

## **INSPECTION REPORT**

### **CROFT INFANT SCHOOL**

Alfreton

LEA area: Derbyshire

Unique reference number: 112493

Headteacher: Mrs. J. Walls

Reporting inspector: Mr. M. Warman 1516

Dates of inspection: 4 to 6 February 2002

Inspection number: 243705

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Croft Infant School Marshall Street Alfreton Derbyshire
Postcode:	DE55 7BW
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. K. Newton
Date of previous inspection:	22 to 25 November 1999

## INFORMATION ABOUT THE INSPECTION TEAM

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1516	Mike Warman	Registered inspector	Mathematics Art Geography History Special educational needs	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9091	Guy Hirst	Lay inspector		How well does the school work in partnership with parents?
1718	Kay Charlton	Team inspector	English English as an additional language Science Information and communication technology Physical education Equal opportunities	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils
15427	Kath Butterfield	Team inspector	Foundation Stage Design and technology Music Religious education	

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

### **INFORMATION ABOUT THE SCHOOL**

Croft is a small infant school serving an urban area in the town of Alfreton. The school serves an area which is recognised as having significant social and economic difficulties. Currently, there are 134 pupils on roll between the ages of 4 and 7 years which is well below average for primary schools nationally. At present there are 50 children in the foundation year. The attainment of pupils on entry to the school varies widely, but, in general, it is below the national average. There are 24 pupils on the school's register of pupils with special educational needs which is close to the national average and there are three pupils with a statement, which again is close to the national average. No pupils are identified as speaking English as an additional language. Twenty per cent of pupils are entitled to a free school meal which is above the national average. There are six teachers including the headteacher. The school is organised in five classes, two for reception-aged children, one for pupils in Year 1, one for those in Years 1 and 2 and one for pupils in Year 2. At the last OFSTED inspection in June 1997 the school was considered to be in need of special measures and did not provide an appropriate education for its pupils. It was re-inspected in November 1999 by Her Majesty's Inspectors (HMI) who recommended that it be re-inspected by OFSTED as it had made appropriate improvements in the quality of education which it provided.

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

Croft Infant School provides a sound education for its pupils and they attain standards which are close to those expected for their age. The leadership and management of the headteacher are good and she has done much to restore the confidence of parents and staff and to provide stability. All teaching is at least satisfactory with some good and very good teaching. Overall, the school provides satisfactory value for money.

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

- Pupils' achievements in reading are good.
- The achievements of pupils with special educational needs are good.
- Pupils' behaviour, relationships and their attitudes to learning are good.
- The school is well led and managed by the headteacher.
- The provision for pupils' moral, social and cultural development is good and they are well cared for.

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

- The standards which pupils attain in mathematics.
- The standards which pupils attain in information and communication technology.
- The range of teaching strategies and the pace, challenge and use of time in some lessons.
- The levels of attendance and punctuality of pupils.

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

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

The HMI inspection in 1999 recognised the good improvement the school had made since its previous OFSTED inspection in 1997. Since that time the school has continued to move forward and make satisfactory progress. The standards which pupils attain in mathematics was a Key Issue in both the HMI and OFSTED reports. These have improved, even though they are still below the national average and pupils can still achieve more. The school has undertaken a good level of monitoring of the standards which pupils achieve in both English and mathematics and is taking appropriate action to further improve standards. At the last OFSTED inspection, fifty per cent of teaching was judged to be unsatisfactory or poor and even at the HMI inspection ten per cent was unsatisfactory. The present position is much improved and all the teaching seen during the inspection was at least satisfactory with just under half which was good or very good. The HMI report identified the amount of training which was undertaken by the governors as an issue. Since that time, members of the governing body have taken part in a good amount of training and receive good information in relation to standards and the quality of education from the headteacher. Since the last inspection, pupils' attitudes to learning, relationships and their behaviour have all improved and are now good. Similar improvements have been made in the provision which the school makes for pupils with special educational needs and again this is now good.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			Similar schools
	1999	2000	2001	2001
Reading	D	C	D	C
Writing	D	C	E	E
Mathematics	E	E	E	E

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

The results of the national tests for seven-year-olds in the year 2001 in reading were below average in comparison with schools nationally. In writing and mathematics these were well below average. When compared with schools with a similar percentage of pupils entitled to a free school meal, the results were average for reading and well below the average for writing and mathematics. These results broke the cycle of improvement seen since the OFSTED inspection and reflect the makeup of the particular cohort of pupils who took the tests. In this cohort there was a high proportion of pupils with statements of special educational need and one third were on the school's register of pupils with special educational needs. However, throughout the period 1998 to 2001 the school's results in mathematics results have consistently been well below the national average. During this period, in the core subjects of reading, writing and mathematics, too few pupils have gained the higher Level 3 in the tests.

The inspection findings confirm the picture of improving standards in all three core subjects. Reading standards are good and pupils' writing is satisfactory. Standards in number are satisfactory but pupils' skills in problem solving are under-developed and pupils do not have a wide range of strategies to help them. As a result, too few pupils are achieving the higher levels and overall, standards in mathematics are still below average. Standards in science are average and those in information and communication technology are below average overall. The school has set challenging targets for the test results in 2002, but the inspection evidence suggests that these are achievable if the present rate of improvement in standards is maintained.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are generally keen to learn and show a good level of interest and involvement in the activities provided.
Behaviour, in and out of classrooms	Good. Pupils behave well both in classrooms and around the school. In formal situations such as assembly, their behaviour is very good.
Personal development and relationships	Good. Relationships within the school are good. Many pupils show respect for the feelings of others and take responsibility willingly.
Attendance	Poor. There is a significant number of pupils for whom attendance is not good enough.

Overall, attendance is well below the national average. This high level of absence is mainly due to a small number of pupils who, for a variety of reasons, did not attend school regularly.

## TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall. Teaching was satisfactory in 19 of the 31 lessons seen, good in 9 lessons and very good in 3 lessons. All the very good teaching was seen in one of the Reception classes. Overall, the teaching of English and mathematics, including literacy and numeracy, is at least satisfactory throughout the school. Teachers' planning is good and effective in ensuring that all lessons have clear objectives. In all classes, teachers work hard to ensure that their classrooms are organised and they establish good relationships with the pupils. Lessons usually start well, with reference to the overall objectives for the lesson. However, the purpose of learning a particular skill is not always made clear to the pupils and therefore learning is not put in context. This does not enable the pupils to develop appropriate strategies for using their knowledge and skills to promote their own learning. Overall, the pace of lessons is satisfactory, but there are still a few lessons where there is too little challenge in the work set in the group activities. This adversely affects the learning of all pupils but particularly the learning of the higher attaining pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. It is broad and balanced and is well planned. All pupils have good access to the whole curriculum.
Provision for pupils with special educational needs	Good. The school provides good support for pupils ensuring they meet the targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for pupils' moral, social and cultural development is good and that for their spiritual development is satisfactory. Personal, social and health education are good.
How well the school cares for its pupils	Good. The school provides a caring environment in which all pupils are able to take part in all activities. The school's procedures for monitoring academic performance and behaviour are good.

Most parents have a positive view of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a clear direction for the school and has successfully improved the overall quality of education and the standards pupils achieve. She has done much to restore the confidence which parents and staff have in the school. She is well supported by the deputy head and the whole staff work as a team with clear purpose.
How well the governors fulfil their responsibilities	Satisfactory. The governors are supportive of the school and understand the issues affecting the school well. However, they do not have a systematic approach to monitoring the whole provision.
The school's evaluation of its performance	Good. The headteacher has established good systems to monitor the overall effectiveness of the school and the quality of teaching and these are used well.
The strategic use of resources	The school uses its resources well to improve the overall provision. Specific grants are well used to support the different groups within the school.

The school is appropriately staffed with teachers and support staff. They work well together and have a positive impact on pupils' learning. The school has suitable accommodation although rather cramped in places. The school does not have an outside play area for the youngest children. Resources in all subjects with the exception



of religious education are satisfactory overall. The governing body uses comparison and consultation effectively and seeks competitive tenders for services but is at an early stage in developing its systems to challenge the senior managers of the school to justify the effectiveness of the provision.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children are making good progress.</li> <li>• The teaching is good.</li> <li>• They feel comfortable approaching the school.</li> <li>• That the school expects their child to work hard.</li> <li>• They think the school is well led and managed.</li> <li>• That the school works closely with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work their children do at home.</li> <li>• Extra-curricular activities provided by the school.</li> </ul>

The inspection team generally agrees with what pleases parents most. The amount of homework pupils are expected to do is similar to that found in other infant schools. The range of extra-curricular activities is similar to that found in other infant schools of a similar size.

