

INSPECTION REPORT

GREENWOOD INFANT AND NURSERY SCHOOL

Nottingham

LEA area: Nottingham City

Unique reference number: 122446

Headteacher: Mrs Ailsa Hall

Reporting inspector: Mr Brian Griffiths
2607

Dates of inspection: 17 - 19 September 2001

Inspection number: 230401

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Nursery School
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Edale Road Sneinton Nottingham
Postcode:	NG2 4HT
Telephone number:	0115 915 0180
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Sheila Osborne
Date of previous inspection:	13 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2607	Brian Griffiths	Registered inspector	Foundation stage; science; design and technology.	What sort of school is it? The school's results and pupils' achievements. How well is the school led and managed? What should the school do to improve further?
9348	Mary Le Mage	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
10269	David Figures	Team inspector	English; art and design; history; music; religious education.	How well are pupils taught?
15551	Patricia Mitchell	Team inspector	Mathematics; information and communication technology; geography; physical education; equal opportunities; provision for pupils with special educational needs.	How good are the curricular and other opportunities offered to pupils?
14591	Richard Perkin	Team inspector	English as an additional language.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greenwood is a Community Infant and Nursery School that is smaller than average. It serves an area close to Nottingham city centre and slightly to its south-east. There are 171 pupils on roll, of whom 60 attend the nursery part-time; 19 pupils are in the reception class. Thirty-six of the children in the nursery class are of the reception year age. More children will be admitted to the nursery in January and again in April. Half of the pupils are from ethnic minority backgrounds and there is a handful of pupils of refugee families. Forty-two per cent of pupils have English as an additional language – a very high proportion. Most of these have very low levels of English when they start school. During a typical recent year, almost ten per cent of pupils left the area and therefore the school and a similar proportion replaced them. Eighty-one per cent of pupils are eligible for free school meals – very high in national terms. The proportion of pupils identified as having special educational needs, 22 per cent, is around the national average and well above the local average. On entry to the nursery, pupils' attainment is well below average. Numbers on roll are very similar to those at the time of the last inspection. During the inspection, one class was taught by a temporary member of staff due to the absence of the usual class teacher, and another teacher was new to the school less than two weeks previously.

HOW GOOD THE SCHOOL IS

The school provides a sound education with the result that standards are improving in English, mathematics and science. This improvement is least marked in English but in all three subjects a growing proportion of pupils reaches the nationally expected levels. Taken overall, attainment at the end of Year 2 is average in art and music, well below average in English and geography, and below average in all other subjects, including mathematics and science. Some potentially higher attainers do not reach the standards of which they are capable. Many pupils achieve very well in art and music. Attainment in the other subjects is lower than it should be, partly because some are given too little time. Overall, teaching is good. In many lessons the poor levels of concentration of many pupils is overcome by stimulating teaching and the teachers' insistence on good behaviour – so that pupils make good progress. However, in a significant minority of lessons, progress is made slower by pupils' inattention. The headteacher provides sensitive and effective leadership and is supported by all staff and the governing body. Many written policies are of good quality and are guiding improvements to the school, although other policies need to be implemented more quickly and systematically in order to have their full impact. The school provides sound value for money.

What the school does well

- Most pupils make good progress in mathematics, science, art and music.
- Overall, the quality of teaching and learning is good.
- Good progress is made by pupils for whom English is an additional language, because they receive effective support that is based on systematic assessments of their needs.
- The school is led and managed effectively.
- Parents receive high quality information on their children's progress.
- There is a good range of out-of-school activities.

What could be improved

- All round attainment should be better, especially in the key areas of English and mathematics.
- Time is sometimes not used productively enough, especially in literacy and numeracy lessons and too much time is devoted to swimming.
- A number of subjects get too little time, so that pupils' achievements are lower than they should be.
- The assessment of many pupils' progress, especially that of higher attainers, is not used well enough in the planning of subsequent work.
- There are too few opportunities for pupils to develop initiative and personal responsibility.
- Literacy and numeracy are not sufficiently well supported in other subjects and by other subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection, the school has steadily improved. Test results in reading, writing, mathematics and science have risen and this improvement is also seen in the work of the current Year 2. Teaching has improved and is now good, with the management of lively pupils remaining a strength in many lessons. There was a much higher proportion of good and very good teaching than at the time of the last inspection; there was also a smaller increase in the proportion of less than satisfactory lessons. Teachers are more confident and successful now when teaching information and communication technology. The procedures for the assessment of pupils' progress are now clear but not yet fully implemented. Potentially higher attainers still do not reach high standards often enough. Pupils' attendance and punctuality have improved, largely because of regular contacts with the small number of families whose children do not attend well. The curriculum in subjects other than English, mathematics and science has narrowed, preventing standards from rising as quickly as they should. Management systems are more focused on improving attainment; accordingly, the school is well placed to make further improvements

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	E*	E*	E	C
writing	E*	E*	E	C
mathematics	E*	E	E	B

Key

Very high A*

well above average A

above average B

average C

below average D

well below average E

very low E*

Reliable analyses such as those above cannot be made for 2001 as some figures are not yet available. However, in a year group with a larger than usual number of pupils with special educational needs, the proportion reaching the nationally expected level dipped in English and rose in mathematics. Results in the school-based assessments of attainment in science were similar to those in 1999. Recent test results are consistent with the inspection's overall findings. Seven-year-olds are reaching standards that are below average in mathematics and science, rather than the previous well below; standards are still well below average in English. Potentially higher attainers make good progress but could do even better. Standards in religious education, design and technology, history, physical education and information and communication technology are below expected levels. In art and in music, pupils make good progress overall, and so reach nationally expected standards. Standards in geography are well below average. Children in the nursery and reception years achieve a good rate of progress. However, the attainment of children starting in Year 1 is well below average. This is largely because only one-third of the children admitted to the nursery spend two full years in this foundation stage and when the nursery children reach the reception class they are joined by several others who have not attended the nursery. At the end of the reception year, attainment is well below average in communication, language and literacy, mathematics, personal and social development, and in the knowledge and understanding of the world. Attainment rises to below average in physical development and creative development. The school sets demanding targets for pupils' achievement in the national tests and monitors progress carefully. The current Year 2 is on track to meet these targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to come to school.
Behaviour, in and out of classrooms	Satisfactory and improving as pupils get older
Personal development and relationships	Satisfactory. Pupils show respect for the feelings of others and form good relationships with adults and each other. There are too few opportunities for pupils to show initiative or to take on responsibilities.
Attendance	Satisfactory, having improved a good deal in the past year. However, levels of unauthorised absence are too high and punctuality is barely satisfactory.

TEACHING AND LEARNING

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

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

Overall, teaching is good, so that pupils' achievement is good. Many pupils arrive in school with poor learning habits; teachers work hard, and often with considerable skill, to enable pupils to develop appropriate attitudes and suitable behaviour. As these are mastered, the standard of pupils' academic work improves. The provision for and the quality of learning of pupils with special educational needs is satisfactory; for those with English as an additional language it is good. The needs of potentially higher attaining pupils are sometimes not met. The teaching of English and mathematics is good and literacy and numeracy skills are well taught. The teaching of science is good and of physical education it is sound. Insufficient teaching was seen in other subjects for a judgement to be made. The strengths lie in the many effective strategies used to manage pupils' behaviour to the point at which formal learning can take place. Relevant ideas are explained well with the result that, although pupils start from a low base they make good progress. Lessons are less effective, and some are unsatisfactory, when the management of pupils' behaviour is unsuccessful: a marked feature of pupils' learning is that a significant minority does not readily concentrate for anything other than short periods. When this remains uncorrected, pupils do not achieve well enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Meets statutory requirements, but the quality and range are limited. In the nursery and reception years there is a satisfactory range of activities. In Years 1 and 2 the balance between subjects is not satisfactory. The time given to literacy and numeracy is not always used well.
Provision for pupils with special educational needs	Sound, so that pupils make satisfactory progress.
Provision for pupils with English as an additional language	Good. Pupils make good progress because they are well supported by staff with clear understandings of their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. The provision for moral development is good and that for spiritual, social and cultural development is sound.
How well the school cares for its pupils	Good overall. There are good procedures for monitoring pupils' welfare and their academic progress in key subjects. The procedures have not been in place long enough for their outcomes to have had their full effect. The monitoring of pupils with English as an additional language is thorough and is used well in order to plan work that matches their needs.
How well the school works in partnership with parents	The great majority of parents is very supportive of the school and they receive good quality information on their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership is well-informed and sensitive. All other teachers make appropriate contributions to the school's positive atmosphere and to raising standards.
How well the governors fulfil their responsibilities	The governing body is very supportive in its approach. Several governors either assist in classrooms or observe lessons, enabling them to identify more clearly the school's strengths and weaknesses.
The school's evaluation of its performance	Test results are well analysed so that areas for improvement are identified. Other ways of evaluating performance are not systematic enough for the school to gain maximum benefit from them.
The strategic use of resources	Money is spent prudently and spending is carefully directed to where needs are recognised.
The adequacy of staffing, accommodation and learning resources	There is a good match of teachers and support staff to pupils' needs. The accommodation is spacious and used well. The resources for teaching and learning are appropriate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The quality of the teaching• The high expectations that the school has of their children• Parents find the school staff easy to approach	<p>Some parents feel that :</p> <ul style="list-style-type: none">• the range and number of activities outside of lessons is too limited• too little homework is given

