of teaching and learning throughout the school.
45. The National Numeracy Strategy has been satisfactorily implemented, with the result that pupils' standards in mathematics are being improved. The National Literacy Strategy has not been so fully implemented across the school, with the result that there is not enough emphasis on the development of pupils' reading and writing. The implementation of these national initiatives has helped to raise standards but, as yet, there is still insufficient emphasis on raising standards in literacy.
46. The headteacher and senior management team satisfactorily monitor the quality of teaching and learning. Teaching of literacy and numeracy has been monitored and teachers' planning is evaluated well in all subjects to ensure a consistent approach to planning across the school.
47. The governing body's role in shaping the work of the school is good. The governing body is very supportive of the school and governors are effective in carrying out their duties. They have developed a clear view of the school's work and its strengths and weaknesses through regular visits to the classrooms by individual governors. Visits are clearly focused and individual governors report their findings back to the full governing body through written reports. The sharing of these with parents on the nursery information board is a good feature.
48. School development planning is effective and targets for development are clearly identified within an effective strategic plan. These targets for improvement are appropriate to the current needs of the school and the plan identifies improvements over the short, medium and long term. Financial management and control in the school is excellent and the very able school bursar works in close partnership with the headteacher and governors to support the school's educational priorities. The

school makes very good use of all available resources for the benefit of the pupils' education. The governing body seeks best value in all its spending decisions and monitors the budget very carefully. Specific funds and grants for pupils with special educational needs are used appropriately. Statutory requirements are being met in meeting the needs of pupils with statements of special educational need. One child has recently been given a statement of special educational need and appropriate support is being given during the transition. The special educational needs co-ordinator provides sound support to her colleagues and pupils. As a member of the senior management team, she is already involved on the sampling of pupils' work. Good support is provided for pupils with particular needs such as autistic tendency and epilepsy.

49. The special educational needs co-ordinator has identified the needs of gifted and talented pupils as being a school priority. However, the school has not yet put in place strategies for their identification and appropriate planning and support. This has a direct effect on the below average attainment at the higher levels of the national tests at the end of the key stage.
50. The school is committed to the involvement of parents of pupils learning English as an additional language in their education. When there is a need to communicate with parents who are not sufficiently proficient in English, the school has access to other parents who can help.
51. As in the last inspection, there is a good number of appropriately trained staff. Class sizes are smaller than the national average and well supported with classroom assistants. There has been a very high turnover of staff in recent years. The school blames this on the difficulties of teachers affording local accommodation and travelling costs. There are currently three newly qualified teachers in the school as well as more experienced staff.
52. The school's strategy for performance management is good and the governing body has adopted the recently developed policy. The school has well-established appraisal procedures in place for all staff and has been awarded Investors in People status. Arrangements for the induction of new staff are good.
53. The school is a member of a school-centred teacher training partnership. Students are mentored effectively and develop their skills alongside good role models within the school.
54. Accommodation is adequate overall for the teaching of the curriculum, but there are weaknesses. The school was originally built in an open plan style and has been adapted extensively over recent years. As a result, the majority of classrooms are a good size, although some are an unusual shape. There is a good size hall, which is adequate for physical education lessons. There are additional work areas adjacent to some classrooms. Noise travels between rooms, but this does not seem to distract pupils unduly. The recently built nursery is of a very high quality. The library doubles as a corridor, as does the computer area, and work is constantly interrupted. A recent decision to convert the dining room into an additional classroom is sensible with regard to pupil numbers, but the class has to vacate their room every day to enable hot lunches to be transported into the hall. This has also created difficulties for seating pupils at lunchtimes and space is not currently well used.
55. The office area and adult toilets are cramped. The staff room is pleasant but is too small for all staff to use at the same time. Externally, there is a grassed area and small playground. The school has no dedicated quiet area outside.

56. Learning resources are adequate overall, although some equipment for information and communication technology has only recently been obtained and is not yet in use. Resources for the Foundation Stage and physical education are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. To continue to develop the effectiveness of the school and further raise standards, the governors, headteacher and staff should:

- raise attainment in English and mathematics by:
 - raising teachers' expectations of what pupils can do;
 - ensuring that reading and writing skills are taught more effectively;
 - fully implementing the literacy strategy;
 - planning sufficient opportunities in mathematics for investigative work;

Paragraphs: 3, 45, 74, 76-78, 80, 84 and 87

- raise pupils' attainment in information and communication technology by:
 - continuing to raise the levels of staff expertise;
 - planning more opportunities for the use of computers to support learning across the curriculum and teaching skills regularly;
 - ensuring all computers are in working order and effectively used;

Paragraphs: 4, 56 and 111-113

- ensure planning meets the needs of higher-attaining pupils by:
 - publishing a policy for the more able;
 - providing planned activities that effectively meet the needs of these pupils;
 - developing effective teaching strategies to challenge these pupils;

Paragraphs: 3, 16, 25, 49, 66 and 77

- continue to improve the levels of pupil attendance.

Paragraph: 12

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan. This is indicated in paragraphs 10 and 33.