## **PART B: COMMENTARY**

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

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

1. Pupils' attainment on entry to the school covers a wide range, but is generally below average. Through the Foundation Stage of their education, children make satisfactory progress in their learning and by the time they enter Year 1 most have attained the standards set out in the early learning goals. In Years 1 and 2, pupils are currently making satisfactory gains in their learning so that by the time they leave the school they attain the standards expected.
2. The results of the national tests for seven-year-olds in the year 2001 in reading were below average in comparison with schools nationally and in writing and mathematics these were well below average. When compared with schools with a similar percentage of pupils entitled to a free school meal, the results were average for reading and well below the average for writing and mathematics. These results broke the cycle of improvement seen since the OFSTED inspection in 1997 and reflect the makeup of the particular cohort of pupils who took the tests. In this cohort there was a very high proportion of pupils with statements of special educational need and one third were on the school's register of pupils with special educational needs. However, throughout the period 1998 to 2001 the school's results in mathematics have consistently been well below the national average. During this period, in all these subjects, too few pupils have gained the higher Level 3 in the tests and particularly in writing and mathematics.
3. The inspection findings confirm a picture of improving standards in all three subjects. Reading standards are good and pupils' writing is satisfactory. Pupils make good progress in reading and satisfactory progress in writing. Standards in number are satisfactory, but pupils' skills in problem solving are under-developed and they do not have a wide range of strategies to help them. As a result, too few pupils are achieving the higher levels and overall, standards in mathematics are still below average. Progress in number is satisfactory but in mathematics overall it is unsatisfactory. Standards in science are average and progress is satisfactory. Standards in information and communication technology (ICT) are below average overall and progress is unsatisfactory. In science, pupils are learning about the human body and about the effects of a healthy lifestyle. They understand about the different types of movement and how to make a simple electric circuit. In ICT, pupils are developing confidence in using the mouse but overall there has been a lack of a systematic development of skills over time. The school has set challenging targets for the test results in reading, writing and mathematics in 2002, but the inspection evidence suggests that these are achievable if the improvements in standards are maintained.
4. Pupils with special educational needs are well supported and they learn well as a result of their needs being assessed carefully and through being set appropriate and precise targets.
5. The development of pupils' numeracy skills has improved and this improvement has been particularly noticeable since the implementation of the National Numeracy Strategy through Years 1 and 2. Pupils are now systematically developing appropriate skills and understanding. Regular practice in mental mathematics is improving pupils' learning in this area. Insufficient use is made of numeracy skills in other areas of the curriculum. The pattern of development of pupils' literacy skills is similar to those in numeracy. The systematic approach to implementing the National Literacy Strategy has had an impact on raising standards. Pupils' speaking and listening and reading skills are now generally good and their writing skills are satisfactory. Overall, for the pupils in the current Year 2, standards in literacy are in line with those which would be expected but those in numeracy are below what would be expected.
6. Progress in reading, writing and mathematics has improved since the last OFSTED inspection when it was described as poor.
7. In art and design, pupils achieve standards which are similar to those expected and progress is satisfactory. They are appropriately developing the necessary skills and techniques in art as they move through the school. Pupils have considered the work of a range of artists including Van Gogh.

8. In design and technology across the school, pupils achieve standards that are broadly in line with those expected and pupils' progress is satisfactory. Pupils in Years 1 and 2 have designed and made working models, linked to a story they have read, demonstrating appropriate cutting and joining skills.
9. In both geography and history pupils attain the expected standards and make satisfactory progress. Pupils in Years 1 and 2 are learning about their local area and other places in the world. They can also compare aspects of the local environment with places further afield. They can talk about different aspects of everyday day life in times past and the main events and people in history, such as Guy Fawkes and the Great Fire of London.
10. In music, pupils have made appropriate progress in developing their skills and their achievements are satisfactory. They sing tunefully and enthusiastically in assemblies. They listen carefully to music and can usually identify the composer and the instruments being played.
11. In physical education, pupils achieve standards which are in line with those expected and they make satisfactory progress. They undertake all areas of activity and develop suitable skills and co-ordination and control. For example they are learning to catch a ball and can explain the effects of exercise on their bodies.
12. Across the school, the standards which pupils achieve in religious education are in line with expectations of the Locally Agreed Syllabus and progress is satisfactory. In Years 1 and 2, pupils show a sound understanding of the main aspects of Christianity and other major faiths such as Hinduism and Islam.
13. In history, geography, design and technology and information and communication technology the standards which pupils achieve represent a significant improvement since the last OFSTED inspection. Standards in art and design, music, physical education and religious education are similar to those seen at that inspection.

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

14. Pupils have a good attitude to school which is an improvement since the HMI inspection and represents very good improvement since the last OFSTED inspection when they were poor. They are keen to attend and they approach their work positively. Most are gaining confidence in their learning and many are eager to show visitors what they can do. Pupils are developing their ability to listen and to carry out the instructions of their teachers. Pupils in the older classes are increasingly willing to try new things, such as copying details of a Van Gogh painting, and most show eagerness and energy in their work.
15. Overall, pupils' behaviour is good, and often, in formal situations such as assembly, it is very good. This represents very good improvement since the last OFSTED inspection and good improvement since the HMI inspection. Younger pupils are confident in the playground and pupils of all ages play well together. In lessons, pupils' behaviour is good and only very occasionally, when lessons are slow and they are not sufficiently challenged, do a few pupils lose interest in their work. Most pupils co-operate well with each other and with their teachers and other helpers. All pupils know the class and school rules and try to keep them. They show good concentration during group work and most have developed the skill to work effectively on their own. They are usually considerate to each other and undertake tasks and responsibilities well for their age. There have been no exclusions in recent years. There is no evidence of bullying or oppressive behaviour. Pupils with particular difficulties or special needs are fully accepted as part of the class or group and included well in all activities.
16. The school has worked hard to improve pupils' behaviour and has been very successful. All staff show particular skill in managing pupils and drawing the best out of them. Staff have high expectations and this has resulted in the significant improvements achieved.
17. Overall attendance is well below the national average and there is a considerable proportion of unauthorised absence. This is similar to that reported at the last OFSTED inspection. Although many individual pupils show good attendance, the overall level of attendance has deteriorated since the HMI inspection. This high level of absence is mainly due to a small number of pupils who did not attend school regularly. Unauthorised absence is above the national average reflecting the difficulties the school faces in obtaining reasons for absence from some parents. Most pupils are keen to come to school and many are waiting in the playground at the start of the day.

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

18. Overall, the quality of teaching is satisfactory. Teaching was satisfactory in 19 of the 31 lessons seen, good in 9 lessons and very good in 3 lessons. All the very good teaching was seen in one of the Reception classes, and there was good teaching seen in each of the other classes. This quality of teaching is an improvement since the HMI inspection when one in ten of the lessons seen was judged to be unsatisfactory. There is also a higher proportion of good or very good teaching now. It is a significant improvement over the teaching seen in the last OFSTED inspection when fifty per cent of lessons were judged to be unsatisfactory or poor.
19. In the Reception classes, teachers plan well, have suitable expectations, and a sound knowledge and understanding of the Foundation Stage curriculum. Teachers' planning in Years 1 and 2 is good and effective in ensuring that all lessons have clear objectives. In all classes, teachers work hard to ensure that their classrooms are organised and they establish good relationships with the pupils. Lessons usually start well, with reference to the overall objectives for the lesson. However, the purpose of learning a particular skill is not always made clear to the pupils and therefore learning is not put in context. This does not enable the pupils to develop appropriate strategies for using their knowledge and skills to promote their learning. Overall, the pace of learning is satisfactory, but there are still a few lessons where there is too little challenge in the work set in the group activities. This adversely affects the learning of all pupils and especially for those who are more able. In the main, teachers manage pupils' behaviour effectively, resulting in good behaviour and most pupils show that they want to learn and generally concentrate well. At the end of sessions, teachers usually bring pupils together for a plenary and at this time there is useful consolidation of learning. However, these sessions are not used consistently to set targets for the future learning of individual pupils. Appropriate levels of homework are set in all classes and this suitably supports the work undertaken in lessons. Marking is regularly undertaken but teachers do not always clearly indicate to pupils the ways in which they can improve their work and, hence, the standards they attain.
20. Where teaching is good or very good, the teachers set clear expectations for all parts of the lesson with suitably demanding tasks set for pupils of different abilities. In these lessons, the teachers use their knowledge of what pupils know and understand to extend their thinking. Questioning is effective since it is focussed on the outcomes it is expected that the pupils will achieve. However, even in these lessons, teachers do not consistently use assessment information to help pupils to identify how well they are doing and set targets for future work.
21. Numeracy and literacy skills are taught systematically across the school and pupils make satisfactory gains in their learning and in developing their skills. However, insufficient use is made of pupils' numeracy skills in other subjects of the curriculum. Literacy and numeracy lessons have clear learning objectives which are discussed with pupils. All sessions conclude with a review of the objectives but very few of these plenary sessions lead pupils on to the next stage of learning. All numeracy sessions start with mental skills tests. In the lessons where teaching is good these mental skills sessions are sharp and have appropriate pace which challenges pupils well.
22. The strong emphasis which all teachers place on respect for the individual contributes significantly to the progress made by all pupils, but especially those with learning difficulties. Relationships between the pupils and those between the pupils and the staff are good throughout the school.
23. Support staff and teachers work well together. The support staff contribute effectively to pupils' learning and they appropriately record the pupils' responses during group activities. They have good expertise and the work they do with small groups enables pupils with special educational needs to make good gains in their learning and to make appropriate contributions in plenary sessions.