Inspectors agree with parents' positive views. There is a good range of activities beyond the classroom and the amount of homework given is reasonable.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 For several years, scores in national tests taken in pupils' final year at the school have been very low, with a much lower proportion of pupils reaching average levels and above than is seen nationally. This situation is now being improved upon – although much remains to be done. The tests taken in 2000 are the latest for which national comparisons can be reliably made. In these tests, the following improvements were made over the previous year.
 - In reading, the proportion of pupils reaching the nationally expected level rose from 40 per cent in 1999 to 79 per cent, which was close to the national average of 83 per cent.
 - In writing, the proportion reaching the nationally expected level rose from 48 per cent to 77 per cent, which is approaching the national average of 84 per cent.
 - In mathematics, the proportion reaching the nationally expected level rose from 57 per cent to 81 per cent, much closer to the national average of 90 per cent.
 - In school-based assessments in science, the proportion reaching the nationally expected level rose from 43 per cent to 67 per cent - noticeably better, but still significantly below the national average of 88 per cent.
- 2 However, a much smaller proportion of pupils than nationally reached the higher levels. When this is taken into consideration, the school's results rose from very low to well below average in reading and writing and remained well below average in mathematics and science. When results are compared with those in schools with a similar proportion of pupils who are eligible for free school meals ('similar schools'), attainment in reading and writing is around the same and in mathematics it is better.
- 3 No comparisons of the tests taken in 2001 can be made with national averages as these are not yet available. However, scores were similar to the 2000 scores in science, slightly better in mathematics but fell back in English to around 60 per cent of pupils reaching the expected level or above. These standards were none-the-less higher than at the time of the last inspection in 1998.
- 4 Each year a significant number of pupils leave the district and therefore the school; they are usually replaced by a similar number arriving from other areas. For example, during the last school year about 12 pupils (seven per cent) left and a further 17 pupils (ten per cent) enrolled. Of the pupils who took last year's tests, 17 per cent had spent less than one year at this school and a further 12 per cent had spent about two years. The later arrivals do not include many very low attainers but only a very small proportion of them reach the higher levels in tests. This has the result of lowering the school's overall score. Pupils who spend all, or nearly all, of their time at this school do better than the published figures suggest - but, none-the-less, their attainment is below the national average.
- 5 All pupils are tested by the school every year. These scores show that attainment on entry to the school is well below average. This is especially so in the use of English, in which attainment is very low; many children come from families where the home language is not English and many, but by no means all, of the other children have limited vocabularies. Each year that they are at the school, pupils' attainment

improves and an increasing number of them begin to work at around nationally expected levels. However, too few of the potentially higher attainers reach the higher levels, largely because they are not given work that is hard enough. No gifted or talented pupils have been identified, although plans have been made to do so.

- 6 The test results are generally consistent with the findings of the inspection.
 - At the age of seven, pupils reach standards in all aspects of English that are well below average.
 - Standards reached by seven-year-olds are below average in mathematics and science.
 - A trend of improvement is under way in the attainment of each group of seven-year-olds compared with the previous year.
 - Many pupils do better than was forecast by tests taken a year previously.The higher test scores of girls over boys, were not replicated during the inspection. There was no significant difference in the ways in which boys and girls were treated in lessons.
- 7 Pupils' achievements in literacy and numeracy have been enhanced by the carefully considered adoption and use of the national strategies for literacy and numeracy. However, on some occasions progress could be greater if better use was made of the high proportion of time given to these subjects and if work in them had more connection with the pupils' lives or their work in other subjects. Similarly, most other subjects make too little contribution to attainment in literacy and numeracy.
- 8 Seven-year-olds reach well below average standards in geography and below average standards in information and communication technology (ICT), religious education, design and technology (DT), history and physical education. In art and music attainment reaches the nationally expected levels. Many children achieve well to reach these standards. This is largely because a good proportion of teaching is of a high or very high quality; in many lessons, work is interestingly presented by teachers who ensure that children concentrate well and work hard. In some subjects, standards could be higher if more time was given to them; in a minority of lessons, teachers do not insist that every child is fully involved and this also slows progress. Standards in these subjects have slipped since the last inspection, largely because of the focus on, and additional time given to, literacy and numeracy.
- 9 On entry to the nursery, overall attainment is well below average. One feature of this is that very many children find it very hard to concentrate for any length of time. A great deal of the work of teachers and support staff has to be directed at helping the children to develop socially and emotionally, so that they can cope with the nursery's expectations and routines. In this, and in the other areas of learning, the great majority of children make steady progress. When the children transfer to the reception class they are usually joined by others who have not had the benefit of attending the nursery class – for example, around one child in five at the beginning of this school year. Partly because of this, attainment on entry to the reception class is well below average and learning skills are underdeveloped. Teaching in this class is often focused on assuring pupils' personal, social and emotional development and as a result children begin to develop better working habits and so begin to make good all-round progress. However, much of the impact of the teaching needs to be, and is, on the development of personal qualities and learning skills.
- 10 By the time that children enter Year 1 of the National Curriculum they have achieved well, and made good progress in personal, social and emotional development (which

was very poor on entry to the nursery) in physical development and in creative development. In communication, language and literacy, mathematical development and in the knowledge and understanding of the world progress is steady and attainment remains well below average.

- 11 The school sets targets for the attainment in key subjects of each year group. These are realistic in the sense that pupils' earlier attainment forms the basis for the target, and demanding in that they are higher than tests forecast. The school is on track to meet current targets because teachers and support staff work with considerable determination in order to get the best from pupils.
- 12 Pupils for whom English is an additional language make good progress, particularly in mathematics, where targeted support in the development of mathematical language is provided for them, and in English where younger pupils especially benefit from bilingual support. On entry to the nursery, many have very limited skills in the use of English. However, from the earliest days and throughout the school they are well-supported by expert staff, including some who speak both English and the main home languages. They carefully assess pupils' achievements and plan future work in the light of this. As a result, pupils' attainment improves year-on-year and by the age of seven their attainment is in line with that of other pupils in the school who are of the same age.
- 13 Pupils with special educational needs make satisfactory progress. Learning support assistants give good quality support in lessons and this helps pupils with their learning. The current review of individual's learning targets needs to be completed if full value is to be achieved from this support. In mathematics, the work they are given is matched well to their levels of understanding, enabling pupils to progress well; this happens too rarely in other subjects. Too often pupils are over-dependent on adults to complete their work, and too often work is not finished.

Pupils' attitudes, values and personal development

- 14 Parents report that children are enthusiastic to come to school and are usually interested and involved in the activities available to them. Inspection evidence supports this. Pupils from all backgrounds are integrated well into the life of the school. The length of time for which an activity can hold the pupils' interest is generally short and teachers have to work hard to maintain satisfactory levels of pupils' concentration in lessons. A significant number of pupils are reluctant to volunteer answers but this improves as the children get older.
- 15 In lessons the pupils' behaviour is satisfactory across the school and improves as the pupils get older. Satisfactory behaviour is due largely to the teachers' very skilful management of pupils, as most pupils have little self-discipline. When the teaching strategy is inappropriate behaviour can become unsatisfactory. The teachers' skills in managing behaviour has a positive impact on the achievements of pupils as it ensures maximum time is spent on the task in hand. Behaviour is satisfactory in the playground, which is boisterous but harmonious. No incidents of oppressive behaviour were seen during the inspection and there have been no exclusions in the past year.
- 16 Pupils relate well to all adults they encounter during the school day. They give a friendly smile to visitors and are generally courteous. There is a good degree of social harmony between pupils who mix well together regardless of gender, cultural

background or ability. By the time the children reach Year 2 they can co-operate well together.

- 17 Pupils show respect for the feelings and beliefs of others and are beginning to understand the impact of their actions on others. However, opportunities for pupils to use their initiative or take personal responsibility, both in their learning and in contributing to the life of the school, are underdeveloped.
- 18 Attendance at the school is satisfactory and improving, although it is slightly below the national average for primary schools. Punctuality is only just in the range regarded as satisfactory. The great majority of pupils attending the main school arrive on time. Unfortunately, an average of two pupils per day arrive after the beginning of school and this is disruptive to the education of all the pupils in the classes affected. The punctuality of pupils attending the nursery has not improved as much as punctuality across the school and pupils arriving late have a negative impact on the experiences of all pupils in the nursery. Raising the levels of attendance and improving punctuality was a key issue at the time of the last inspection; this has been well addressed by the school, but work remains to be done to help parents to improve in this regard.

HOW WELL ARE PUPILS TAUGHT?