- review the organisation and supervision of pupils at lunchtimes.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	11	41	41	4	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	26	180
Number of full-time pupils eligible for free school meals	0	22

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	2	11

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
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	26	37	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	20	21	21
	Girls	29	33	31
	Total	49	54	52
Percentage of pupils at NC Level 2 or above	School	78 (70)	86 (80)	83 (75)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	20	19	22
	Girls	34	31	32
	Total	54	50	54
Percentage of pupils at NC Level 2 or above	School	86 (77)	79 (78)	86 (77)
	National	84 (82)	84 (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	1
Black – other	4
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	101
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)	8.2
Number of pupils per qualified teacher	22:1
Average class size	26

Education support staff: YR – Y2

Total number of education support staff	10
Total aggregate hours worked per week	174.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26:1

Total number of education support staff	2
Total aggregate hours worked per week	43

Number of pupils per FTE adult	8.7:1
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	490,231
Total expenditure	472,019
Expenditure per pupil	2,156
Balance brought forward from previous year	5,739
Balance carried forward to next year	23,951

Results of the survey of parents and carers

Questionnaire return rate 25.75%

Number of questionnaires sent out	233
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.	68	30	2	0	0
My child is making good progress in school.	45	45	2	0	8
Behaviour in the school is good.	47	47	3	0	3
My child gets the right amount of work to do at home.	32	48	8	2	10
The teaching is good.	52	38	2	0	8
I am kept well informed about how my child is getting on.	42	42	12	2	2
I would feel comfortable about approaching the school with questions or a problem.	58	33	7	0	2
The school expects my child to work hard and achieve his or her best.	45	48	7	0	0
The school works closely with parents.	40	48	8	2	2
The school is well led and managed.	52	45	2	0	1
The school is helping my child become mature and responsible.	48	47	2	0	3
The school provides an interesting range of activities outside lessons.	37	43	10	2	8

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

58. Children are first admitted part-time into the nursery at the beginning of the academic year of their fourth birthday. Assessment on admission to nursery shows that the knowledge, skills and understanding of most children are below that of children of a similar age. They make a good start in all aspects of school life. Progress is sound overall in the Early Learning Goals of communication, language and literacy, mathematics and knowledge and understanding of the world and is good overall in creative, personal and social and physical development. Approximately 30 per cent of children join the school at the start of the reception year having experienced varying levels of pre-school provision. About 20 per cent of these children have had no pre-school experience. Assessment on entry into the reception classes confirms that the attainment of the complete year group is consequently still below average overall. Children make at least satisfactory progress overall and by the end of the Foundation Stage, the majority of children are expected to attain the nationally expected Early Learning Goals for knowledge and understanding of the world, creative, personal and social and physical development. Their attainment in communication, language and literacy and mathematical development is still below average. Children with special educational needs are identified in the reception class. These children are supported appropriately and make satisfactory progress within their abilities.
59. Teaching is good overall in both nursery and reception classes with the result that children are provided with a good foundation for further learning within the school. Some sessions are very well led and managed within the nursery. The teachers, support staff and parents work effectively as a team. During activity sessions in all classes, the support staff have a clearly defined role. The school has developed a clear policy for the development of all areas of learning, but this is in need of review. The curriculum is very well planned with a strong focus on learning through purposeful play. The very good induction procedures in the nursery ensure that children are given the confidence to start school. Staff work in close partnership with parents and carers.
60. Relationships between staff and children are very good. There is a good balance between teacher-directed tasks and other activities that children select for themselves. Activities are more teacher-directed in reception than in the nursery but learning activities are practical and well thought-out. Most children are challenged and extended and this results in a good overall standard of work. Children are made to feel secure and this has a good effect upon progress. Satisfactory attention is given to developing early reading, writing and numeracy. The children delight in responding to the challenges that the work offers.

Personal and social development

61. Nursery children make good progress in developing personal and social skills. They usually leave their parents without concern when they arrive in the classroom. During the sessions they have good opportunities to choose activities and most carry out tasks without constant supervision from adults, often working co-operatively. They relate well to each other and share equipment sensibly. Members of staff offer very good assistance on the few occasions children find it difficult to share. Children are beginning to take turns when answering the teacher's questions in circle time. Most are attentive to staff and listen to what others have to say; for example, the children were observed talking about the characteristics of a 'bean bag' and what it

feels like. Most children respond well when activity time is over and help to put equipment away. A high proportion of children are able to put on their coat before entering the garden area.

62. In all reception classes, teachers are effective in planning activities that enable children to make good progress in their personal and social skills. The children are keen and enthusiastic, but are also sensitive to the needs of others. This was observed in the 'Leverton Hospital' role-play areas and home corners. Children are confident with adults and talk to them in supervised activities. They are taught to become independent when clearing away. Teachers have clear objectives and high expectations of children's behaviour in lessons and encourage children to take turns when speaking.

Communication, language and literacy

63. Nursery children make satisfactory progress overall and particularly good progress in speaking and listening. The teachers plan a good variety of imaginative situations for children to apply and use their developing literacy skills. They use marks and symbols combined with pictures, to communicate meaning. Many children are beginning to make recognisable marks to represent letters and some can write at least one letter of their name. A few children can trace over the letters of their name. Some children use language well in the context of play and taking part in circle time, but others are quite shy and speech is underdeveloped. All children choose books themselves and most turn the pages correctly. Staff and parent volunteers effectively share books with children and this maintains the progress children are making. Members of staff provide good role models in reading stories by pointing to the words as they read from left to right.
64. Reception children continue to make satisfactory progress overall. Progress is best for those in the classes for the older children as a result of consistently good teaching of speaking and listening skills. This was seen when the children were asked to discuss the properties of light and dark with their partner. These teachers plan to cover elements of the National Literacy Strategy for the reception year. The words and phrases displayed around the room help to extend children's vocabulary. Further opportunities are planned for the development of speaking and listening skills using 'big books'. This is a good feature in enhancing the children's love of books. The quality of teaching is not always as consistently good for younger reception children; this was seen in one lesson where the teacher missed the opportunity to develop the children's early writing skills effectively. Regular tasks are, however, set in all reception classes linked to letter sounds. Children learn to form letters but not in a joined style. Children are able to tell a story in pictures and many are beginning to copy underneath the teachers' writing.