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

24. The school provides a curriculum that is broad and balanced and relevant to the needs of all pupils. Provision for children in the Foundation Stage and also in Years 1 and 2 is satisfactory and all statutory requirements are met. The curriculum for children in the Foundation Stage is well planned with careful attention given to ensuring suitable coverage to all six areas of learning.

25. At the time of the HMI inspection, it was reported that there was a need to review curriculum planning for Years 1 and 2, particularly for mathematics. Planning has been significantly improved and the present approach is effective. Subject schemes of work have been successfully developed for all subjects and these are having a positive impact on raising standards as they ensure appropriate coverage. The time allocated to subjects in Years 1 and 2 has been reviewed and now more effective use is now made of the teaching time available. All subjects receive an appropriate amount of time and good emphasis is given to the teaching of literacy and numeracy.
26. The provision for pupils with special educational needs is good which enables them to learn well. Clear procedures are in place which are well managed and meet requirements. Pupils needs are identified early and good support provided. All pupils with identified needs have individual education plans which contain clear and appropriate targets which are regularly reviewed.
27. The school has adopted and implemented the National Literacy and Numeracy Strategies and there is now a systematic approach to teaching in these areas which is helping to bring about improved standards.
28. Overall, the school's extra-curricular provision is satisfactory. There is a suitable range of additional after school clubs which, in the main, focus on sporting activities. The school also provides a wide range of educational visits which effectively support the work undertaken in class. These include trips to local museums, art galleries as well as the many visits into the immediate locality, such as the ones to the local church and those to the nearby shops. For example, pupils visit the Victorian classroom at Sudbury Hall to support their work in history.
29. The contribution of the community to pupils' learning is good. Many visitors come to the school to work with the pupils. These visitors, for example musicians, theatre groups and the local librarian make a significant contribution that enhances the curriculum. There is further enrichment from the visits by the police, health workers, the local vicar and from parents. For example, a parent brought her new baby to school for the pupils to see. Pupils are also welcomed into the local community; for example when they go to sing to the residents at a local care home.
30. Pupils are well supported in their personal, social and health development. This is an improvement since both the previous inspections. There is a comprehensive programme which helps pupils understand how they should live and work together, and also about the importance of having rules. Pupils learn about safety and the need to make sensible decisions, for example, about where it is safe to play. They suitably learn about 'saying no to strangers'. There is also a good focus on keeping healthy, for instance through healthy eating.
31. Provision for pupils' spiritual, moral, social and cultural development is good overall and has improved since the last inspections. The provision for social, moral and cultural development is good and that for pupils' spiritual development is satisfactory.
32. The school's provision for pupils' spiritual development is satisfactory. Teachers receive and value pupils' ideas and encourage them in developing a positive self-image. The school provides an appropriate range of opportunities for pupils to explore what they and others believe through for example assemblies, religious education, stories and visits. Pupils are aware of prayer and use it daily to thank, praise and celebrate. There are suitable opportunities for reflection during assemblies and in lessons. In subjects, such as music and art, opportunities are given for pupils to develop a sense of wonder about the world in which they live; for example when they drew flowers in close observation work and listened to music at the beginning, and end, of assembly.
33. The provision for pupils' moral development is good. The school is successful in providing them with very clear guidance on what is right and wrong and staff consistently stress the importance of truthfulness and honesty. The school's clear behaviour policy effectively reinforces pupils' understanding about what is acceptable behaviour. Where necessary the school draws up individual targets for pupils who are experiencing difficulty in developing self-discipline and this system is used to good effect. Bullying is discussed so that pupils are very clear about what to do should it occur. The pupils are taught to respect others and develop a keen sense of justice. Work undertaken in personal, social and health education, effectively supports this aspect of school life. Parents appreciate the improvements brought about in the school as a result of the work undertaken to ensure that there is a clear code of conduct for all.

34. The provision for pupils' social development is good. Role models provided by staff are effective in establishing a calm and courteous approach. It is an orderly community in which adults interact well with pupils to establish an ethos which promotes self-esteem and confidence, and where pupils' successes are celebrated. Lessons, meal times, out-of-school activities all are effective in helping the pupils to learn about living together happily and about the importance of respecting others. Pupils not only learn to be successful members of their school but also of the wider community.
35. The opportunities provided for pupils to learn and appreciate their own culture and that of others are good, for instance history lessons which have included work on the Great Fire of London have paid careful attention to the traditions of the period. Visits, which are made to local places of interest, such as the one to St. Martin's church, help the pupils understand about local craftspeople and the different materials they worked with when building the church. Good interest is shown in other cultures, for example through religious education lessons and through opportunities such as the visit to a Sikh temple in Derby. Additionally story tellers, musicians and theatre groups are invited to perform in school to help widen pupils' horizons.

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

36. The schools' provision for the care and welfare of its pupils is good. All staff work together as a team to provide a good atmosphere for learning. They show respect for all the pupils in all situations, know them well and they treat each as an individual. The quality of the care for pupils at lunchtimes is a particularly strong feature of care at the school. Staff understanding of those with special educational needs is very good and this is reflected in the good progress these pupils make. All these features have a positive effect on pupils' attitudes to school, their behaviour and the way they relate to those around them. The school emphasis on personal and social education is also effective in this regard and pupils talk knowledgeably, for example, about the training they have received about not talking with strangers. The quality of care has improved since the last OFSTED inspection when it was judged to be only satisfactory.
37. The procedures for introducing the children and their parents to the school are effective and ensure that new children settle quickly into the routines of school life. Transfer arrangements to the Junior schools are satisfactory.
38. Pupils' personal development is closely but informally monitored by teachers who know their pupils well. Emphasis is placed on raising pupils' self-esteem and making them aware of their individual achievements. Parents are happy with the care and guidance offered to their children.
39. Procedures for monitoring and promoting positive behaviour are good. There is a successful behaviour policy that is applied consistently by staff. The system of rewards is valued by pupils and parents; for example they take great pride in gaining the rewards for good behaviour given by lunchtime supervisors. The school has an appropriate policy related to bullying and oppressive behaviour of which pupils are aware. Staff have sound methods for noticing changing patterns in the behaviour of individuals or groups and they use these to good effect. The reward systems are good and are clearly valued by pupils and parents alike.
40. The schools' procedures for monitoring attendance and punctuality are satisfactory, but not enough has been achieved in terms of improving overall levels of pupils' attendance. The school sends letters to parents and the school brochure reminds parents of the importance of pupils attending regularly and arriving on time. The registers are effectively completed enabling those pupils with unacceptable levels of absence to be easily identified and parents contacted. Although the school does not telephone on the first day of unexplained absence, parents are contacted if absence goes into a second day. The governors have set targets for attendance, but these are not challenging enough and the lack of systematic monitoring limits the extent to which they can ensure outside agencies are fully involved. The school provides appropriate guidance about authorised and unauthorised absence but does not emphasise sufficiently clearly the crucial role parents play in this aspect of their child's education. There is no system of rewards for recognising good attendance.

41. The school's provision for promoting the health, safety and well being of its pupils is good. Staff are fully aware of child protection procedures which are in accordance with local guidelines. The school has a comprehensive health and safety policy and risk assessment are regularly undertaken. The premises and surroundings are clean and well maintained.
42. The school has continued to develop its assessment procedures since the last inspection and overall these are now good. The staff have appropriately developed portfolios of assessed work. The process of collecting this information has provided a valuable opportunity for staff to work together using the National Curriculum level descriptors, and to further develop their understanding of the assessment criteria. This has played an important part ensuring that the standards which pupils attain have improved.
43. The school makes good use of information from teachers' assessments and test results to monitor individual pupils' progress in English, mathematics and science, and to identify those pupils who may not be achieving as well as they should. This information is used well to help pupils' improve their progress and to target groups for extra support, for example by giving additional support in literacy. The information gained from the analysis of assessment data is also used well as part of the process of curriculum review; for example patterns and trends in pupils' attainment over time are used as indicators to inform whole school planning.

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

44. Parents have a good opinion of the school. Discussions with parents during the inspection week confirmed that they are well satisfied with the provision the school makes for their child's education.
45. A few parents were concerned about the amount of homework that their child received. However, the amount of homework which is set is similar to that seen in other schools of this type. Homework is used appropriately to support the work which pupils do in school. A small number of parents were dissatisfied with the provision for clubs and out-of-school activities, but that which is provided is similar to that found in other infant schools.
46. The school has effective links with parents and carers and these have a positive effect on pupils' learning. A few parents help in school by supporting the Better Readers scheme. They help on visits and events and as governors. Parents support the events organised by the Friends of Croft School these provide much needed additional resources.
47. The school holds occasional workshops on specific subjects such as information and communication technology and supports the 'Read on/Write away' scheme for parents and their children to work co-operatively on the development of literacy skills. The story sacks and maths games homework opportunities, plus the reading books, all have a positive effect on learning in the core subjects. The school does not make parents sufficiently aware of the topics which will be taught to pupils to enlist their help in providing ideas and resources for use in class.
48. Overall, the quality of information the school provides for parents is satisfactory. The annual reports to parent about their child's progress are sound and indicate some of the ways in which parents can help their child to improve. The school publishes useful hints and tips about how parents can help their child at home. The information which the school provides for parents about attendance does not sufficiently emphasise the important role which parents play in ensuring good attendance.