- 19 Pupils are well taught. In just over a half of lessons observed, the quality of teaching was good or better and in a fifth it was very good; in four of the 27 lessons observed teaching was unsatisfactory. The teaching of English, including literacy, and mathematics, including numeracy, is good – it could be better still if time was used more effectively. Science is well taught, with achievement benefiting from an emphasis on investigative work. A marked feature of the school is the very limited learning skills which pupils have when they arrive at the school. This is true not only of children starting school in the nursery but also of the pupils who transfer from other schools, into all classes. Much of the good teaching is aimed at, and results in, improving pupils' ability to concentrate and so benefit from lessons. In all of the unsatisfactory lessons, teachers did not succeed in keeping pupils' attention well enough for them to benefit properly. Taken overall, pupils achieve well. In particular, over their four years in the school, the great majority of them learn to concentrate and work at a satisfactory or better rate.
- 20 Teaching in the nursery and reception classes is good because considerable emphasis is placed on helping children to acquire better, and by the time they enter Year 1, usually satisfactory, learning habits, such as listening when they are spoken to and concentrating on their work and play. Whilst this approach to teaching slows progress in the subject being taught, it is essential to the teaching and learning process. A typically effective example of this was in a numeracy session in the reception class. Songs and games were used well and interestingly in order to consolidate the understanding of numbers from one to five. The home language of all pupils was used; the teacher was helped by a hand puppet, and at one stage it suggested, "Let's sing that again so that x can join in" (a boy's attention had wandered). This approach enables children to benefit increasingly from what the school offers.
- 21 Good use is made of the skills and expertise not only of teachers but also of support staff. Learning support assistants give effective and unobtrusive help to children with special educational needs. However, the programmes of work for such children are currently being revised: the result is that at present, work is not always well-enough matched to what pupils already know. Some is too easy, and quickly finished, some is

too difficult and pupils fail to finish it. However, over the longer period, pupils make steady progress. Adults who support children for whom English is an additional language know the children well and support them very effectively in their acquisition of English as well as in their wider learning. Classroom support assistants make a considerable contribution to learning. Sometimes this consists of working intensively with small groups of children in areas such as creative work, or on children's knowledge and understanding of the world; on other occasions, a sense of fun engendered during whole-class presentations makes learning enjoyable and helps children to maintain better levels of concentration

- 22 The strengths in the teaching in Years 1 and 2 lie particularly in the skills teachers deploy in helping pupils to acquire a basic approach to learning, without which progress in formal learning is impossible. They use many effective strategies to manage the frequently volatile pupils well. This results in a calm atmosphere and constructive relationships in which pupils can confidently make their contribution; good behaviour follows and pupils usually make satisfactory or better progress. For example, a very well structured physical education lesson in Year 1 established routines and made explicit the kind of behaviour the teacher expected, thus laying the foundation for good work in the future. Teachers insist on pupils listening with care. As a result, pupils gradually learn to concentrate for longer periods. Teachers make good use of other occasions, such as registration and personal, social and health education sessions to reinforce listening skills and encourage pupils to remain engaged with what is happening round them.
- 23 The best lessons are well prepared and well organised. Activities are planned usually to meet the needs of all groups of pupils, including those with special educational needs and those for whom English is an additional language, except that the needs of the most able pupils are sometimes overlooked. Lessons proceed briskly, carrying the pupils along productively so that they work at the best pace possible for them. This was seen working well in Year 2 where the well-judged pace kept pupils interested and involved in the lessons. Adult support is well deployed, particularly in Year 1 classes where pupils need much help to concentrate and take part in the lesson. Unobtrusive but appropriate support for pupils for whom English is an additional language helps build their confidence well and encourages them to participate.
- 24 The good range of teaching strategies often adopted by the teachers helps the pupils learn and enjoy the lessons. In one instance the teacher's enthusiastic reading of a story engaged the pupils' interest well. In a Year 2 mathematics lesson, a good opening activity captured the pupils' imagination and coloured their approach to the rest of the lesson. Questioning is good: it ensures pupils are thinking about the subject of the lesson and obliges them to articulate what they are thinking. Teachers' explanations and instructions are often clear, so that pupils know what is expected of them and work well. In both English and mathematics the lesson's final section with the whole class is used well to review what has been learned, celebrate good work and introduce new ideas in preparation for next time.
- 25 Marking is often productive with suitable encouragement given, alongside ideas for improvement. Homework is used effectively to extend pupils' learning: in Year 2, for example, mathematics homework is planned for the whole week, a week at a time.
- 26 On the occasions when pupils do not learn as effectively as they should, it is principally because the management of their behaviour does not match the challenges the pupils present. A significant proportion of pupils is not able to concentrate for more than very

short periods. Accordingly, pupils' attention is easily lost, their interest moves away from the topic of the lesson and they do not achieve as they should. In this context, some lessons, especially literacy, are too long and the time available is not used intensively enough. In other lessons an uneven distribution of time results in pupils spending too long on one activity at the expense of others.

- 27 The quality of teaching has improved since the last inspection when it was satisfactory, and with the arrangements now in place for monitoring and evaluating its quality, the school is well placed to continue this improvement.

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

- 28 The curriculum benefits from a thorough and useful long term plan that spells out what each class will be learning about each term. Further detail is provided by the teachers' own well developed half termly plans, based on national recommendations. Teachers have worked hard on these and good progress has been made with regard to planning which was a key issue to be addressed from the last inspection.
- 29 All subjects are taught and English and mathematics are rightly prioritised, although there is sometimes a lack of pace and lessons take up more time than is necessary. Too rarely are opportunities made to support and extend literacy and numeracy skills in other subjects. The time allocated to swimming is at the expense of the rest of the physical education curriculum and of other subjects such as design technology, history and geography. Parts of the information technology curriculum, for example the use of technology to control toys and models, are insufficiently developed. In these subjects pupils do not achieve as well as they could. Throughout the curriculum there is insufficiently challenging work for the more able pupils, who should reach higher standards. Overall, the National Literacy Strategy and the National Numeracy strategy have been effectively implemented and contribute to improving standards.
- 30 There is satisfactory provision for pupils' personal and social education. Healthy living and looking after oneself is taught as part of the science curriculum and the school is benefiting from the 'healthy schools' initiative. There are opportunities for pupils to sit together and share experiences and feelings during personal and social education lessons. These help pupils to increase in confidence. However, there are too few planned opportunities for pupils to show initiative and take responsibilities.
- 31 The provision for out-of-school activities is good and pupils can take part in a range of activities, for example, a book club, cookery, sewing, football and gymnastics. The school maintains satisfactory links with the local community and neighbouring schools that contribute to pupils' learning. Pupils visit local places of worship, clergy visit the school and the locality is well used in geography and history. However links with the local ethnic minority community are less well developed which limits the richness of the experiences available. Satisfactory liaison between the school and the junior school helps to ensure a smooth transfer for pupils.
- 32 The provision for pupils with special educational needs is satisfactory and they receive the same curriculum as other pupils. Any problems are identified at an early age and extra help and support is provided in the classrooms. Pupils who require more help than the school is able to provide are thoroughly assessed and money is appropriately bid for from the local education authority. The money received is well spent in providing learning support assistants. Pupils with English as an additional language

are enabled to follow the same curriculum as other pupils and are supported well, so that the curriculum is made meaningful to them.

- 33 Provision for pupils' spiritual development is satisfactory. Collective worship meets statutory requirements and provides a clear message with a time for reflection. There are soundly planned assembly themes with messages that are of value and directly related to the lives of the pupils. For example the story of helping 'Gran' with the shopping is linked to the story of the good Samaritan and how the pupils can help others. There are valuable links with the local church, and clergy visit to take assemblies. There are fewer links with the local Muslim community.
- 34 Provision for moral development is good. There is a properly detailed behaviour policy and a code of conduct that is shared with staff, pupils and parents. There are clear rules for how to behave in the classrooms and a well used system of stars given to reward good behaviour as well as good work. Pupils know why they receive these and they value them. A 'Star of the week' is rewarded in the weekly 'good work' assembly. However, pupils do not learn self-discipline easily and teachers have to work hard to control behaviour, motivate pupils and manage lapses of concentration. Most do this well. The playground is occasionally boisterous, but generally harmonious.
- 35 The provision for pupils' social development is satisfactory. Although relationships between adults and pupils are generally good and teachers provide opportunities for pupils to work together in pairs or groups, they often find this difficult unless supervised directly by an adult. There are very limited opportunities for pupils to take responsibility and show initiative. Although pupils show concern for others as they raise money for charities, such as when they 'jump rope for the heart', these activities are initiated and run by adults. The residential camp for pupils in Year 2 makes a good contribution to their social development.
- 36 Provision for cultural development is satisfactory. Pupils visit local places of interest such as the river and castle, museums, theatres and cinemas. There are visits from local artists and theatre groups and an annual involvement in a local festival. Pupils celebrate festivals such as Christmas, Eid and Divali.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 37 The school's arrangements to ensure the welfare, health and safety of all pupils are good. Child protection procedures are good and all members of staff are aware of them. The school environment is one in which pupils feel secure and valued. All statutory checks are undertaken, safety is given priority in lessons and the general welfare of pupils is well catered for in the daily life of the school.
- 38 The procedures for monitoring the progress of pupils in English and mathematics are good. The progress of pupils for whom English is an additional language is well supervised and documented. Detailed assessments of pupils with special educational needs lead to satisfactory individual learning plans and the current review is beginning to provide good plans. However, in other subjects there is little consistency of assessment practice and in some subjects, for example, religious education, there are no arrangements for assessing pupils' progress. For this reason, and because some arrangements are so new that their impact on pupils' achievements is yet to be seen, the overall quality of the school's arrangements is satisfactory.