Mathematical development

65. Nursery children make satisfactory progress in mathematics. Attainment of children at the start of the reception year is still below average due to the numbers of new children joining the class with lower overall attainment. The teachers plan a variety of tasks for children to experience number and mathematical language. There is a mixture of focused teaching and opportunities for practical investigation to develop children's numeracy skills. Children count orally up to five and practise counting in many situations. Number rhymes and songs reinforce their counting skills. By the end of the Foundation Stage the attainment of the children is below average for the group as a whole.
66. Reception children make satisfactory progress in mathematics. Teachers plan clear objectives linked to the National Numeracy Strategy. In the class of younger

children, they meet the teacher's high expectations and most can count to 10 and back. The most able can add one more, or find one less, in a cube stack. The teachers are skilled in questioning children to develop the children's thinking. However, sometimes activities are not sufficiently challenging for the most able children with the result that rates of progress for these children vary from satisfactory to very good.

Knowledge and understanding of the world

67. Nursery children make satisfactory progress in this area of learning. Through the range of experiences provided by the teacher, the children become aware of the world around them. For example, in a design and technology experience, the children mixed flour, salt, green food colouring and water to make a moulding material for use in future lessons. Members of staff provide good opportunities for children to develop their technological skills, such as making models from construction sets, recyclable materials and paper. The availability of the computer enables children to work independently, or with the teacher's assistance, to use the mouse to move shapes on the screen.
68. Reception children also make satisfactory progress. Teachers plan with clear objectives to develop this area of learning. They organise artefacts and resources carefully and link learning areas well to extend children's experience. Teachers provide a variety of structured activities that blend with independent activity and include appropriate challenges for children to solve. For instance, children are discovering the attributes of light. They are able to talk about these in discussions with a partner. They can produce designs of their own ideas. For example, they can make a pair of cardboard glasses using a template and put in coloured acetate lenses with adult support. To these they add their own decoration. Using the computers, most children are able to use the mouse correctly to activate programs. The attainment of most children is in line with that expected for their age by the time they complete the Foundation Stage.

Physical development

69. A very good range of organised experiences is offered to nursery children. This, together with the good range of resources and equipment available, enables the children to make very good progress in this area of learning. By the end of the Foundation Stage many children meet the Early Learning Goals.
70. Members of staff work very enthusiastically with the children to stimulate their imagination and provide opportunities for vigorous exercise. Children have well-developed skills in manipulating small tools and equipment. Children are able to knead and cut modelling clay into simple sculptures of everyday objects such as a settee. The collection of outdoor large wheeled toys, work bench and climbing frame are effectively supervised and used well with the result that the children can pedal, balance, scoot and push with co-ordination and skill. In a role-play situation, the children played happily in the home and writing areas.
71. Planning for physical development is satisfactory for reception pupils who make sound progress overall. Teachers have appropriate expectations of what children can achieve and are aware of how best to teach skills systematically. In physical education and dance lessons, the children move confidently and imaginatively, with the expected levels of control and co-ordination for their age. They move safely without interfering with others. They respond to the teacher's instructions.

Creative development

72. Nursery children make good progress overall in creative areas of learning. There is a strong emphasis on learning through purposeful play. Children explore a wide range of media, including paint and glue. They make collages and paint pictures; for example, children made faces using circles of card, buttons, straws and wool for hair. Children follow the good role model of the staff by singing songs with enthusiasm. They spontaneously play simple tunes on a keyboard and make sounds with percussion instruments. In response to the staff, children sing loudly or softly and follow actions for the songs.
73. All reception classes are well organised into areas that foster creativity and allow space for children to become involved in imaginative play. As a result, children respond very well to opportunities for role-play and make good progress in this aspect of learning; for example, they pretend to be 'doctors' in the 'hospital' or a 'veterinary surgeon' at the 'vets'. All children sing songs together and learn new songs with repetitive choruses. Music making is reinforced through activities such as the rain sticks made in a technology activity. Following the clear instructions given by the teacher in art, children learn to mix colours independently and demonstrate an imaginative use of colour. Children are in line to attain the expected level by the time they complete the Foundation Stage.

ENGLISH

74. At the end of Key Stage 1, pupils' attainment compared with all schools and in comparison with similar schools is below national expectations. In the national tests and assessments in 2000, pupils' attainment in reading was below the national average and well below similar schools' results. In writing, it was in line with expectations in both categories. Although the results in 2000 show some improvement on the previous year, the trend in national test results since the last inspection has been downward. Inspectors' judgements match these findings.
75. Teachers' assessments of pupils' speaking and listening skills at the end of Key Stage 1 in 2000 indicate that they are below the national average. The finding of the inspection supports these. Most often pupils listen attentively to their teachers in assembly and in the classroom, though occasionally some become restless. Teachers' good management and pace in the introductory parts of lessons motivates pupils to listen well. Sometimes good questioning by teachers draws thoughtful and reasoned answers from pupils. A good example of this occurred in an English lesson where pupils had to devise a sequence of instructions for making a pot of tea. Several successfully described the steps required to make the tea. In a design and technology lesson, pupils used correct vocabulary when speaking about joining wheels and axles to a chassis. Some pupils give good extended responses in an assembly to questions such as 'Do you know people who have been kind or unkind?' However, too many pupils do not reply to questions in more than single words or short phrases and display a limited vocabulary in doing so.
76. Pupils' reading is below national standards. Their progress across the key stage is unsatisfactory overall. Higher-attaining pupils read accurately at the end of the key stage but their reading is lacking in fluency and expression. This is especially so with regard to dialogue. These pupils have the skills to read words with which they are not familiar. They satisfactorily recall and discuss details of stories and characters. Other pupils, however, have more limited skill in word recognition, read more hesitantly and wait for help with unfamiliar words. One pupil, on opening a book and encountering the first word, 'Nobody', said that he did not like reading long words. In concentrating on reading the words, pupils often disregard punctuation. As a result

their understanding of what they are reading is less secure. In the literacy hour, pupils are making satisfactory progress in connecting letters with sounds. They are not yet sufficiently transferring this skill into their reading. The school provides a weekly opportunity for parents to come in and hear their children read. Many parents take advantage of this beneficial involvement in their children's learning.