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

49. The leadership and management of the headteacher is good and she is well supported by the deputy head. She is clear about the need to raise standards further and to improve the overall provision in the school. Since the last OFSTED inspection in 1997 she has done much to restore the confidence of staff and parents and to provide stability. The whole staff and governors work as a team with a common purpose to take the school forward.
50. The school's aims can be seen clearly in its day-to-day work. The head teacher, staff and governors work closely together to promote the ethos of the school, which effectively enhances the pupils' personal

and social development. Pupils are well cared for and feel secure in their surroundings. Relationships throughout the school are good. The school's administrator provides an efficient and welcoming point of contact for visitors and parents and manages the school's financial procedures well. Information technology is used well in managing the school's finances.

51. The school has a strong, shared commitment to succeed in raising standards further. All subjects have co-ordinators who oversee policies and schemes of work. Their role has developed well since the HMI inspection, but changes of staff have limited their impact on subjects to date. The numeracy and literacy co-ordinators have supported staff appropriately in the implementation of the national strategies, ensured consistency of approach and begun to track pupils' progress. The school is committed to providing equality of opportunity for all its pupils. The management and provision for pupils with special needs is good. It is particularly effective in ensuring close links between teachers and support staff.
52. The governing body supports the school appropriately. The various committees have clear terms of reference. Many of the governors visit the school regularly and are involved in the life of the school. They carry out informal monitoring visits and report back their findings to the governing body. These visits help to give the governors an awareness of what is happening in the school. The HMI report considered that governors had taken part in very little training and needed to improve in this area. Since then the members of the governing body have taken part in a good amount of training and receive good information in relation to standards and the quality of education from the headteacher. However, they do not have formal systems through which to evaluate the strengths and weaknesses of the school and they tend to be over reliant on information provided by the headteacher.
53. Financial planning is good overall. The school's budget is monitored closely and the school uses specific grants well for their purpose. The governors have begun to apply best value principles satisfactorily but recognise this as an area for continued development.
54. All staff support each other well sharing their skills and ideas effectively. They all speak highly of the support they have received from the headteacher. Induction procedures for newly qualified staff are good. Support staff and teachers work well together. The support staff contribute effectively to the progress made by pupils with special educational needs and enable them to be well included in all activities. Administrative staff and lunchtime support staff contribute well to the smooth running of the school. The site manager and cleaning staff work very hard to set, and maintain, high standards of cleanliness and the school is well looked after.
55. Accommodation is satisfactory overall, although there is no suitable outside play area for the very youngest children in the school. The school is presently involved in discussions locally to improve its provision in this area. Although some classrooms are rather cramped, teachers use the space flexibly and corridors and classroom walls are enlivened with good quality displays of pupils' work. The recent significant improvements in the internal and external fabric of the building ensure there is a welcoming environment in which pupils can learn.
56. Learning resources are satisfactory in most subjects, although they are not satisfactory in religious education.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

*The numbers in brackets after each key issue indicate the paragraphs in which the weaknesses are discussed.*

In order to raise standards further and improve the quality of education the headteacher, governors and staff should:

1. Improve the standards which pupils attain in mathematics by ensuring that:

- there is further systematic development of pupils' skills in numeracy;
- pupils of all abilities, but especially the more able, are set work which is demanding and well-matched to their levels of understanding;
- pupils are given more opportunities to develop their problem solving skills by developing the range of strategies which they are able to use;
- pupils are clear about the National Curriculum levels they are achieving and how they can improve their work to achieve higher levels, particularly Level 3.

*(paragraphs 2,3,75,76,77 )*

2. Improve the standards which pupils attain in information and communication technology by ensuring that:

- staff confidence in the use of the new machines and software is consolidated;
- pupils develop independence in being able to use both the hardware and software;
- there is a systematic development of ICT skills in the other subjects of the curriculum;

*(paragraphs 3,100,101,102 )*

3. Improve the overall quality of teaching by ensuring that:

- teachers use a wider range of strategies to support pupils' learning;
- teachers use time more effectively raise the level of pace and challenge in lessons

*(paragraphs 19,73,77)*

4. Further improve attendance by:

- setting specific, measurable, challenging, achievable goals and deadlines for improvement for each class;
- establish with both pupils and their parents the importance of attendance to improving pupils' overall standards of attainment;

*(paragraphs 17,40)*

*In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in the paragraphs in brackets.*

Provision of outdoor play facilities for the youngest children (55,66)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	57

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	9	19	0	0	0
Percentage	0	10	29	61	0	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	120
Number of full-time pupils known to be eligible for free school meals	24

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR – Y2
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	16

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	6

*Attendance*

**Authorised absence**

	%
School data	91.4
National comparative data	93.9

**Unauthorised absence**

	%
School data	0.7
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	23	21	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	17	19
	Girls	19	17	18
	Total	37	34	37
Percentage of pupils at NC level 2 or above	School	84	77	84
	National	84	86	91

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	18
	Girls	16	18	18
	Total	31	34	36
Percentage of pupils at NC level 2 or above	School	70	84	82
	National	85	89	89

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

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	88
Any other minority ethnic group	1

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

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

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	20
Average class size	24

**Education support staff: YR – Y2**

Total number of education support staff	6
Total aggregate hours worked per week	113

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

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

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

***Financial information***

Financial year	2000/2001
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	£
Total income	303960
Total expenditure	296243
Expenditure per pupil	2352
Balance brought forward from previous year	-12914
Balance carried forward to next year	-5197

***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	1

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.*

*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	120
Number of questionnaires returned	15

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	33	0	0	7
My child is making good progress in school.	60	33	0	0	7
Behaviour in the school is good.	60	33	0	0	7
My child gets the right amount of work to do at home.	47	40	0	13	0
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	60	40	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	86	14	0	0	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	53	47	0	0	0
The school is well led and managed.	67	33	0	0	0
The school is helping my child become mature and responsible.	60	40	0	0	0
The school provides an interesting range of activities outside lessons.	13	47	7	13	20

**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**

57. Provision for the children in the Foundation Stage is made in the two Reception classes. Children are admitted into these classes either in September or January of the academic year in which they become five years old. Most of the children have had pre-school experience at a nursery or a pre-school.
58. The children are assessed as they begin in the Reception classes. A significant number of children need considerable help to develop their skills in all six areas of learning, but particularly in their personal, social and emotional development, in their communication, in their language and literacy skills and also in their mathematical development. A small number of children are more confident in these aspects as they start school.
59. Both Reception classes provide safe, happy and caring learning environments for the children. The children are eager to come to school and settle quickly into the classroom routines. Teachers and support staff work well together in all lessons. Children make at least satisfactory progress and a few make good progress. By the time they leave the Reception classes most will have attained the early learning goals in all six areas of learning. A small minority will exceed these as they are already working in the early stages of the National Curriculum. Children with special educational needs make good progress in relation to their prior attainment and achieve well due to the good level of sensitive support they receive from the staff.
60. The provision for the children in the Foundation Stage has improved since the last inspection. In the HMI inspection there was some unsatisfactory teaching, but during the present inspection no unsatisfactory teaching was observed. The overall quality of teaching in the two Reception classes is satisfactory, and there is good teaching in both classes. All the very good teaching seen during the inspection was in one of the Reception classes. The new scheme of work and the introduction of an appropriate assessment system to monitor the children's progress and inform future planning have contributed significantly to the improvements since the last inspection. Resources have also been improved, as have teacher's lesson plans. These now have clear learning objectives and cater appropriately for the needs and abilities of the children, particularly those with special educational needs.
61. The co-ordinator has good understanding of the needs of children in the Foundation Stage. She has worked hard to ensure that all children receive a broad curriculum with many first hand experiences and she is committed to continued improvement in the provision. The co-ordinator has been particularly vigilant in supporting and overseeing the work of the newly qualified teacher in the parallel Reception class which has resulted in all teaching being at least satisfactory.

**Personal, social and emotional development**

62. The majority of the children are on course to achieve the early learning goals by the end of the Reception year and the teaching for this area is at least satisfactory and in one reception class it is good. All staff who work in the Reception classes provide good role models for the children. Respect for each other and for those who are needy is taught sensitively. Children are taught appropriately about other cultures. Appropriate opportunities are provided for the children to learn about themselves and they co-operate and share well with others; for example in role play in the C3 Croft Bus and when rolling dice in the 'Bus Stop Game'. The children respond well to classroom routines, such as finding their names to put on the register board. They enjoy working in small groups as well as a whole class group and they rapidly gain confidence and independence. Most of the children are able to sit still and listen when this is appropriate, and they are generally attentive to what adults say. The children are confident to leave their parents and carers and their behaviour, and the relationships within the classrooms, are good. Staff have a positive approach towards promoting good behaviour and appropriately reward the children with 'stickers' for good behaviour and effort. Most of the children develop their skills in choosing which activity to work at appropriately. Where the teaching is good and the expectations of the children are made clear, they know how to organise themselves and often remain engaged in their activities for a good length of time. In both classes, the activities presented to the children are interesting and there is a good balance of adult directed activities and those which the children choose for themselves. For example two children enjoyed using the puppet theatre and the whole class group enjoyed reading the 'Big Books'. The



children demonstrate that they are able to express their feelings freely, for example, they showed their excitement when preparing for their class assembly, to which they knew their parents were invited. When taking part in physical exercise, the children are able to undress and dress themselves and only a few need adult assistance. All children are able to use the toilets and cloakroom facilities themselves and show a willingness to tidy up after themselves. Where staff carefully phrase the questions they ask the children, this encourages them to use their initiative and motivates them to make the most of their learning.