- 39 The school has good arrangements to monitor pupils' behaviour and to help them improve it. Pupils are told clearly what kind of behaviour will bring them credit and they are clearly pleased when they earn merit points for their class. Other aspects of supporting pupils' personal development are less effective because, with the exception of the nursery and reception classes they are not systematic enough to have a proper impact. There are too few opportunities made for pupils to develop personal qualities and skills such as self-discipline and the capacity to take sensible initiatives. The school does not have a plan that identifies the small, graduated steps needed for pupils who find concentration difficult but who, none-the-less, need to develop personal qualities and skills as well as the ability to respond appropriately to external discipline.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 40 The effectiveness of the partnership between the school and parents is good and parents are very pleased with the school's provision and achievements. Parents are most pleased with the quality of teaching their children receive, the high expectations the school has of the children and the way in which they are treated when approaching school with questions or a concern. The inspection evidence broadly supports the positive views of the parents. Bilingual assistants are available to help parents who are not confident in speaking English and many notices around school are in several languages. Home visits, as well as promoting positive relationships between home and school, are planned with specific benefits in mind. For example, the parents of pupils who are persistently late are visited in order to explain the importance of punctuality. Visits have taken place to the homes of boys who were seen as underachieving. Whilst it is not possible to make a direct link between these visits and subsequent attainment, during the inspection there was no discernible difference between the attainment of boys and girls in lessons. Parents of children identified as having special educational needs are informed and consulted about their work.
- 41 A small minority of parents is dissatisfied with the range of activities available outside of lessons and with the amount of homework their children get. The inspection judgement does not support these views, as there is a good range of activities in comparison with schools serving a similar age range.
- 42 The quality of information provided for parents is good and has improved since the time of the previous inspection. There is regular contact with parents through a variety of means: reading diaries, newsletters and curriculum information displayed outside each classroom. However, there is very little evidence of the majority of parents being actively involved in their children's learning at home. The curriculum information outside classrooms is variable in quality as a means of involving parents in their children's education. Some classes only list what is being taught, possibly only the name of a topic in some subjects, whereas others indicate against each subject ways in which parents can support the learning. There are three opportunities a year for parents to come to school and discuss their children's progress with their class teacher and the school operates an 'open door policy', which enables parents to bring concerns to school at any time. Parents also receive an annual report on their children's progress. All reports cover all subjects of the National Curriculum and religious education explicitly, and are of good quality. They include targets for the pupil but make no reference to attainment in relation to levels of the National Curriculum except when test results are reported in English, mathematics and science at the end of Year 2. The school prospectus, although improved, has only limited information about subjects other than English, mathematics and science.

- 43 The Parents, Teachers and Friends Association works hard and raises a significant amount of money for resources in the school. The school hosts a number of classes for parents covering topics such as craft, cake-craft and Urdu. They have also been involved in a Family Numeracy project and are beginning Family Literacy this term. Nevertheless, the number of parents who help voluntarily in school on a regular basis is very low and overall the impact of parents' involvement on the work of the school is less than is seen in most schools.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 44 The headteacher provides leadership that is effective largely because it is sensitive and well informed. With the support of the governors and staff, the headteacher creates an ethos that is positive and focused on equipping pupils to learn well and reach higher standards. The governing body is thoughtful and receptive to new ideas; governors have extended their roles since the last inspection and make increasingly effective contributions to the work of the school. A programme of monitoring teaching both by staff and by governors is helping teaching to become increasingly effective and so drive up standards. The school's intention to focus some of this work on specific features of teaching - for example, teaching techniques that improve pupils' ability to concentrate for longer periods of time, is both wise and well timed. The school's existing methods of monitoring performance are being sensibly adapted into a system of performance management that meets new requirements. Integral to this is the intention to improve further the school's already effective methods of assuring the further development of the expertise of all members of staff. All teachers are involved in the co-ordination of one or more aspects of the work of the school. In recent years, particular emphasis has been placed on literacy, numeracy, information and communication technology and science and these areas have benefited from the co-ordinators' expertise and energy.
- 45 The school is well on the way to using effectively a system for monitoring the attainment in key subjects of each year group and adjusting its curriculum in order to improve attainment in areas of weakness. A well-thought-out system of assessing the attainment of individuals is in place but is not used systematically enough to have its full impact. Through careful monitoring, the headteacher and staff identify the school's overall strengths and weaknesses and plan for the necessary improvements. Governors recognise the overall accuracy of this process, as it reflects their own views formed from, for example, a programme of governors observing teaching in subjects that they have 'adopted'. However, governors are not involved at an early enough stage of identifying and planning for improvements to the school's provision to make the full contribution of which they are capable. Parents are kept informed but make only a little contribution. None-the-less, the school's annual plans for improvement reflect the school's clearly stated aims and help to give the school its real sense of direction and purpose.
- 46 The employment of an expert in the planning and monitoring of school spending ensures that the school's educational priorities are supported well through its effective financial management systems. In the recent past, careful analyses of need and prudent spending have remedied a budget deficit and the school's finances are in a sound position. Financial management runs smoothly, and early difficulties the school felt it was experiencing with local management information systems are now being resolved. Financial information is readily available to those who need it; it is presented clearly and allows for sensible adjustments to be made when unexpected needs are recognised. The arrangements for pupils with English as an additional language are

well managed by the headteacher and an experienced and well-informed co-ordinator. They use the funding available to ensure that these pupils are effectively supported and that teachers and other staff are sufficiently well trained to meet the needs of the pupils. The quality of teaching, learning and pupils' achievements are carefully monitored and appropriate action is taken as a result. These processes make substantial contributions to the good progress that pupils make. All other funding is spent appropriately and for the benefit of the pupils for whom it is intended – for example, those with special educational needs. The school fully understands – and acts on – the need to ensure that all spending gives good quality at the best available cost. Teachers and support staff are appropriately qualified and experienced, although there are local difficulties in obtaining replacement teachers during absences, for example on training courses. The spacious accommodation is attractively kept and is used well. Administration runs smoothly and unobtrusively.

- 47 The school is sympathetic to the demands that were placed on it when a new Local Education Authority was formed and there were greater, and sometimes duplicated, administrative procedures. These demands are now lessened and the school values the accessibility of help from its Local Authority.
- 48 The good qualities of management that were seen at the time of the last inspection have been maintained. Further progress has been made in the planning for additional improvements, in budget management and in monitoring the quality of teaching and learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51 In order to improve the school's standards and provision the headteacher, the staff and governors should:

- ◆ Improve attainment, particularly in English and mathematics. In order to do this it will be necessary to:
 - ensure that all lessons move at as brisk a pace as the best do now, so that better use is made of teachers' and pupils' time ;
 - give a greater sense of purpose to the lessons identified as 'additional literacy', by linking them to matters that interest the children such as work in other subjects and happenings around them;
 - practice more systematically pupils' skills in literacy and numeracy by recognising or creating opportunities to do so in other subjects
 - identify as early as possible those pupils who are capable of reaching the highest standards and plan work that gets the best from them.

[Paragraphs 5, 7, 23, 26, 29, 56, 65, 68, 71-75, 80, 81, 90, 93, 94, 99, 100]

- ◆ Improve the provision for pupils' personal development. In order to do this it will be necessary to identify a range of activities, tasks and teaching methods that allow a close match to each pupil's readiness for coping with them but which make increasing demands of them.

[Paragraphs 17, 30, 35, 39, 55, 63, 64, 81, 100]

- ◆ Give more time to those subjects that currently get too little; use this to give a better balanced range of activities within each of these subjects and so raise standards. In order to do this it will be necessary to:
 - give less time to swimming lessons;
 - release some of the large amount of time given to literacy – but only when progress has been made with issue 1 (above).

[Paragraphs 8, 90, 93, 98, 99, 100]

- ◆ Build better on what pupils already know, understand and can do by making better use of the existing policy and strategies for assessing pupil's progress and by using the outcomes when planning subsequent lessons.

[Paragraphs 21, 38, 39, 45, 73, 85, 90, 93, 99]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		6	8	9	4		
Percentage		22	30	33	15		

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR - Y2
Number of pupils on the school's roll (FTE for part-time pupils)	31	142
Number of full-time pupils known to be eligible for free school meals	N/a	90

FTE means full-time equivalent.