77. Pupils' progress in writing is satisfactory overall across the school. Results of national tests and assessments in 2000 show that the number of pupils attaining the expected Level 2 and above is in line with the national average and that there has been an improvement on the previous year's results. The number of pupils attaining the higher Level 3 is well below average. Scrutiny of pupils' writing in Year 2, including their previous year's work, shows a limited amount of writing both in English and across the curriculum. The difference in quality of writing between pupils of average and higher attainment is narrow. This suggests that the higher-attainers are still insufficiently challenged. Generally, pupils write sentences using capital letters and full stops securely. They understand how to use a 'story frame' to construct a properly sequenced story, but their writing contains only a limited range of examples of other styles.
78. During the inspection there was only one lesson observed in which pupils wrote original sentences; here, pupils learned how to write a sequence of instructions, using key words such as 'first', 'next', 'then' and 'finally'. Pupils quickly understood this process and completed some good sentences in the correct order. Younger pupils recognise rhyming words in their 'Big Book' and correctly suggest other words, which also rhyme. Some write strings of short rhyming words accurately. Work in subjects other than English make an insufficient contribution to the development of pupils' literacy skills. There is very little of pupils' written work on display. Pupils in Year 2 are beginning to learn joined-up handwriting. The presentation of their work is mostly neat and their printing satisfactorily formed and spaced. Pupils with special educational needs are well supported, particularly by learning assistants, and they make satisfactory progress.
79. The teaching and learning of English are satisfactory and in some instances, good. No unsatisfactory lessons were observed during the inspection. The strengths of teaching lie in well-organised introductory sections of the literacy hour. These move at a good pace, mostly keeping pupils' interest and motivation, and impact well on their learning. Teachers use resources effectively such as the 'Big Book' texts and well-prepared sheets for developing word and sentence work. Their questioning is often good and stimulates many pupils to offer answers. Teachers also skilfully target pupils who remain passive. However, teachers offer insufficient opportunity for pupils to speak at some length.
80. Literacy is not sufficiently well taught to produce improving standards. Teachers' planning shows good development of the week's theme. However, there is a serious weakness in it. The group activities, which follow lesson introductions, are insufficiently designed to meet the needs of higher-attaining pupils and those with special educational needs. Although some of the latter pupils have well detailed individual plans, teachers do not take account of these in their planning for lessons. Teachers carefully adhere to the National Literacy Strategy. However, there is insufficient flexibility in their teaching of the literacy hour to allow for the development of pupils' independent writing or time for them to hear individual pupils read, for example in guided reading sessions.
81. There are good procedures for assessing pupils' progress. Regular testing of spelling and reading takes place. Data from these tests is analysed and recorded,

but infrequently used to influence teachers' planning. Marking of pupils' work is satisfactory. Teachers add useful comments of feedback to pupils. The marking policy is clearly displayed in classrooms so that pupils understand the teachers' marking symbols.

MATHEMATICS

82. The 2000 test results for pupils aged seven indicate that the percentage achieving Level 2 or above was below the national average. The percentage of pupils achieving Level 3 or above was below the national average. When compared with the results of similar schools attainment was below average.
83. Starting from a low base in 1996, test results started to improve steadily so that in 1998 they were in line with the national average. The overall attainment of this year group was much higher than normal and fewer pupils had learning difficulties. The number of pupils with special educational needs increased to numbers more in keeping with the characteristics of the school in 1999 and, consequently, the test results were well below average. The results for 2000 show signs of improvement, particularly in relation to the percentage of pupils achieving Level 3. The reasons for this improvement include the successful implementation of National Numeracy Strategy and the setting of pupils in attainment groups in Year 2. However, with test results improving nationally, the school's results have not improved enough to catch up with the national average and are still below it. Inspection evidence paints a similar picture of improvement, but shows that the current Year 2 pupils will achieve standards which are also below national expectations. This is lower than the standards indicated in the previous inspection report. There is no significant difference in the attainment of girls and boys. Pupils with special educational needs are well supported and make satisfactory progress.
84. In Year 2, most pupils can read, write and count numbers to 100. They add one-digit numbers to multiples of 10 or near multiples of 10. Pupils are able to subtract one-digit numbers from 20. They show a growing understanding of place value as they partition two-digit numbers into units and tens or provide missing numbers on an incomplete 10 times 10 square. Pupils' mental mathematics is developing satisfactorily and many pupils are attaining the expected levels in numeracy. However, opportunities for pupils to solve problems and carrying out investigative work are limited. Most pupils know the names of the common two-dimensional shapes and can describe their properties with confidence. The higher-attainers begin to give the properties of some of the three-dimensional shapes. However, the knowledge and understanding of a significant number of pupils of all aspects of shape, space and measures are below average. Attainment in data handling is better and many pupils can gather information and communicate their findings in block graphs. They are beginning to make appropriate use of mathematical language when discussing their work.
85. Progress is good in lessons, but it is only satisfactory over time since pupils enter the key stage with below average attainment and are still below average when they leave. In Year 1, most pupils read and write numbers to 20 and beyond. They count on in ones to 10, and back from 10 to zero. Pupils give pairs of numbers that add to 10. The higher-attainers give missing numbers in a sequence of numbers to 20. Most pupils know the names of common two-dimensional shapes and many give their properties. By the end of Key Stage 1, progress is satisfactory, with pupils having a sound understanding of number.