### **Communication, language and literacy**

63. The quality of teaching in this area of learning is satisfactory and most children are on course to reach the early learning goals by the end of the Reception year. A few children will exceed them. The quality of teaching varies between the two classes, in one class it is satisfactory and in the other it is very good. Both teachers plan lessons effectively, they have a good knowledge of the early learning goals and the National Literacy Strategy and provide a good range of activities for the children. Lessons are introduced enthusiastically and with clarity and children are prepared successfully to follow the Literacy hour in Year 1. For example, skills in learning to handle and read books were effectively taught in both classes. The children listened carefully, responded well to questions and were willing to share their ideas and feelings. A structured scheme for learning letter sounds and carefully chosen reading scheme books as well as the use of small 'flash cards' and the guided reading approach, have all contributed significantly to all children making at least satisfactory and many making good progress in reading. Children generally make a good start in learning to read and hold books correctly. A good number of them know the sounds and letters of the alphabet and a significant number can sound out letters to help them write and identify new words. They can also read simple sentences in their reading books with reasonable fluency. The children know an appropriate range of rhymes and poems and the more able can identify and write simple rhyming words such as 'cat' and 'bat', 'dog' and 'log'. Children make appropriate gains in learning to write. Most of them can hold pencils and form letters correctly. They can write their names, they will attempt to write simple sentences on their own and they enjoy writing for different purposes. For example in the 'Travel Agents' where they make lists. Where teaching is very good, the teacher ensures that the children present their work very well and she builds successfully on what they already know and understand. She challenges them effectively to work towards the next step in their learning. For example, careful teaching about the use of question marks led the children to write a list of simple questions on their own. Both class teachers use the whiteboard effectively to extend the children's vocabulary and this encourages them to speak in front of others and improve their overall fluency of speech. Clear labelling of display boards and resources around the classroom, as well as good role play situations such as in 'The Ticket Office' and 'Mr Gumpy's Boat', are effective in developing the children's speaking, listening and conversational skills. Children are gaining an increasing awareness of the listener and are beginning to recall events in the correct sequence.

### **Mathematical development**

64. Overall, children make satisfactory progress towards the early learning goals, so that they are on course to attain these by the end of the Reception year. A few children begin the earlier stages of the mathematics National Curriculum, but there are also a few who do not reach the standards expected for their age. Overall the quality of teaching is satisfactory, although the more experienced of the Reception class teachers has good knowledge and understanding of this area of learning and her teaching is good. In both classes, lessons are well planned for each day using the 'Numeracy Weekly Planner' which prepares the children effectively for the daily Numeracy lessons in Year 1. Teachers take careful consideration of the wide range of ability within classes when organising the children into groups and this is an improvement since the last inspection. All staff placed strong emphasis on helping children to develop their skills in counting, sorting and sequencing numbers. This is carried out particularly well at the beginning of lessons through forwards and backwards counting. Already a good number of children can count accurately and recognise numbers to ten and a few can count well beyond this. Through practical activities, children are gaining confidence in calculating the difference between two numbers; for example in their shopping activities using one pence coins. Most children correctly identify coins up to 50p and the more able can work with coins up to £1, completing simple addition and subtraction sums and appropriately recording their answers. Most children are developing an appropriate understanding of mathematical vocabulary such as 'one more' and 'one less', 'heavier' and 'lighter' and 'longest' and 'shortest'. Children are gaining a suitable understanding of early capacity and understand terms such as 'full', 'empty' and 'nearly full'. In the lessons where teaching is good, questioning is used effectively to

encourage children to use their knowledge to solve simple mathematical problems. For example, to find missing numbers and make a picture graph to illustrate the different modes of transport the children use to travel to school. Through the good range of activities provided by the staff, the children learn to form numbers correctly and they are able to make mathematical patterns using items such as pegs and pegboards and by threading beads. Most of them can identify circles, rectangles, squares and triangles and the more able can make a set of triangles to correspond to a given number. Children in both classes are familiar with a good range of mathematical games and rhymes such as 'Five Currant Buns' which staff use effectively to reinforce the children's understanding of number. In some lessons the pace of learning is not always maintained once the children move into small group work. Children are not always clear about how much time they have to complete their tasks and the expectations of their work and behaviour are not carefully explained. The children's work in both classes is regularly marked. Appropriate targets are set for individual children and these can easily be referred to as they are pasted into each child's exercise book. This successfully supports the monitoring of the children's progress and is effective in helping to move the children forward. Staff carefully analyse the children's achievements and take account of the next steps the children need to take, adjusting their lesson plans accordingly. The introduction of mathematical games, which the children take home for homework, is effectively contributing to the overall standards the children achieve.

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

65. Most children are on course to achieve the early learning goals by the end of the Reception year. The progress children make is satisfactory overall, as is the quality of teaching. On starting school, many children have had a limited experience of the world around them and staff try hard to give them a suitable range of first hand experiences. Appropriate activities are planned for children to watch and find out about living creatures and the natural world. For example, they take care of their 'class' fish, observe stick insects and make leaf prints. However, there are too few opportunities provided for them during the Winter months to find out about, and identify, features of living things and watch how things change. Staff make good provision for children to develop their skills in information technology. A good range of computer programs are used to support the children in their learning; for example to hear and recognise the letters of the alphabet. The children are able to use a digital camera and enjoy listening to stories using headphones and by operating a tape recorder. Most children develop an appropriate understanding of how and why things happen and work, through being given suitable opportunities to carry out simple experiments. For example, finding out which objects will float and sink in a tank of water, and which car will go the furthest down a ramp. The children are provided with sufficient opportunities to work with construction equipment and a suitable range of materials and tools; for example to make a hat to represent an animal for their class assembly and to construct a vehicle to link in with their topic work on Transport. Work about 'islands', and taking a bus ride to Derby, as well as exploring the local environment helps the children develop an appropriate sense of place and the world in which they live. Children also develop an appropriate sense of time by learning about themselves and how they have grown since they were babies. Suitable progress is made by the children in learning about other cultures and beliefs and they have an appropriate knowledge about Chinese New Year, Diwali and the Christmas story. Staff interact well with the children during their play. They provide a good balance of time for whole group activities, such as recording the weather, and also for free play where children are able to investigate and explore through play and find things out for themselves.

### **Physical development**

66. The teaching for physical development is sound overall and children generally meet the expectations for their age in this area. When making objects, children are able to manipulate tools and malleable materials, such as sand and dough, with an appropriate amount of control and concentration. Staff enable the children to build a variety of models and effectively teach them how to fit pieces together using different types of construction equipment. Fine manual skills and hand-eye co-ordination are practised regularly through the use of small equipment and the children demonstrate suitable control of objects such as pencils, crayons and paint brushes. Teachers make good use of the hall space to help develop the children's large motor movements and the lesson plans for these sessions are good. Children learn a good range of games such as 'Traffic Lights' and develop good body control in these situations. Suitable opportunities are provided for children to practise catching and throwing techniques using small equipment, and most can catch and throw a bean bag or ball. Teachers encourage children well in using their imagination; for example to move like sharks, and to use their bodies to travel in different ways by crawling, hopping or skipping. The development of skills such as climbing and balancing and an

awareness of space is not fully extended as the children do not have access to an outside play area, appropriate climbing and balancing equipment, or wheeled toys. The school has recognised this as an area for development by including it in the school improvement plan. Appropriate systems to assess the children's progress have been established, but do not include information about the children's health and body awareness. Most children enjoy their physical exercise sessions and go out to play each day with the rest of the school, weather permitting. They are increasing their confidence in being able to adjust their speed and move in different ways whilst considering the safety of themselves and others. Staff give good attention to showing the children how to handle equipment correctly, and to observing appropriate rules for safety.