Special educational needs

	Nursery	YR - Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	3	37

English as an additional language

	No of pupils
Number of pupils with English as an additional language	84

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.2

Unauthorised absence

	%
School data	2.1
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	18	25	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	22	21	22
	Total	34	33	35
Percentage of pupils at NC level 2 or above	School	79 (40)	77 (48)	81 (57)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	13
	Girls	22	22	16
	Total	33	35	29
Percentage of pupils at NC level 2 or above	School	77 (43)	81 (57)	67 (43)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	
Black – other	8
Indian	1
Pakistani	79
Bangladeshi	1
Chinese	
White	103
Any other minority ethnic group	4

*This table refers to pupils of compulsory school age only.
The above figures do not match the ones in the characteristics?*

Teachers and classes

Qualified teachers and classes: YR - Y2

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	21
Average class size	29

Education support staff: YR - Y2

Total number of education support staff	7
Total aggregate hours worked per week	132

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	2
Total aggregate hours worked per week	26
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage		
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese		
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.

Financial information

Financial year	2000-01
	£
Total income	395893
Total expenditure	379372
Expenditure per pupil	11025
Balance brought forward from previous year	5496
Balance carried forward to next year	2662

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	171
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	2		
My child is making good progress in school.	61	35	2		2
Behaviour in the school is good.	43	45	6		6
My child gets the right amount of work to do at home.	36	28	22		14
The teaching is good.	74	26			
I am kept well informed about how my child is getting on.	53	41	6		
I would feel comfortable about approaching the school with questions or a problem.	84	14	2		
The school expects my child to work hard and achieve his or her best.	75	22			4
The school works closely with parents.	55	43	2		
The school is well led and managed.	64	32			4
The school is helping my child become mature and responsible.	66	30	2		2
The school provides an interesting range of activities outside lessons.	51	27	4	4	14

Summary of parents' and carers' responses

The great majority of parents and carers are very supportive of the school's work and feel that staff are friendly and helpful.

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

Introduction

- 52 The school admits children to the nursery at the beginning of the term in which they reach three years of age and usually transfers them to the reception class one year later. As a result, the nursery class serves children who may be of either nursery or reception age. The reception class serves children all of whom are of reception age – but in the later stages of the school year the older reception aged children move up into one or more classes that also contain Year 1 pupils, in order to make room for children being transferred from the nursery. At the time of the inspection there were twenty nursery-aged and thirty-six reception-aged children in the nursery class and nineteen reception aged children in the reception class. No reception children had yet transferred to other classes. This system has the potential for creating a lack of continuity in children's learning, but sound assessment and recording of children's progress, as well as informal but effective communication between staff, ensure that progress is maintained.
- 53 On arrival in the nursery, the overall attainment of pupils is well below average – although a small minority have good all-round skills. The majority of children have poor social skills, finding it difficult to concentrate, to listen to adults and to work with other children. Language skills are also poor. Around one-half of children have a language other than English as their main language and they have a much more limited experience of using English than is usually the case; many others for whom English is their home language have limited vocabularies and ways of expressing themselves. A significant proportion of pupils starts school in the reception year, without having attended nursery. For example, five of the current nineteen children in the reception class did not attend the nursery. Partly because of this, on entry to the reception class, attainment is well below average.
- 54 The curriculum and teaching approaches are carefully considered and well-planned in order to meet children's learning needs. Members of staff know and understand recent national guidance on the goals for early learning; they thoughtfully modify this to match their children's needs in order to promote learning. In lessons, considerable emphasis is placed on the development of social skills and on improving learning habits. When the older reception-aged children transfer to classes that also contain Year 1 pupils, the transition is eased by the similarly thoughtful adaptations that have been made to national guidance for the teaching of the National Curriculum. Overall, children achieve well at this stage of their learning, largely because of the good use of a wide range of talents in the nursery team of adults and some very good class teaching in the reception class. However, the attainment of children on arrival in the reception class, and again in Year 1, is not as high as is suggested by the progress that is made during the earlier classes. There are two main reasons for this. Firstly, a majority of the children who are admitted in the normal way have less than two years in the nursery and reception classes. Secondly, throughout this stage the school admits children who either started at a different school, or who have not taken up the option of a nursery place.

Personal, social and emotional development

- 55 Although children make good progress in this area, it is from a very low base. In the nursery class, many children do not settle readily to work and play and rarely persist for extended periods of time at activities. Many do not concentrate, nor do they sit quietly unless they are continually reminded to do so. However, they do begin to understand the routines of school and get better at, for example, choosing activities that they will enjoy and which allow them to work alongside other children whose company they are beginning to appreciate. Children become ready to benefit from a socially more demanding approach in the reception class. They begin to see that other children, and the class as a whole, have needs and they begin to accept these. This is largely because in the early stages of their time in this class, the teacher insists on a calm atmosphere and on children showing concern for others in the class or group. Throughout this stage, children grow in confidence. They develop an increasing sense of belonging to their friendship group and feel safe and secure there. Many children lack the maturity to take responsibility for simple activities such as tidying up and they can become 'silly' when doing so. This results in the teachers being reluctant to give responsibility to children. However, it needs to be given, in finely graded steps, with careful monitoring of how children cope, in order for them to develop self-discipline, the ability to take sensible initiatives and to be accountable for their actions. The occasional use by adults of Urdu, Punjabi or Italian contributes a good deal to children's sense of security and confidence. The great majority of children relate well to, trust and wish to please the adults who work with them. The quality of teaching in this area is good overall, and some is very good. Much of the teaching at this stage is focused on helping the children to develop sound approaches to learning and thus benefit from later teaching. The best teaching is characterised by the use of bright and stimulating resources that are chosen to support the intended learning, by stimulating presentation of ideas and by an insistence on careful listening at appropriate times. Whilst no sessions were seen in which teaching was less than satisfactory, there were occasions when the teacher's lack of insistence that children concentrate on the work in hand made progress slower than it should be.

Communication, language and literacy

- 56 Even though standards at the end of the reception year are well below average, for many children this represents good progress, as their use of English is poor when they start in the nursery class. Many children at the end of their reception year enjoy listening and they respond well to stories, songs and games such as 'I spy'. Only a few can sustain attention for any real length of time and only occasionally do they attempt to ask questions or attempt to contribute – for example, explain why certain things happen in a story. Many children are open and friendly and say 'Hello', 'Goodbye', 'See you soon' appropriately and clearly. The majority of the children enjoy rhyming activities. Most children can recognise many letters of the alphabet. Most nursery class children can, sometimes with help, point to the letter of the alphabet with which their name begins. A smaller proportion of reception children can, for example, identify words that begin with 'r' or 'c' - the letters with which a group of five-year-olds was working. By the end of the reception year, many children can copy simple words; a larger proportion can trace words written by an adult. One higher attaining child 'writes' an account that she then 'reads' to others. It demonstrates eagerness, a recognition that writing in English is from left to right and it contains a number of recognisable letters. The progress made in this area of learning by pupils for whom English is an additional language is good; it is helped considerably by the work of support assistants, some of whom are able to speak two or more of the languages

spoken by children. They use this skill very well, occasionally translating and so extending children's English vocabulary. Teaching in this area is good. The best teaching is characterised by very good use of support staff, and by all adults insisting that children listen carefully, for increasing lengths of time, and answer questions at the best length of which they are capable.

Mathematical development

- 57 By the end of the nursery stage most children can recognise numbers up to 6. Many reception children join in counting readily to 20. The range of attainment is very wide at this stage, largely because the groups include some who are newcomers to the school whilst others have attended for over a year. A small number of children cannot recognise 1 and 2; others, for example, quickly notice that 20 is missing from a list of numbers and others locate a 6 that is misplaced. This area of work is one that is supported by homework, which helps considerably to consolidate work in lessons. In the reception class, children are taught to write, for example, the numeral '2'. Careful demonstration by the teacher allows most children to succeed in this task. Even the oldest and higher attaining pupils have a well below average grasp of adding and subtracting simple numbers. Higher attaining children in the nursery class can identify simple shapes such as a circle and they show that they grasp underlying concepts when they call a cylinder 'a log'; many confuse triangles with squares but most correctly name a circle. Overall, the teaching of mathematics is good. In both classes, much of the teaching involves a good deal of work to establish a full mathematical vocabulary and the key ideas attached to the terms being used. In many lessons, adults use enjoyable songs, rhymes and games in order to consolidate work. In one lesson in which this worked well, three different songs were used to practise counting up to and back from 5. The occasional use of these songs in the minority language was an added incentive to learning and promoted good progress. Teachers plan their mathematics work carefully and draw on their continuous monitoring and recording of how children respond to earlier work. Significant progress is sometimes made when adults make the work entertaining. For example, the teacher cut out a shape and said 'I've cut out a circle'; the support assistant caused amusement, ensured a sense of fun and increased concentration by contradicting 'No you haven't, you've cut out a square'. The children joined in with pleasure, concentration was maintained and learning was enhanced.