86. Pupils have good attitudes to mathematics because teachers use effective teaching strategies in lessons to make them interesting. As a result, pupils respond to lessons well. They listen attentively and are able to sustain concentration. They work well as a whole class, individually, and in pairs when opportunities for pair work are provided. Pupils' behaviour in lessons is good. They are polite and courteous, and have good relationships with each other and adults.
87. Teaching and learning are good overall with some very good teaching. With the successful implementation of the National Numeracy Strategy, pupils get regular practice in developing and consolidating their number skills. The daily mental sessions aid their thinking and recall of number facts well. The three-part structure of lessons is firmly established and planning is good. Generally, whole class introductions and plenaries at the end of lessons are better organised and promote learning more effectively than individual and group working. This is sometimes less effective because work is not matched to pupils' stage of learning, or pupils are given tasks to carry out on their own for which they have been insufficiently prepared during the introduction. Teachers' explanations and instructions are clear, which help pupils to understand and explain what they do. Teachers make good use of questions to engage pupils in learning, assess what pupils know and recognise and handle misconceptions. Pupils' work is marked regularly and teachers give positive feedback to pupils in lessons. Teachers have a good knowledge of the subject and manage pupils well. Teaching is generally lively, informative and well structured. For example, in the very good lesson in a Year 1 class, the teacher was able to make learning fun as she helped pupils to consolidate counting to 20, and to add two one-digit numbers and express the answers in number sentences, using the symbols + and =. She did this by actively involving pupils in a range of practical tasks. In this lesson, the provision for the lower-attaining pupils was particularly good because work was structured in such a way so that it became gradually more challenging. This helped these pupils to make good progress.
88. The curriculum is generally broad and balanced, but there are insufficient opportunities for investigative work. The Framework for Teaching Mathematics and the school's schemes of work support teachers in carrying out planning on a long, medium and short term basis, and provide a clear structure for continuity and progression. Assessment is good and its use is satisfactory. The range and quality of resources are adequate and they are well used. There are currently no co-ordinators for any subject because of a significant turnover in staffing. Mathematics, like all subjects, is co-ordinated by the senior management team. However, within the senior management team, the deputy headteacher has provided good leadership in the management of the subject. The provision for monitoring the subject and opportunities for staff development are good. Other subjects, particularly science, history and geography, make a positive contribution to mathematics.

SCIENCE

89. The previous inspection reported that standards in science were sound. The 1999 teacher assessments in science show that pupils' attainment was well below the national average at Level 2 and above, and well below at the higher Level 3. Attainment was also well below average when compared with schools with a similar intake of pupils. The teacher assessments for 2000 show a marked improvement with attainment in science rising to average. Evidence from observations, the work seen in pupils' books and talking to them about their work confirms that attainment in Year 2 in science is currently in line with the national average. Pupils' limited experiences before entry to school are being addressed by the flourishing nursery provision. The thorough curriculum planning now in place ensures that all pupils are

taught the appropriate science as they progress through the school. However, pupils of different abilities are not always given tasks that challenge them sufficiently and this limits the number of pupils reaching the higher Level 3.

90. Although the organisation of the timetable meant that only two lessons in science were observed, it is clear that the good planning of the curriculum ensures that science is given proper attention and that all elements are covered appropriately. Pupils in Year 1 extend their vocabulary when they learn the names of parts of their bodies and can label pictures accurately and correctly. They extend their vocabulary further when learning about everyday things that use electricity and are surprised and intrigued by the comparisons of appliances that use or do not use electricity. In Year 2, pupils know about wearing light or fluorescent clothing on dark nights and realise that light is reflected from some materials but not from others. When experimenting to find out which types of clothing show up best in the dark they discuss and explore animatedly together. Pupils know and can talk about food that keeps them healthy and they learn the value of exercise for good health. Good emphasis is given to safety in lessons on electricity, medicines at home and going out in the dark, and pupils respond to this with very sensible and thoughtful discussions.
91. Throughout the science lessons, pupils make sound progress in developing their vocabulary and using scientific terms correctly. They begin to understand that they must make close observations of what they notice. They learn how important it is to share and discuss ideas and they realise that alterations in an experiment will give different results. For example, when looking at clothes in the dark and letting in daylight, compared with using a torch. Although separate work is not always provided for them in science, pupils with special educational needs make satisfactory progress.
92. Pupils thoroughly enjoy the practical science activities. They work well together and most are interested in their tasks. The vast majority of pupils behave well in lessons. However, for a small group of pupils, attitudes towards learning become less satisfactory when they spend long periods sitting on the carpet and their interest fades.
93. The quality of teaching is satisfactory with some good features. Teachers' scientific knowledge is satisfactory and this enables them to give clear explanations, which the children understand. In the best lesson, the teacher used a range of real life experiences to illustrate the use of reflective materials as part of their project on light. These experiences motivated the pupils well and consolidated learning. The science curriculum is very thoroughly planned to ensure that pupils experience all the required elements and develop their skills, knowledge and understanding in the subject as they progress through the school. Although the long-term planning is good, its focus is on covering the curriculum and it does not yet encourage teachers to vary the content of their weekly planning for pupils who learn at different rates. There is a useful, simple system to assess whether pupils have been successful or not in their lessons. However, this is not yet being used consistently to plan work, which reinforces or builds on what has already been learnt. As a result pupils are frequently all given the same tasks to complete and few are able to develop their learning beyond the lesson's worksheet. This restricts progress and attainment for some pupils, especially the more able. There is a satisfactory range of resources for science, which includes a range of large books for sharing during the literacy hour. Because of recent changes in staffing, there is no specific co-ordinator for science, instead the subject is competently managed and monitored by the senior management team.