### **Creative development**

67. The majority of children will reach the early learning goals by the end of the Reception year and the teaching for this area is mainly good and sometimes very good. The main teaching strength is in music and both the Reception teachers have a good knowledge of how young children learn music. They provide good opportunities for children to explore the sounds and rhythms they can make by playing percussion instruments. The children are successfully encouraged to use body actions to clap out the rhythm of their names and also when they are responding to the mood and tempo of music. The listening skills of the children are effectively challenged when they are asked to repeat different rhythms they hear played with three different instruments behind a screen. Most children know a good range of songs such as 'The Wheels On The Bus' and they make good progress in learning to perform in front of others. For example, in assemblies and in Christmas performances for parents and friends. Staff work well together to provide the children with interesting situations for role-play. This enables the children to develop their imagination well and encourages them to make up their own stories and events. Good examples of this were seen when they used the puppet theatre and in 'booking' a holiday in the 'Croft Travel Agents'. Good provision is made for the children to explore the use of a wide range of materials, so that they know the colours of paint and they enjoy mixing paints to produce different colours. Different techniques, such as printing are taught effectively and a wide range of media is used which appropriately enables the children to express their ideas when making collages and items such as ants and masks. Most children respond well to what they hear, touch, smell and feel and they are provided with an appropriate range of tools to make models, to shape and mould sand and to bake biscuits and buns. Staff have high expectations of the children's work and behaviour and in whole class activities, they hold the children's attention well.

## ENGLISH

68. Overall, by the end of Year 2, standards in English are average. Pupils' skills in speaking and listening are generally good with clear improvements for all pupils as they move through the school. In reading, pupils make good progress and achieve well; most attain the levels expected for their age by the time they leave the school and a significant number attain above this. In writing, pupils' achievements are satisfactory. The school is suitably focussing on ensuring more pupils attain the higher levels. There are definite improvements beginning to take place; these are especially noticeable in Year 1.
69. Pupils are confident speakers, both in class and in more formal situations. They respond well to the teachers' encouragement to contribute to assemblies and, in class, they are keen to answer questions and make comments. Pupils listen attentively. All enjoy listening to stories, for example when the Year 2 class listened to the one about 'The Pied Piper', they showed a good level of interest and responded thoughtfully to questions explaining that it is wrong for people to break a promise. Particularly good progress is made in developing pupils' skills in speaking and listening through 'circle-time' which is organised as part of the personal, social and health education programme.
70. Pupils enjoy books and reading. Teachers and support staff are systematic in using a wide range of strategies to help pupils with their reading. This results in pupils have a good understanding of letters and sounds and being able to 'build up' words. They are also able to use a range of other clues to help them work out unfamiliar words and meanings. More able readers are confident to tackle difficult texts and they like reading longer, more complex stories. They are able to explain and discuss what they have read, and to express their own views. Many pupils show good awareness of the importance of using expression when reading aloud and speak out with enthusiasm for example when reading words such as 'Yippee'. Throughout the school, pupils are encouraged to think and talk about the class 'big book' and also about other books they have read. Most can use the technical vocabulary, such as the words 'illustrator' and 'title', effectively when describing books. Pupils also learn to use indexes, contents pages and glossaries so that older ones are able to go to the school library and on request find a section in book about a particular topic.
71. Pupils' writing although average overall is not as good as their reading. Most pupils have positive attitudes to writing, they develop good understanding about characters, such as the one that pupils referred to as 'Fussy Freda' and they learn to appreciate the need to have a clear 'beginning' and 'end' when writing a story. They effectively learn about different forms of writing, for example by recording visits, re-constructing traditional tales, writing simple poems and lists. They also develop suitable understanding of spelling and punctuation. Handwriting is satisfactory overall. The school is appropriately focussing on the need to further improve pupils' use of a wider vocabulary, spelling and use of a fluent joined script as next steps in ensuring improvement.
72. The teaching of reading is good. A high focus given to this in all lessons, pupils receive a significant amount of individual attention from adults in learning to read and there is a well thought out approach to encouraging pupils' independence in reading. Consequently, pupils are motivated to read and they are confident to explain the 'strategies' they must use to be successful readers. Teachers build their lesson planning appropriately based on the National Literacy Strategy and lessons are usually good in the introductory stages when there is a focus on reading and also during the 'guided reading' part of the lesson. Staff are secure in teaching reading and use the technical vocabulary associated with it well, for example when describing parts of a word and elements of the text. Effective use is made of resources, especially the 'big books'. In general, pupils try hard, they respond particularly well to the expectations which are made of them in reading. Teachers and support staff work together closely with particularly good liaison to help ensure work is well matched to pupils' levels of understanding. Pupils with special educational needs are well supported and make good progress towards their targets which are often related to reading.
73. Teaching is writing is satisfactory overall. Good teaching was observed in Year 2 where there was a wider range of teaching strategies used to ensure the pace of the lesson was maintained throughout. Teachers plan conscientiously to develop pupils' writing. Also there is a good emphasis on pupils developing their skills in writing in other subjects of the curriculum, for example in science there is good attention given to the skills needed in writing factual accounts. In literacy lessons writing is often developed through the use of small group work during the middle part of lessons. However, at this stage there is a tendency for the pace of the work to slow down mainly because the there is an over-emphasis

on pupils trying to write down their thoughts before they have established the skills with which to do this. Where teaching was good the teacher made good use of drama and games to help the pupils establish ideas about sequencing their thoughts and about complex words and this formed a good basis for future work.

74. The co-ordination of English is satisfactory at present with a newly established co-ordinator having just taken over the responsibility. There has been good co-ordination since the last inspection with clear improvements taking place since then.

## **MATHEMATICS**

75. Standards in mathematics have been low for several years, with the results of the tests for seven-year-olds in 1999, 2000 and 2001 being well below the national averages and those for similar schools. However, much has been done recently to raise standards. This has included a review of teacher's planning, ensuring consistency in implementing the National Numeracy Strategy and setting pupils for their numeracy sessions. These changes, with the improvements which have been achieved in the quality of teaching, have enabled standards to rise. This was evident in the work seen during the inspection, but standards are still below average overall for pupils in Year 2, as too few are on track to achieve the higher level 3. Although pupils are now developing sound number skills they do not use a sufficiently wide range of strategies to solve problems.
76. By the end of Year 2, most pupils can count to 100, recognise sequences of numbers and many identify odd and even numbers. Most pupils have a sound understanding of simple addition and subtraction and a few of the most able are beginning to use their knowledge of tables to solve multiplication sums. In problem solving, few pupils are able to use appropriate strategies to solve number problems. A significant number of pupils can identify two-dimensional shapes and talk about the features of them. They are beginning to understand the concept of estimation and can measure using standard measures. Pupils can collect information together and produce a graph showing their results. Although many pupils are developing a satisfactory knowledge of mathematical processes most are not using this knowledge to help them solve simple mathematical problems.
77. The quality of teaching is satisfactory overall. In lessons where the teaching was judged to be good teacher's planning was firmly based on the National Numeracy Strategy and work was clearly matched to the different abilities of the pupils. In these lessons teachers used effective strategies to teach mental calculation and pupils enjoy the lively start to lessons. Teachers in these sessions also give pupils the strategies to help them find different ways of calculating answers and solving simple problems. Most teachers have sound subject knowledge and they generally give precise, clear instructions and, as a result, all pupils, including those with special educational needs are now making satisfactory progress. Overall, the pace of learning is satisfactory, but there are still a few lessons where there is too little challenge in the work set in the group activities, especially for the more able pupils. This affects the pace of learning for these pupils. The management of pupils' behaviour is effective, resulting in good behaviour and most pupils showing that they want to learn and generally concentrating well. At the end of lessons, teachers hold discussion sessions when pupils share their findings and the learning targets are consolidated. However, they do not often refer to the next stages of learning.
78. The subject is effectively co-ordinated with a consistent approach to implementing the National Numeracy strategy. Good work has been done on planning the sessions and ensuring they have clear learning objectives. A good level of monitoring of the quality of teaching and of the standards which pupils achieve is undertaken. Assessment procedures are good, but the use of assessment to ensure that pupils are clear about how well they are doing in terms of National Curriculum levels and what they need to do to improve, is underdeveloped.

## **SCIENCE**

79. By the end of Year 2, standards are average for seven-year-olds. Pupils' achievements are satisfactory overall. Planning has improved since the last inspection and there is now a much more emphasis on investigative science.
80. Pupils undertake a balanced programme covering all the expected areas and generally develop a satisfactory knowledge and understanding of the subject. In Year 1, they have gained suitable

understanding about the human body and can name the different parts. They know that humans have five senses and where the sense organs are located. They have gained understanding about different materials and most are able to sort them according to their properties. Through activities, such as categorising different types of movement, for example 'pushing a push chair' and 'pulling a toy on a string', pupils have gained satisfactory understanding of forces. In Year 1, pupils make a sound start in learning about plants and animals in the environment. In Year 2, pupils effectively learn about ways in which to ensure a healthy lifestyle, for example by eating a balanced diet and by undertaking regular exercise. They can describe the effects of exercise on their bodies. The pupils appropriately extend their ideas about plants and animals by learning about the fact that different types of plants and animals are found in different habitats, for example that mosses and worms prefer cool, damp conditions. Whilst working with bulbs, batteries, wires and connectors the pupils develop clear understanding about the fact that an electric circuit must be complete in order to light up a bulb. They use the correct terminology to describe parts of a circuit and are knowledgeable about the dangers associated with electricity. Work on display shows that they are clear which appliances use mains electricity and which use batteries.