Knowledge and understanding of the world

- 58 Many children show interest in the world around them. They are happy to use building blocks to make simple towers – although for the lower attaining pupils this consists of piling up the blocks rather than building anything. Computers are used to play simple games that, for example, effectively consolidate mathematical work on shapes. They are beginning to know the necessary terms such as 'mouse' and 'keyboard'. When playing with jigsaws a relatively high proportion start well, and make, for example, a duck from several pieces, but then lose concentration and do not complete the puzzle accurately. On many other occasions, adults spot when concentration is slipping and give encouragement and advice, so that learning progresses better. Early work that leads to science is carefully taught, so that children begin to develop some skills that will lead to an ability to predict the outcomes of simple experiments. In work that tested whether objects would either float or sink, some children made sensible predictions that were based on how heavy each felt whilst lower attainers made guesses that were somewhat random. One higher attaining girl, when her relatively heavy object floated, showed a good degree of scientific curiosity, picking it out of the

water and looking closely at it, trying to work out why she was wrong. Little work was seen that led into subjects such as history and geography, although teachers' plans and records show that provision is sound and that pupils make similar progress as in other parts of this area of learning. Overall, teaching is sound in this area.

Physical development

- 59 On entry to the nursery class, physical development and skills are better than in other areas but are, none-the-less, below average. Good teaching ensures that children make good progress in both year groups, but attainment at the end of both nursery and reception years remains below average, largely as a result of substantial numbers of children being admitted throughout this foundation stage of learning. Children at play in the nursery move confidently and spontaneously – but do not have the social and listening skills to readily obey instructions to stop. (This is a constant feature of these two year groups and adults work hard, and slowly succeed, in helping children to master this skill and the associated positive attitudes). By the time they leave the reception year, many children are beginning to use movement to express feelings, for example in response to a beaten tambourine. There remains some tendency for children to lose concentration and, for example, give in to excitement and run around the hall rather than follow the instruction to walk. Older children begin to persevere, repeating actions in order to develop a new skill. During sessions when the main focus is on art, music or craft, children in both classes are successfully encouraged to develop skills such as manipulating tools – for example scissors, handling simple musical instruments - such as tambourines and to extend their capacity to balance and build with large plastic and wooden blocks. Much of the best progress stems from the interesting variety of tasks regularly set out for children to choose from, and from the alertness of adults who regularly encourage children to persevere, practise existing skills and master new ones.

Creative development

- 60 On entry to the nursery, most children have limited creative skills. The nursery ensures that for much of each day there are creative activities available along with an adult to encourage their use and to extend children's skills and use of imagination. As a result of this good provision and good teaching, most nursery children make good progress in this area of learning. In the reception class, a more structured approach is adopted and activities such as drama, music and art are undertaken at particular times of day. This is a sensible step towards the yet more structured approach used with older pupils. It prepares children for later experiences; it allows systematic and effective teaching of skills (such as mixing colours in art, or establishing the range of ways of using simple musical instruments) and also develops children's creativity. Thus children in the reception year also make generally good progress. Overall, attainment is below the national expectation. By the time that children start in Year 1, many of them draw, paint and crayon purposefully; some take an interest in the texture of scrap materials when they discuss their work with others. Most children love singing. They join in enthusiastically with songs that are linked to other work, especially counting songs. The occasional use of minority languages helps to encourage the interest and attainment of all pupils. During this singing, many children begin to move rhythmically to the music or tap out the rhythm as they sing.

ENGLISH

- 61 Pupils' standards of attainment in English at the end of Year 2 are well below average. This is confirmed by the results of the national standardised tests for reading and writing, which are low in national terms in spite of the comparatively high proportion of pupils attaining at below the expected level for seven-year-olds and because of the low proportion who score higher than average. Nevertheless, results have been improving since 1998, even taking account of a slight dip in 2001, when the classes taking the tests included an exceptionally large proportion of pupils with special educational needs.
- 62 Standards in reading are low. Many pupils recognise a comparatively small number of words and have few strategies for tackling unfamiliar words. They have few library or reference skills. However, attitudes to reading are good, for example, boys unable to read enjoyed retelling a story from the pictures.
- 63 The best writing is competent, is sometimes good and demonstrates good progress over time. For example a girl's description of life at camp was convincing, with well chosen words and included good instructions for making cheese sandwiches. However, for most pupils, writing is well below the national expectation. The more competent Year 2 pupils hear words accurately and can write down in uncontrolled letters what they hear, though the spelling is usually inaccurate. They rarely use full stops. Some have good ideas but are without the skills to write them down. Higher attaining pupils have too few opportunities to develop the skills associated with activities such as exploring their own experiences or organising and explaining information. Similarly, too few opportunities are made for pupils to show initiative and develop qualities such as self-motivation. The least able pupils draw their letters and some have not started writing. Handwriting therefore is unsatisfactory, in many cases because pupils have not learned to hold their pencils properly.
- 64 The principal reason for the low standards can be seen in the very low starting point of many pupils, and the relatively high proportion of pupils who join the school at all stages. The school's results are average in comparison with those of schools where a similar proportion of pupils is entitled to free school meals. Because of the good teaching they experience, pupils including those with special educational needs make progress which is satisfactory and achieve appropriately. In some cases, for example, for pupils with English as an additional language, progress is good; they are supported well by expert staff who monitor their work closely, so that teachers match later work to their needs.
- 65 The strengths in the teaching – seen to particularly good effect in Year 2 - lie in the methods the teachers use in order to establish the basic skills of learning without which progress in English is impossible. They manage the pupils well. This results in a calm atmosphere and constructive relationships in which pupils can confidently make their own contribution; good behaviour follows and pupils make progress. However, in common with other subjects, much of the good teaching is directed at improving pupils' attitudes and basic learning skills and so does not have a full impact on attainment in English. Teachers insist on pupils listening with care and encourage them to extend their speaking beyond single words and short phrases. As a result, pupils gradually learn to concentrate for longer periods. For example, pupils start Year 1 unable to listen for more than a minute or two, and lack confidence in expressing ideas. However, by Year 2, pupils are more attentive during the full-class sections in the English lessons and although overall standards remain low, about a third of them

become competent speakers in the classroom. A few, when fully involved in a lesson, express their ideas in good sentences. Teachers make good use of other occasions, such as registration and personal, social and health education sessions to reinforce listening and speaking skills, although they do not sufficiently exploit the potential of other subjects to contribute to learning in English.

- 66 The best lessons are well planned and proceed briskly, carrying the pupils along productively so that they work at the best pace possible for them. Adult support is well used, particularly in Year 1 classes where pupils need much help to concentrate and take part in the lesson. Unobtrusive but appropriate support for pupils for whom English is an additional language helps build their confidence and encourages them to participate. The most able speak confidently, though many remain unsure and diffident.
- 67 The good range of teaching strategies adopted by teachers also helps the pupils learn and enjoy the lessons. In one instance the teacher's enthusiastic reading of a story captured the pupils' interest well. Questioning is good and ensures pupils are thinking about the subject of the lesson, and teachers' explanations and instructions are clear, so that pupils know what is expected of them and work well. Marking is often very helpful, with suitable encouragement and ideas for improvement.
- 68 On the comparatively few occasions that pupils do not learn as effectively as they should, it is principally because the management of pupils' behaviour does not match the challenges they present. When this happens, pupils' attention is lost, and their interest moves away from the topic of the lesson. Areas for development in the teaching of English include the teacher's own use of language: sometimes in the oral passages of a lesson, pupils are presented with too many words and their listening skills are unequal to what is being said. Sometimes time is not used effectively enough. Some lessons are too long and in others the distribution of time results in pupils spending too much time on one activity at the expense of others. On some days literacy is taught for up to one and a half hours, with too little variation of approach, with the consequence that pupils become restless. On these occasions, opportunities are missed to adopt a different approach and, for example, link the literacy work to that taking place in other subjects, or in other aspects of pupils' lives.
- 69 Sensible adaptations have been made to national guidance on the teaching of literacy, and work is well planned. Pupils with special educational needs receive sound support. The use of computers, for example for word-processing, is planned for but little use of them was seen during the inspection.
- 70 The school has maintained and in some respects improved the position reported in the last inspection. The quality of teaching is better, and standards are improving slowly. A new co-ordinator has a clear view of the subject and good ideas for its development and the school is well placed to improve.

MATHEMATICS

- 71 The standards reached by pupils by the end of Year 2 are below the national average. However, they have improved over the last three years at a rate faster than the national trend and are above average compared to similar schools. Inspection evidence confirms that while most pupils reach the expected standards there is a high percentage of pupils with special educational needs who do not. Pupils start school with well below average skills in mathematics and so are achieving well. The number

of pupils reaching higher standards is below the national average and potentially high attainers do not achieve as well as they could. Pupils with English as an additional language achieve well because they receive well-focused help and support in mathematics lessons. Pupils with special educational needs achieve well because they are grouped by attainment which allows work to be set at the right level for them. They also receive good quality help from learning support assistants.