ART AND DESIGN

94. Attainment by the end of the key stage meets national expectations. Pupils make sound progress across the key stage. Their work shows satisfactory development of a range of techniques using different media. This is a similar finding to that of the last inspection report.
95. In a good lesson in Year 2, pupils first considered how looking at a picture through a viewfinder revealed only a fragment of the whole. They went on to suggest what might be hidden beyond the aperture of the viewfinder, modifying their ideas as more of the picture was revealed. This provided a very good stimulus to their imaginative thinking and they expressed their ideas well. The teacher then provided each pupil with a fragment of a colour photograph. They stuck this randomly to a larger piece of paper and expanded it with line and colour to produce a complete picture. Many pupils drew and coloured very good pictures. These showed well-developed visual sense and the ability to express this on paper. For example, one pupil expanded a fragment into an interesting aerial picture of a helicopter flying over houses. The challenge of this imaginative work motivates pupils to produce their best efforts. Pupils with special educational needs are equally stimulated. One pupil drew and coloured a picture of a bowl of oranges demonstrating a very good sense of form and colour.
96. The quality of learning is satisfactory. Younger pupils enthusiastically explore a new medium of mosaic pictures. Having previously drawn and painted self-portraits, they successfully use their knowledge of line and composition in this new technique. Using fragments of torn paper they create lively and life-like portraits of themselves. They work with imagination and good control, are proud of their work and appreciate each other's efforts. Pupils' enjoyment of their work in art is an important feature of their lessons. Pupils' work on display shows some good qualities; for example, young pupils create 'bubble' pictures from paint mixed with liquid soap and the use of a straw. These have delicate colouring and show careful handling of the technique. Other pupils study the geometrical designs of the Dutch artist Mondrian. They produce attractive designs in his style using coloured paper collage and paint printing. Their exploration of shape and vertical and horizontal lines makes a good contribution to their mathematical understanding. Pupils in the after-school 'Saplings' club create hedgehog pictures with interesting textures from straws, paper shapes and paint.
97. The teaching of art is at least satisfactory and sometimes good. Supported by a good policy and scheme of work, teachers have a sound knowledge and some use art well to stimulate their pupils' imaginations. A good feature of the teaching is the development of pupils' observational skills and control of pencil, paint and other media in producing their pictures and designs. In getting pupils to describe their work, they offer opportunity to develop the pupils' use of language. Teachers prepare resources well and make good use of them. For example, an expanding viewfinder stimulated pupils' imaginations well into discussing what the whole picture might be. In the best lessons, teachers communicate their own enthusiasm for the subject well. There is little evidence of pupils experiencing art from non-Western parts of the world. An adequate range of resources supports the teaching and learning of art.

DESIGN AND TECHNOLOGY

98. Standards in design and technology are in line with the national average at the end of the key stage. This is the same finding as the last inspection report. The

experiences in the Foundation Stage, such as making musical instruments, are effectively built on in Key Stage 1 where pupils develop their skills of designing and making. In Year 1, pupils successfully make a variety of moving pictures by using elastic bands as springs and pictures attached to sticks that can be twirled to make the drawing 'move'. They learn how to make an effective jumping Jack figure of card joined with split pins. Pupils in Year 2 study vehicles to learn the correct vocabulary of axles, chassis, body, wheel and cab. They investigate different types of vehicles carefully and make good construction kit models of cars. Pupils then progress to making their own imaginative and sometimes detailed designs, taking informed decisions about what type of vehicle would best be made from varying junk materials. They examine and develop an understanding of different methods of fitting wheels to cars with exclamations of "Oh, that's why!" They demonstrate a good, clear understanding of the importance of the design process with comments such as, "I'm going to draw it on a piece of paper so that I know what to do first."

99. All pupils, including those with special educational needs, make satisfactory progress in design and technology as they move from year to year. Skills and techniques such as cutting and joining are built on and developed to enable pupils to successfully design and make items of increasing complexity. Pupils thoroughly enjoy their work in design and technology. They are absorbed in their designs of vehicles and sit chatting together purposefully about each other's jumping Jacks.
100. The quality of teaching and learning in design and technology is satisfactory overall and sometimes good. In the good teaching, there is a good balance between teacher direction and pupils developing their own ideas. For example, pupils sit open-mouthed as their teacher demonstrates different vehicles with either fixed axles or fixed wheels. This stimulates their enthusiasm to start work on their own design as soon as possible. However, some teaching, whilst still developing simple skills, is too directed and does not allow the pupils to develop their own creativity and ideas. For example, pupils using pre-cut strips of paper to stick on templates of figures. Teachers have a useful system to assess and note whether pupils have succeeded in their lessons or not. However, this assessment is not yet being used to plan easier or more difficult work for particular pupils in the next stage of learning.
101. The school's curriculum for design and technology is good, providing a clear structure for the progressive development of skills. There is a satisfactory policy and the Qualifications and Curriculum Authority's scheme of work has been adapted to suit the particular needs of the school. There are some links with other curriculum areas such as history and physical education when making jumping Jacks, but design and technology is generally taught as a subject on its own. There is a satisfactory range of resources, which includes simple tools. The subject is capably co-ordinated by the senior management team. The last inspection report found a pleasing emphasis on the design process and steady development of skills. These remain positive features of design and technology in the school.