81. In both Year 1 and Year 2, pupils' skills in investigative science are developing well. They observe carefully and work together effectively when undertaking practical work. By the end of Year 2 pupils make simple predictions based on their previous experience and they are able to make suggestions about how to collect data and present their findings. They use the appropriate scientific vocabulary associated with early scientific enquiry although their written work is not always well presented.
  
82. The quality of teaching is satisfactory overall. Pupils' learning directly reflects the quality of teaching which is satisfactory overall. Planning is undertaken conscientiously by all teachers and this generally ensures that lessons are taught effectively and pupils make suitable gains in learning. The learning objectives are set out clearly. Teachers' command of subject is secure and staff place good emphasis on investigative science. Effective use is made of 'planner' sheets for the pupils which help to give a structure to their thinking during an investigation. Relationships are good and behaviour is managed effectively and in the main pupils try hard with their tasks. Where the teaching was most effective, in the Year 2 class, questioning techniques were used well to extend pupils' thinking and learning. Occasionally, during practical activities, there is some loss of momentum in pupils' learning and this is associated with the need to use a wider range of teaching strategies.
  
83. Co-ordination of the subject is effective. There has been a review of planning. It is now much improved and this is having a positive impact on the progress pupils make. Assessment procedures are also improved. Resources for science are generally good.

## **ART AND DESIGN**

84. By the time they leave the school, pupils' attainment is broadly in line with that expected for their age. Throughout the school, pupils make satisfactory progress. This is similar to that seen at the last OFSTED inspection. In Year 1, pupils are able to extend their use of colour-mixing to produce effective portraits, using carefully blended colours. In both Years 1 and 2, they continue to develop their observational drawing; for example carefully drawing electrical circuits in science and drawings of artefacts seen during a visit to the local church. Further links with other subjects were seen when a group of Year 1/2 pupils made collage pictures depicting the Fire of London which they had learned about in the previous history lesson. In both year groups, they make satisfactory progress in their model-making skills using materials such as clay for diva lamps and cardboard to make masks of Chicken Licken. Their knowledge and appreciation of the work of other artists is suitably developed; for example pupils in Year 1 drew portraits in the style of Van Gogh.
  
85. The quality of teaching in the one lesson observed was good. The teacher showed good knowledge of the subject and was able to draw out the important features of the picture the class were studying. Good questioning ensured pupils learned about the importance of the work of the artist Van Gogh. There was also a good discussion and demonstration so that pupils learned about the techniques they would need to use. From a scrutiny of pupils' work and displays around the school and through talking to teachers and pupils it was clear that all pupils make appropriate gains in their learning and their progress is satisfactory.

86. The co-ordination of art is sound. The recently appointed co-ordinator has drawn up a curriculum framework to guide the planning of each topic, identify how pupils achievements will be assessed and to ensure that all elements of the art curriculum are included. So far little monitoring has taken place although the co-ordinator checks on standards by looking at pupils' work across the school. Resources are adequate.

## **DESIGN AND TECHNOLOGY**

87. There were no opportunities to observe design and technology lessons during the inspection period. Evidence therefore has been drawn from an analysis of the pupils' previous work, displays around the school and from discussions with the pupils and the staff.
88. Throughout the school, pupils achieve standards which are broadly in line with those expected and they make satisfactory progress. Standards have improved since the last OFSTED inspection.
89. By the end of Year 2, pupils are able to use a satisfactory range of tools to make objects, cards, models and prepare food. Most pupils are able to plan, design and find ways of joining materials together, for example, to make a headband to represent different animals in the Chicken Licken story. They have made moveable Chicken Licken models as well as puppet characters by using split pins. Pupils make models of their own choice using a range of materials and a suitable range of construction equipment. They make appropriate adaptations to these models if they do not work. Pupils' skills in food technology are satisfactory. They can identify the tools and ingredients, and then explain the procedures to follow, in order to make a sandwich.
90. Teachers' plans show that there is suitable coverage of the National Curriculum requirements as pupils progress through the school. Pupils make appropriate gains in their learning and in developing their practical skills. Good use is made of outside agencies to support the development of the subject across the school. Through their visit to Warburton's Bakery for example, the pupils experienced the whole bread making process and were able to use an extensive range of tools and equipment brought into the school by the company. Pupils spoken to during the inspection said they enjoyed their design and technology lessons and that both boys and girls were equally involved in all aspects including construction and food technology.
91. The co-ordination of the subject is satisfactory. Appropriate improvements have been made towards this subject since the last inspection. A new draft policy has been prepared from which a good scheme of work has been developed which provides a strong basis from which teachers can plan their lessons. These are effective in helping to ensure there is continuity and progression in teaching the subject throughout the school. They also form an appropriate framework against which pupils' progress can be judged.

## **GEOGRAPHY**

92. No geography teaching was seen during the inspection. On the basis of the work seen, discussions with pupils and teachers and displays around the school, the standards which pupils achieve are broadly average and they make satisfactory progress. This is an improvement since the last OFSTED inspection.
93. Pupils have developed appropriate skills and knowledge and their learning is satisfactory. In Year 1, pupils have compared town and country landscapes and investigated the siting of shops and other buildings in the town of Alfreton. In Year 2, pupils have developed their mapping skills by studying maps of the local area, as well as those of the United Kingdom and places further afield. They have compared life in an island community with life in a town like Alfreton. They use maps to plot the features identified in the local area and on the Island of Struay.
94. There is a good scheme of work which provides a suitable basis from which teachers can plan their lessons. This ensures that all elements of the subject are covered in both year groups. Teachers' planning provides a clear focus on the skills which will be developed and the way in which these will be matched to the abilities of individual pupils. This ensures that all pupils make satisfactory progress in their learning. Good attention is given to pupils developing their knowledge and use of geographical vocabulary.

95. The subject is satisfactorily led by the co-ordinator. There is a suitable scheme of work and resources are just adequate although limited for some aspects of geography for example maps and photographs. Assessment procedures are now in place so that pupils' achievements can be identified and their progress monitored. The co-ordinator has started to monitor standards and is clear where improvements need to be made. This is an improvement since the last OFSTED inspection.

## **HISTORY**

96. Only one history lesson was seen during the inspection. Judgements are based on the scrutiny of pupils' work, display around the school and discussions with teachers and pupils. Across the school all pupils are appropriately developing their skills and making satisfactory progress. This is an improvement since the last OFSTED inspection.
97. Pupils acquire suitable knowledge about the past and can identify differences between previous times and the present. For example, pupils in Year 1 talk about the differences in aspects of everyday life, such as going shopping. They look at old shops in Alfreton and compare them with modern ones. They have investigated the types of housing built in the past and compared them and the everyday household objects that would have been used, with those which are in use today. Pupils in Year 2 are able to describe the main events in the lives of prominent people such as Guy Fawkes and Florence Nightingale. They can talk about the main events in the period studied. For example, they can discuss the Fire of London, where it started and why it spread so quickly. They also know how to find out about things in the past and the types of reference sources which are available. They have visited the Victorian classroom at Sudbury Hall to find out what it would have been like to be at school in that time compared with today. Overall, the provision and the quality of pupils' learning in history is satisfactory.
98. The quality of teaching in the one lesson which was observed was good. The teacher had planned well to ensure that not only were pupils to find out about the main events but also how we can find out about things that happened so long ago. Good links were made with other subjects such as English where pupils wrote a diary of the Fire in the style of Samuel Pepys and art where pupils made a collage picture of the Fire.
99. The subject is led satisfactorily by the co-ordinator. There is a suitable scheme of work which provides a sound basis from which teachers can plan. There is also a recently introduced assessment system linked to the scheme of work so pupils' achievements can be identified and their progress monitored. This is an improvement since the last OFSTED inspection. Monitoring of pupils' work takes place so that any gaps in the curriculum can be identified and improvements made. Resources are satisfactory and visits and visitors support work in history well, for example, visits to the Crick Tramway Museum and old parts of Alfreton.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

100. The school was one of the last to receive the National Grid for Learning Grant (NGFL) and there has been a lack of a systematic development of pupils' skills over time. Consequently, at present, pupils' achievements are not good enough and they do not have the skills which would be expected for their age. In the last OFSTED inspection the standards which pupils attained were described as poor, so there has been some improvement. The school is using the new hardware and software effectively to develop pupils' skills but some staff lack confidence in their own skills. The school is taking appropriate action to address this issue through further staff training.
101. Many pupils show that they are confident to use the 'mouse'; for example when 'painting pictures' and when 'dragging' items across the screen. Work undertaken by Year 2 pupils when making Christmas calendars shows that they obviously have enjoyed creating their own designs using different colours and patterns and the standard of work is at the expected level. These older pupils can explain how log on, how to draft and redraft text, for example when drafting out stories, and many can explain how to save their own work. The most confident can highlight text and change the colour of the text and the font. Generally, however, pupils lack confidence in using databases and in controlling equipment, for example either a floor turtle or a Roamer. Also many pupils are not operating as independently as would be expected for their age and they still require significant support. Too few have sufficient confidence in using the keyboard.