- 72 The improvements have taken place because the National Numeracy Strategy has been effectively implemented, the teaching is good and the co-ordinator has developed an effective assessment system. Test results have been analysed to find out where there are weaknesses and has done something about them. For example, learning about shape was found to be a weaker area and an emphasis was put on teaching this, with the result that attainment is rising. Working out oral problems has been rightly identified as the next area for further work. Opportunities are missed for pupils to discuss their work and try different approaches to solving problems. This is limiting the progress of higher achieving pupils in particular.
- 73 In Years 1 and 2 average and lower achieving pupils make good progress. They learn how to use basic number skills with increasing accuracy, to use a correct and growing mathematical vocabulary, to estimate and measure length and weight and to draw block graphs. Learning support assistants are well deployed and, during class and group lessons, sit with lower achieving pupils and help them to understand and join in. For example in a Year 2 class a group of lower achieving pupils worked with a learning support assistant and, with help, were able to use a square with the numbers one to 100 as an aid to complete addition sums. The needs of higher achieving pupils are sometimes overlooked and they do not achieve as well as they could. Work is not sufficiently well matched to their potential attainment, largely because assessment does not identify and target these pupils sufficiently well.
- 74 The quality of teaching and learning is good overall and as a result, pupils are helped to develop appropriate attitudes and suitable behaviour, which in turn enables them to learn effectively. However the teaching quality is inconsistent, ranging from very good to unsatisfactory. Teaching has previously been effectively monitored by the co-ordinator but there have been staff changes this year, with the result that the full benefits of this are not now being seen. The time allocated for lessons in mathematics is generous. This time is not always well used, with the pace of the least effective lessons being too slow.
- 75 In the best lessons teachers have good knowledge of how to teach mathematics and are enthusiastic about it, thus motivating the pupils. Relevant ideas are explained well with the result that, although pupils start from a low base they make good progress. However, even in these lessons the teachers have to work hard to keep the pupils' attention focused on the lesson and to establish routines such as putting hands up to answer questions. In the least successful lesson, the pace of teaching and learning was slow, pupils lost interest and concentration, called out answers and generally became restless. In very good lessons, teachers skilfully question pupils and adapt their questions for pupils of different abilities so they can all take part in the lessons. However, in other lessons questions are addressed mainly to the average pupils, so that higher achieving pupils are not challenged and lose interest. Pupils have group targets set in mathematics based on their previous work. These are discussed with pupils and shared with parents. This is helping pupils to know how much they have learnt and what they need to learn next.

- 76 Teachers use a variety of strategies and methods well to help pupils learn, for example pupils in a Year 2 class each have a number chart and counters to use to answer the questions. This keeps all pupils involved and concentrating on the lesson and enables the teacher to see who does and does not understand. Homework is set each week to involve parents and help pupils to progress.
- 77 Information and communication technology is used soundly to support the data handling part of the mathematics curriculum. Numeracy skills are not well supported through other subjects.

SCIENCE

- 78 Pupils' knowledge, understanding and skills are well below average when they start Year 1. Standards reached by pupils at the end of Year 2 are below the national average, which represents good progress. This is consistent with recent results from nationally designed, school-based assessments – which are, however, at a higher level than at the time of the last inspection. The most recent improvements are related to the greater emphasis that the school has put on practical and investigative work. Similar standards are reached in all aspects of science. Pupils learn at a similarly good rate about living things, the properties of materials and physical processes such as electricity and forces that result in motion. By the end of Year 2, no significant differences in attainment were seen between boys and girls, nor between pupils from different backgrounds. Pupils with special educational needs make steady progress.
- 79 Year 2 pupils can name parts of plants such as stem, leaf, roots and seeds. They know a number of the uses of electricity in the home and can explain in simple language how an electrical circuit works. For example, one higher attaining pupil knew that, "It's got to go all the way round and if it's not joined up it can't". A good number know that physical exercise has an effect on the heartbeat and breathing, and a lower attainer knew that exercise "...makes you go red."
- 80 A good example of teaching and learning of the kind that is contributing well to improving standards was seen in a Year 2 lesson. Pupils were split into four groups and were experimenting with model vehicles to see how far they would run on the floor after being released from a ramp. Many pupils understood that in order for the test to be fair, each vehicle had to be treated in exactly the same ways as the others. Their skills in measuring were practised by using tape measures and the distances were recorded. Many children were enthralled by the work and, in particular, two groups of pupils worked hard and productively with very little supervision. This was a successful lesson in which pupils achieved well because the teacher had prepared work that made the children think but at which they could be successful. The resources used were of interest to all pupils – and especially to some boys who in other circumstances do not concentrate for long. The teacher's explanations were very clear and pupils responded well to the high expectations that she had of both their work rate and behaviour. In less successful lessons, progress slowed because explanations were not clear enough and were too long, so that pupils lost interest. The great majority of lessons are planned well and much care goes into choosing relevant practical activities.
- 81 Much of the pupils' written work is in the form of worksheets. This has the advantage of saving time in a subject that is allocated less than is the case in most schools. However, higher attaining pupils do not get enough opportunities to develop their own methods of recording, extend their skills and so reach higher standards. Similarly, the

use of worksheets for such a high proportion of pupils' recording of results does not allow them to develop ideas for themselves nor to take sensible initiatives and take responsibility for their own learning.

- 82 Improvements in the teaching of science have resulted from a good deal of whole-staff work on the science curriculum, led by an expert co-ordinator. Central to this are the sensible modifications made to national guidelines, that make clear exactly what pupils are expected to learn in each science topic. Teachers assess how well pupils have mastered the work at the end of each topic and the outcomes are used to inform the planning of later work. This contributes well to pupils' levels of achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- 83 Standards achieved are below those expected nationally by the end of Year 2. When pupils start Year 1 they have a well below average level of skills in ICT. Pupils of all abilities and pupils learning English as an additional language achieve well. They learn to use the computer to write short sentences, often with effective help from a learning support assistant. Most pupils know how to use the space bar and the delete key and can write single words unaided. They use a painting program to make a portrait of a piece of fruit. They take a pride in their work as they select tools, manipulate the mouse to draw an outline, change the colour and then instruct the computer to print. Higher attaining pupils do this confidently and produce work at around the nationally expected level. Lower attainers need considerable help in order to complete such tasks. Pupils work with the teacher to use the Internet to research information and use simple charts to record work in mathematics. However, they have limited experience of controlling devices and making choices to produce different outcomes. In word processing, pupils achieve at a nationally expected level. This is an improvement from the last inspection. Pupils enjoy using the computers and they work with interest when they get the opportunity.
- 84 The co-ordinator has worked hard to improve standards. She has put together a scheme of work, based on national recommendations, that builds up skills as pupils move through school. She is presently adapting this to provide ways in which teachers can use ICT in other subjects. An effective assessment sheet has been devised, although this is too recent to have yet had an impact on standards. Teachers have all received training and so have sufficient knowledge to teach the subject effectively and more confidently and effectively than at the time of the last inspection. All classes have a computer and there is a suite of five computers available for class and group use. Only a little use was seen of computers during the inspection, but it is clear from teachers' plans as well as from the standards reached by pupils that existing resources are being used satisfactorily. Because resources for this aspect are limited, pupils have only a little experience of planning and commanding devices to make things happen. The co-ordinator is aware of this and has purchased new software to address the problem. A technician has been recently appointed for one day a week. This is effective in keeping all the computers working and allowing the co-ordinator to spend more time developing the subject. ICT is used soundly to support work in other subjects, for example pupils use a painting program to design a house in design and technology lessons.

RELIGIOUS EDUCATION

- 85 The pupils' knowledge about religion is in line with that expected for pupils of their age. They know, for example that the Cross is a symbol of Christianity; that baptism can

take place at a font and is a ceremony during which an individual is marked with water in the sign of a cross, to show they are Christian. They recall a visit to a church, and are clearly interested in the experience; they remember seeing the font and they describe the stained glass windows. They are less successful, however, at remembering religious stories or at talking about religious beliefs. They are not yet able to talk at the appropriate level about their responses to religion and for this reason they are unlikely to meet the expected standards for the end of Year 2 for this aspect of the subject. However, from a well below average base, most pupils achieve at a good rate.

- 86 Pupils study a suitable range of topics that include references to religions other than Christianity. However, despite the high proportion of Muslim children in the school, the curriculum contains no reference to Islam other than through the celebration of festivals such as Eid. This means that the Muslim pupils do not often have the opportunity to talk about their own traditions in many religious education lessons and the other pupils do not have the opportunity to learn about what is important to almost half the school's pupils.
- 87 Insufficient teaching of religious education was seen to form a secure judgement about its quality and the quality of the pupils learning. In one lesson that was observed, teaching was good, as was pupils' achievement. The work was planned well, drawing effectively on earlier work; good quality resources in the form of photographs and a video enhanced learning and contributed substantially to pupils' good attitudes and behaviour. The subject, which has broadly maintained the position described in the last report makes a helpful contribution to pupils literacy skills by providing opportunities for pupils to write and engage in purposeful talk.