GEOGRAPHY

102. Owing to the school's cycle of topics, it was possible to see only one lesson in geography in a Year 2 class. Further evidence was gathered from an analysis of a limited amount of pupils' previous work and discussions with a sample of pupils from Year 2. The available evidence indicates that standards are in line with those expected nationally at the end of Key Stage 1. It is not possible to compare these standards with those at the time of the previous inspection because no judgement on standards was made then. Pupils' progress in geography is satisfactory.

103. Year 2 pupils demonstrate satisfactory knowledge of the physical and human features of the locality of the school. They begin to use geographical terms for directions when they talk about getting from one place to another. As part of their work on the Isle of Struay, they are able to describe the main features of that locality and compare them with those of their own locality. Pupils' map skills are satisfactory, with most of them being able to draw and interpret simple plans. They know the names of the town and the country they live in, but their knowledge about the countries in the United Kingdom is limited.
104. Pupils have good attitudes to geography. With only one lesson seen, there is insufficient evidence to make a judgement on the quality of teaching and learning across the school. However, the quality of teaching in the one lesson seen was good.
105. The geography curriculum is broad and balanced, with the long- and medium-term planning providing a good structure for promoting continuity and progression in learning. Assessment is satisfactory. The range and quality of resources are adequate and they are used well.

HISTORY

106. During the inspection only two lessons could be seen, one in Year 1 and the other one in Year 2. The rest of the evidence was from the analysis of a limited amount of pupils' previous work. The available evidence indicates that standards in history are in line with those expected nationally of pupils in Year 2. These standards are similar to those at the time of the previous inspection. Pupils make satisfactory progress over time, although progress in lessons was good overall.
107. In Year 1, pupils make a sound start in history. They are able to identify differences between old and new toys. They begin to give reasons for why they think a toy is old or new. They use appropriate words, such as old, new, then and now, about the passing of time. Year 2 pupils demonstrate satisfactory knowledge and understanding of aspects of past beyond living memory as they study the life of Florence Nightingale. They begin to give some reasons for why Florence Nightingale brought about a number of improvements in Scutari, the hospital where she worked. Pupils show an emerging sense of chronology as they begin to order events in the life of Florence Nightingale. They give sources of information such as books, pictures, photographs and television, which can be used to study the past. Pupils make appropriate use of words and phrases about the passing of time. They begin to present their work in simple writing and pictures.
108. Pupils have good attitudes to learning history. They listen with attention and are generally able to sustain concentration. Pupils respond to questions positively and most of them are well behaved. Their relationships with each other and adults are good.
109. With only two lessons seen, there is insufficient evidence to make a judgement on the quality of teaching and learning across the school. However, in the two lessons seen, it was good in one and satisfactory in the other. Both teachers had a good knowledge of the subject and they had planned their lessons well. Their explanations and instructions were clear. This helped most pupils to understand what they were learning and to acquire new knowledge and increase their understanding. The teachers made good use of questions to elicit responses from pupils and to build on them. For example, in the good lesson in Year 2, the teacher read a story about the life of Florence Nightingale with expression and appropriate

use of pauses. She followed this with good questions to ensure that pupils understood its contents. In the lesson where the quality of teaching was satisfactory, the teacher was less successful in involving some of the lower-attaining pupils during the first part of the lesson. The reason for this was that they were sitting furthest away from the teacher and were not, therefore, able to see clearly the pictures from the big book. However, the teacher introduced old and new teddies towards the end of the lesson. All pupils could relate to them and were able to see and handle them, their faces lit up with curiosity and the atmosphere in the class became lively and vibrant. This had a very positive effect on pupils' involvement in the rest of the lesson.

110. The history curriculum is broad and balanced, with the long- and medium-term planning providing a good structure for promoting continuity and progression in learning. Procedures for assessment are satisfactory. Teachers use the satisfactory resources well to make lessons interesting.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. The last inspection report did not make any firm judgements about standards in information technology. Current inspection findings are that, whilst the current systems for the curriculum and planning for information and communication technology are satisfactory, standards of attainment at the end of Key Stage 1 are below the national average. Insufficient time is spent on developing a sufficient variety or depth of skills when using the computers. The valuable experiences pupils have gained in the Foundation Stage are not built on well enough at Key Stage 1.
112. In Year 2, pupils use a word processor to change the style and size of letters when writing messages and the days of the week. They use a word-processor to copy the class teacher's writing, put it in the right order and write their own set of instructions. Pupils are introduced to the idea of creating pictures on the computer screen, but have insufficient opportunity to experiment on the computers. Classroom computers are frequently switched on and loaded with suitable programs. However, they are insufficiently used and not seen by the pupils as machines to be used as part of the familiar routine in their day-to-day work. All classes are equipped with tape recorders and headphones, but these too are used more successfully in the Foundation Stage. As a result, the progress made by young children in the school is not continued as they move through Key Stage 1.
113. There was insufficient evidence to make a firm judgement about the overall quality of teaching during the inspection. However, the teaching seen was satisfactory. The current curriculum and planning for information and curriculum technology is satisfactory. The curriculum overview for the whole school includes information and communication technology and is well developed to provide class teachers with guidance about the work to be covered. Class teachers include information and communication technology in their weekly plans. During the inspection the plans were not always carried out because some of the machines were not working. Most classes have a list near the computer showing which programs pupils have used. However, comments in pupils' reports about their progress and attainment in information technology tend to be too general and do not relate sufficiently to the development of pupils' skills, knowledge and understanding. The school has worked hard to obtain sufficient computers that can be used all together in a corridor area. However, technical problems, which have not yet been resolved by the local education authority, are preventing the school from putting this resource into action. Similarly the breakdown of the programmable toys was beyond the school's control, but they obtained replacements promptly. There is a satisfactory range of software

to support the use of information and communication technology across the curriculum, but there is insufficient evidence to show that it is being used efficiently. The school is well aware that attainment in information and communication technology does not meet national expectations and has identified it as an area to be developed.