102. Teaching and pupils' learning are now satisfactory overall although there is still some lack of confidence amongst staff if any technical difficulties arise. Most staff are keen and interested in using information and communication technology (ICT) and in turn they pass this sense of enthusiasm on to the pupils. Support staff often give a good level of input to ensure that pupils learn effectively. Resources are much improved since the last inspection and in many areas are used effectively. However, there is further scope for improvement in their use, particularly during the literacy and numeracy lessons, once the programs associated with these strategies are available in school. The school is still waiting for the ICT system to be connected to the Internet and this is limiting the work pupils are able to do. Staff have worked hard at developing areas around the computers where there are useful prompts and instructions. As the pupils become more familiar with these there is a positive impact on learning. Useful assessment records are being built up to help improve continuity in pupils' learning.
103. The school has highlighted information and communication technology as a key priority for development. Further training for teachers and support staff has been arranged. Co-ordination is now satisfactory although too little has been achieved over time. The co-ordinator is knowledgeable in the subject, attends a good level of training herself and is clear about the next steps needed to improve the subject further. She works well with colleagues giving a suitable level of advice and support.

## MUSIC

104. During the inspection period there was no opportunity to observe music being taught. Judgements therefore have been made as a result of hearing pupils sing in assemblies and from the examination of their work and reports to parents. Account has also been taken of teachers' lesson plans and discussions held with the pupils and staff.
105. Overall, the standards the pupils achieve throughout the school are broadly in line with the expectations for their age and pupils make satisfactory progress. The findings of the previous OFSTED inspection were similar. To compensate for the recent loss of their specialist music teacher, the school appropriately invites specialist musicians into school, such as 'Key Strings', to supplement the music lessons the pupils have with their own class teachers.
106. By the end of Year 1, most pupils are able to listen carefully to music and they are learning to recognise the instruments played and the composer. They are gaining confidence in playing percussion instruments, sometimes as part of their class assemblies and on other occasions, for example, to reproduce different rhythms they hear. Pupils enjoy their music lessons and can identify a good number of stringed instruments. They understand that sounds are made by making the strings vibrate through the use of a bow or by plucking. Pupils sing an appropriate range of songs, such as 'The Golden Cockerel' which they learn quickly. They sing tunefully and with good pitch, but because they have insufficient opportunities to sing accompanied they do not always phrase their singing correctly. The lack of suitable accompaniment also reduces the pupils' confidence, and the vigour and volume with which they sing.
107. An appropriate amount of time is allocated to class lessons and also to whole school singing practises. Lessons are well planned and cover both the performing and composing, and the listening and appraising aspects of music. Since the departure of the music co-ordinator the school has appropriately invested in some commercial tapes to help accompany the pupils as they sing hymns in assembly. This arrangement is satisfactory but not enough is done to improve the overall standard of singing during whole school singing practise. The pupils are keen to perform and willingly take part in musical activities during their class assemblies. Pupils spoken to during the inspection said they enjoyed performing items for their Christmas concert. Staff make good provision for pupils to listen to, and appraise, music in assemblies; for example Mozart's Clarinet Concerto was played during the week of the inspection. Opportunities were missed, however, to encourage pupils to say more about the composer and to discuss the instrument played.
108. The school currently does not have a co-ordinator for music due to staff changes and therefore improvements since the last OFSTED inspection have been minimal. A suitable scheme of work to guide the teachers in their planning is in place, but an up-to-date policy and appropriate assessment procedures to monitor the pupils' progress have not been developed. Resources to support the teaching of music are of good quality and are sufficient to cover all aspects of the curriculum.

## **PHYSICAL EDUCATION**

109. Pupils attain satisfactory standards in physical education which are in line with those expected of pupils of this age. They have suitable opportunities to undertake all the areas of activity outlined in the National Curriculum and they make sound gains in learning. Pupils of all ages have established a satisfactory level of co-ordination and control of their movements and awareness of space and others. They usually sustain a suitable level of energetic activity in their work and many are able to explain the effects of exercise on their bodies. Most pupils demonstrate the ability to plan ahead and develop skills, such as bouncing and catching. Pupils are appropriately developing their skills of critical evaluation and when a good focus was given to this; for example to describe why certain movements were effective in ensuring they caught a ball successfully.
110. It was only possible to observe two physical education lessons during the inspection. Judgements are made on the basis of these and a consideration of teachers' planning. The quality of teaching is satisfactory overall, which leads to satisfactory learning for pupils. Planning is in place for lessons and it is generally good. Staff make sure that pupils understand the overall purpose of the session so that the pupils' interest is engaged from the start. Relationships between staff and pupils are good and pupils show that they enjoy physical activity. Staff dress appropriately for the lessons and they make the best use of the time available and achieve a suitable pace to learning. In the main staff manage behaviour well and pupils respond appropriately. The pupils are clear about the need to take turns in some situations and they use equipment sensibly. The importance of safety is stressed by staff and the pupils respond to this appropriately. Although there is often praise given for effort and achievement there is not always sufficient focus given to the ways in which pupils might improve their performance. Where this did happen in a Year 1 lesson it had the effect of improving the pupils' pace of learning.
111. Overall co-ordination of the subject is satisfactory. An appropriate policy has been put in place and there are suitable units of work planned to cover all the expected areas. Indoor accommodation is appropriate and the school grounds provide a suitable environment for physical education. Resources are good and used effectively. There is an appropriate range of extra-curricular activities to support the work undertaken for pupils of this age.

## **RELIGIOUS EDUCATION**

112. Overall, pupils achieve standards which are in line with the expectations for their age and as set out in the Derbyshire Locally Agreed Syllabus. They make satisfactory progress in their learning. These findings are similar to those made at the last OFSTED inspection. Pupils' knowledge and understanding of the subject are of a higher standard than their written work. Sufficient time is allocated to the teaching of religious education and each class has a timetabled lesson. The themes chosen for lessons are linked to the topics covered in assemblies and this is an improvement since the last inspection.
113. By the end of Year 2, pupils have increased their knowledge of Christianity. They know the Christmas story sufficiently well and through their visits to the local parish church they are aware of the meaning of some of the symbols of Christian worship and the purpose of some Christian celebrations. Pupils in Year 1, for example, can identify some of the parts of the church, such as the 'font' and 'altar' and know that the Bible and statues can be found there. Year 2 pupils know that weddings, christenings, funerals and services are held in church and can explain the purposes of these events. Throughout the school, pupils are developing a sound knowledge of other faiths so that by the time they leave school they can identify the similarities and differences between a Christian and a Hindu wedding. As a result of visiting the Open Centre and a Hindu temple in Derby, the pupils have a good knowledge about the clothes and jewellery worn and the foods eaten at certain festivals. The pupils have also gained a sound knowledge about Chinese New Year and Diwali and they enjoyed celebrating Harvest as part of a whole school assembly. Pupils are developing an appropriate understanding of what is right and wrong, what makes them 'happy' and 'sad' and how their behaviour affects other people. They are beginning to appreciate the need for rules and why we should try to keep them. At certain times in the year they know there are days which have special significance for some people such as Remembrance Day. Most pupils are able to use times for reflection, stillness and quiet positively and can appreciate the purpose of prayer.
114. The quality of teaching and learning is satisfactory throughout Years 1 and 2. Lessons are carefully planned with clear learning objectives and they appropriately stem from the topics identified to be covered in the school's scheme of work. Teachers generally share the purpose of the lesson with the

pupils at the beginning of the session and this works well in helping to motivate them and in keeping them on task. Where whole group teaching takes place the teaching is good, mainly because the staff have prepared this part of the lesson well and have gained a secure command of the subject. They carefully explain interesting facts to the pupils and question them effectively and this encourages them to share their views and personal experiences. Staff bring appropriate resources to school, such as wedding photographs, to help illustrate their teaching points and promote discussion and this works well. Overall, however, there are too few resources within the school to sufficiently support the pupils in their learning. This is particularly the case as pupils move into their group work, as they have too few books and artefacts to help them develop early research skills or handle a wide range of objects and pictures. During some group activities, the expectations that teachers have of the pupils were not made clear and this affected the pace at which the pupils completed their tasks. Teachers and support staff work well together to support the pupils and there is a good level of dialogue between the adults and pupils. Pupils are given insufficient information about how they can improve their work. Displays in classroom areas relating to religious education are good and demonstrate that pupils' work and effort is valued. Effective use is made of a digital camera to support the pupils' learning; for example to take photographs of Alfreton Church and the Open Centre in Derby.

115. The co-ordination of the subject is satisfactory. Since the last inspection, the policy and scheme of work have been produced in line with the Locally Agreed Syllabus. These have provided clear guidance for the staff in teaching this subject and improved the continuity and progression of the pupils as they move from Year 1 to Year 2. Appropriate time has been spent on identifying suitable stories to support the teaching of religious education for each class and the co-ordinator demonstrates that she has a clear view of future developments for the subject. Good use has been made of display within the public areas of the school, for example, to illustrate Chinese New Year and to highlight the children's learning following their visit to the Open Centre and Hindu Temple. This work is effective in helping to consolidate the pupils' learning and in sharing information with parents.