PHYSICAL EDUCATION (PE)

- 88 Standards reached by the age of seven are below those typical of pupils of this age. Pupils of all abilities, including pupils with English as an additional language, make sound progress and by the age of seven can reproduce and explore simple skills and show body control and co-ordination that is almost at the nationally expected level. Pupils are learning to move more confidently and safely in the hall, but need much adult intervention to establish this. They are starting to improve their performance by practising, but the necessity of establishing acceptable behaviour and routines means that the time spent practising is limited. Pupils in Year 2 spend a term each year swimming and learn to be confident in the water, although only a few learn to swim.
- 89 The quality of teaching and learning is satisfactory overall. Activities are satisfactorily planned, with clear aims, which develop skills. However, teachers have to spend much time establishing acceptable behaviour and the following of safety rules, which they do well, often at the expense of teaching physical education skills. Both boys and girls enjoy the subject but tend to get over-excited. Boys particularly tend to behave in a silly way, for example shouting out with excitement. This slows the pace of lessons as teachers have to stop to restore calm. A satisfactory level of activity is not always maintained throughout the lessons and on occasions pupils wait too long for their turn. Consequently pupils do not always get enough chance to practise and improve. For example in one lesson, two groups were established with one bean bag for each, with the result that pupils spent much time waiting for a turn to throw it. When given the opportunity and supervised closely, pupils work hard, with energy and enthusiasm. For example, in a Year 1 class the lesson was particularly well structured with a variety of different activities that kept motivation high. Pupils each had a hoop and so all were

working. Pupils with special educational needs are integrated well into all the activities. Teachers choose pupils to demonstrate their work; this increases confidence and helps pupils know how they can improve their own performance. They show pride in their achievements when they demonstrate their work.

- 90 The time allocated to teach swimming, and to travel to the pool, is one half day a week, for half a term or a term at a time. This takes up time from other areas of the PE curriculum, and from other subjects. Classes have one, relatively long, PE lesson each week. When they go swimming they do no other PE. This arrangement does not give sufficient opportunities to practise and improve skills and is unsatisfactory. A scheme of work has been written that draws on national recommendations. It builds on previously learnt skills as pupils move through school and though it is an improvement since the last inspection; its impact is limited by the time-tabling arrangements. There are no standard assessment procedures in use throughout the school to monitor the acquisition of PE skills. Provision for out-of-school activities is good and includes football and gymnastics. These are effective in improving the skills of pupils who attend.

OTHER SUBJECTS

Introduction

- 91 Too little teaching of a number of subjects was seen to allow secure judgements to be made on the quality of teaching and learning, nor about pupils' attitudes during their lessons. However, it was possible to examine a substantial amount of pupils' work, look at teachers' plans and records and to talk to older pupils about the work they had done. These subjects were art and design, design and technology, geography, history and music. These subjects are reported upon below.
- 92 Standards of attainment meet national expectations in art and design and singing, maintaining overall the position reported at the time of the last inspection; in these subjects, almost all pupils achieve well and in some cases very well, in relation to their starting points. Attainment in history and in design and technology is below average and achievement in these subjects is satisfactory when their starting point is taken into account. Standards in geography are well below average. Pupils with special educational needs have satisfactory support and make suitable progress. The progress of pupils for whom English is an additional language is good because of the good support they receive.
- 93 In all of these subjects, sensible adaptations have been made to national guidelines, so that the schemes of work produced match the starting points and the learning needs of the pupils. Teachers' planning shows that the schemes of work are being implemented and the curriculum is reasonably covered. However, the time made available for design and technology and art and design is well below national norms and that made available for science, geography, history and music is below the national average. This adversely affects standards in geography and militates against higher standards in the other subjects. Arrangements for assessment in these subjects against National Curriculum criteria are at an early stage of development and because assessment information is not available to make its full contribution to subsequent teaching, the further development of these subjects is inhibited.
- 94 Literacy and communication skills are reinforced well by the study of history, in which pupils have opportunities for extended writing and also for discussion, both of which

extend their skills and vocabulary. This happens too infrequently in other subjects, partly because there is a pressure on time and partly due to the teaching methods used.

ART AND DESIGN

- 95 Overall, standards in art and design are at the nationally expected level. Pupils experience a suitable range of materials in art, although three-dimensional work is under-represented. They work confidently with paint. Most pupils demonstrate assured techniques - seen for example in their colourful pictures of the seaside. Paint is graphically used in pictures illustrating the Great Fire of London, with the best work having real flair and reaching above average standards. Colour is accurately mixed for their autumn leaves, which are the result also of accurate drawing and cutting.
- 96 When they draw from observation, many pupils control their pencils satisfactorily, though lower attainers do not control the crayons fully when colouring. They make compositions by weaving and sewing and confidently and effectively use a graphics program for computer generated pictures. Pictures in the style of Mondrian show that his underlying ideas are understood, but their execution is not fully controlled by any but the higher attainers. However, self-portraits in the style of Modigliani show his style being accurately captured by most pupils in well-managed chalk.
- 97 Teachers' planning shows that they have a good grasp of national requirements for the subject, and a good range of personal skills. These factors help pupils to achieve well, and sometimes very well.

DESIGN AND TECHNOLOGY

- 98 Standards are below the nationally expected level, but pupils' achievement is good from a low base. By the end of Year 2, many pupils are able to draw a picture of something that they intend to make that has many of the elements of 'design'. They show shape, size and colour, but only higher attainers use this stage to clarify how the model might be made. Many pupils respond well to the teacher setting problems that they have to solve by making an artefact. For example, in the Year 2 lesson that was observed, pupils were eager to volunteer ideas about how to fit an axle with moving wheels onto a box. With help from the teacher many were able to use technical language with a reasonable degree of accuracy. One higher attaining pupil was able not only to solve the problem imaginatively, but also to explain very clearly what she intended to do; "I can push the axle through the box, then I can put a wheel on each end, then I can glue the wheels onto the axle". Discussions with pupils and a scrutiny of work show that most work is not at this level. This is unsurprising, given the limited time given to the subject, but the example indicates what standards pupils could reach if provision was improved. Both in the good lesson and from the other sources of evidence, it is clear that the evaluation stage of the subject is not well developed. Attempts to do this are built in to planning, but the outcomes usually consist of likes and dislikes that pupils have about features such as colour, rather than considering better ways of making the object, or of it working better.

GEOGRAPHY

- 99 Standards reached by pupils at the age of seven are well below those typically seen in most schools. Standards have deteriorated since the last inspection and are lower than they should be. The time allocated for teaching geography is low and does not

allow enough time for skills to be sufficiently thoroughly taught. There is a scheme of work in place that identifies how geographical skills are to be built up year-on-year, but there are no standard assessment procedures in use to monitor the acquisition of these skills. No opportunities have been taken to monitor what is being taught or the standards achieved. Throughout the school, tasks are insufficiently well matched to the pupils' attainment, for example, often all pupils complete the same work, which limits the achievement, especially of the potentially higher attainers. Although the local environment is used satisfactorily as part of the geography curriculum, pupils do not develop independent learning, for example research skills, at a satisfactory rate.

- 100 By the age of seven pupils' understanding of specialised vocabulary is limited and they are unable to express views on the environmental features of a locality. They spend too long completing undemanding worksheets that involve colouring in pictures, cutting out words and sticking them on the sheet. This type of work does not sufficiently develop important skills, knowledge and understanding. Opportunities are lost to develop literacy, numeracy and research skills through geography lessons.

HISTORY

- 101 Although the standards of attainment in history of the highest attaining pupils are satisfactory, those for the majority are unlikely to reach the nationally expected level by the end of Year 2. The best work has depth. For example, one girl, writing about Florence Nightingale discusses the barriers put in the way of Victorian middle class women wanting a career. Other higher-attaining pupils show an understanding of her achievement.
- 102 However, for the most part, pupils' recall of historical information is below the national expectation and their history skills are underdeveloped. For example, although pupils realise that time passes, in that they know that they were once babies, they have little knowledge about past events and an incomplete understanding about sources of information from the past. They remember being told that people used to wear fine clothes on holiday in the olden days and that people got changed for swimming in 'caravans which horses dragged to the water' but little more.
- 103 The locality is used well for the study of history, for example, through history walks in the neighbourhood and visits made to Nottingham museums. Pupils remember these visits with pleasure but their recall of historical content is below what would normally be expected.

MUSIC

- 104 The quality of pupils' singing in Year 2 is on course to reach the expected standard by the end of the year. This is an improvement since the last inspection. In lessons, they sing with an acceptable rhythm and mostly in tune, with satisfactory intonation. Achievement in the context of pupils' prior attainment is good. Insufficient composition and performance of music or listening and appraising was observed during the inspection to form a judgement on these aspects of the subject.
- 105 The specialist teacher is a good musician with a good knowledge and understanding of the subject, who can model what she requires of the pupils. She plans the lessons carefully and they move at a good pace. Suitable opportunities are taken to introduce musical terms, such as high/low and loud/soft. As a result, pupils are interested and

attentive, concentrating hard, trying to respond to the teacher's leadership and they clearly enjoy music.

- 106 Where lessons are less successful, it is because the tasks chosen are not suitable for the pupils with the result that some pupils take the opportunity to behave inappropriately; thus learning for them and other members of the class is adversely affected.