MUSIC

114. By the end of Key Stage 1, pupils' attainment is in line with national expectations. Pupils make satisfactory progress overall. This is a similar finding to that of the last inspection. Younger pupils sing a good number of songs from memory and are developing a reasonable sense of pitch. When singing to a taped accompaniment, their vocal tone is beginning to be well produced. The teacher emphasises the need to strive for good tone through proper breathing and posture, and 'quiet singing, not shouting'. Most pupils successfully clap or tap the beat of a song while singing, keeping a secure pulse. A pupil with special educational needs correctly claps the rhythm of the words of a song. This is greatly appreciated by the rest of the class.
115. Older pupils understand that different kinds of songs need different rhythmic styles, for example, lullabies and marches. The rhythmic sense of these pupils, however, is not so well developed as the good progress made in the reception classes would suggest.
116. Most pupils enjoy their music lessons and are anxious to participate and contribute. Sometimes, however, some older pupils' behaviour is over-enthusiastic and they lose control because of the inconsistent management of the lesson by the teacher.
117. The teaching of music is generally satisfactory. Teachers direct singing and action songs enthusiastically, and capably develop pupils' rhythmic sense and understanding. One unsatisfactory lesson was seen where the teacher's management was indecisive and her expectation of what the pupils could achieve rhythmically was too low. Sometimes when singing unaccompanied with pupils, teachers pitch the song too low. This means that the singing register is unsuitable for the pupils to develop a good vocal tone.
118. Music lessons are timetabled for the last 25 minutes or so of the morning session. This does not always allow sufficient time for meaningful development of pupils' skills or knowledge, or for full use of the school's good resources of tuned and untuned instruments. There is a satisfactory policy statement and scheme of work, though the shortage of time does not allow for its full implementation. For example, during the inspection there were no opportunities for pupils to compose or improvise their own music, or to listen to music and appraise it.
119. There was very little singing in any of the assemblies observed. Opportunities to develop pupils' singing skills are thereby missed as well as offering pupils the chance to participate fully in a whole-school activity. Pupils listen to appropriate recorded music as they come into assembly, but there is no mention or indication of what it is that they are listening to. During the inspection, pupils did not listen to, or participate in, music from other cultures of the world. Music is not making the contribution to pupils' multi-cultural experience that it should.

PHYSICAL EDUCATION

120. Very few lessons were seen during the inspection. Judgements are based on the observation of some teaching in lessons and gymnastics and dance clubs after

school. Standards in physical education are in line with those normally expected at the end of Key Stage 1 and similar to the findings of the previous inspection. Pupils, including those with special educational needs, make satisfactory progress across the key stage.

121. The quality of teaching and learning is satisfactory. Teachers and support staff provide good opportunities for vigorous activity, as seen in a well-taught Year 2 indoor games lesson. In this lesson, the introductory activity ensured that the pupils warmed up their muscles and the teacher used the activity to support the pupils' science knowledge with the monitoring of pulse rates. Members of staff use resources well to support the development of individual skills and good levels of challenge are provided for the more able and athletic. Consequently, many are able to throw and catch small balls and quoits with the level of control one would expect for pupils of this age. Pupils enjoy performing for others and they are keen to demonstrate their skills.
122. Pupils enjoy physical activity. Teachers set high expectations in lessons and as a result the pupils behave well. Pupils dress accordingly for physical activity and display initiative in organising themselves into groups.
123. There is good provision for pupils to extend their skills across elements of physical education in a range of extra-curricular activities. These include dance and gymnastics where boys and girls take part on an equal basis. The quality of resources is good and the adventure play area provides an extra dimension to the curriculum.

RELIGIOUS EDUCATION

124. Standards are in line with the local expectations at Key Stage 1 and pupils' learning fully meets the requirements of the locally agreed syllabus. Teachers are keen to develop the pupils' understanding that all people are of value and that there are several other faiths other than Christianity.
125. Pupils at the end of Key Stage 1 are satisfactorily developing their understanding of religious issues and the nominated faiths through listening to stories and taking part in class discussions. Teachers make appropriate use of these occasions to provide opportunities for reflection on a range of moral and spiritual issues. This was clearly demonstrated in a lesson for a class of Year 2 pupils. The teacher talked about the importance of names and the different celebrations that take place in several religions, with a specific focus on the Hindu and Jewish faiths. Following a review of the timetable there is now regular teaching twice a week for classes in Key Stage 1. In lessons seen, the quality of teaching and learning is satisfactory with no unsatisfactory teaching observed. Lessons are well planned with a strong emphasis on oral work. There are, however, limited opportunities for pupils to record their thoughts and feelings about the issues discussed. As a result, lessons are not used effectively to support the development of pupils' writing.
126. Attitudes to learning are good overall, but some pupils are not fully attentive in lessons. The response of another class of Year 2 pupils was positive. Individual pupils felt confident about sharing their thoughts and feelings with the rest of the class due to the positive atmosphere encouraged by the teacher and the clear expectations for what should be achieved. These pupils listened with interest to the teacher and made sensitive comments about the importance of names

127. The curriculum is satisfactory and an effective framework is used to support teachers' planning. The quality of curriculum resources is good and teachers make good use of these to make lessons interesting and relevant to the pupils. The school makes good use of visitors to enhance the curriculum and assemblies on a range of religious topics.