

INSPECTION REPORT

HASLAND INFANT SCHOOL

Hasland, Chesterfield

LEA area: Derbyshire

Unique reference number: 112664

Head Teacher: Mrs J Lord

Reporting inspector: Mr Stephen Dennett
13712

Dates of inspection: 12th – 15th May 2003

Inspection number: 247253

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Eyre Street East Hasland Chesterfield Derbyshire
Postcode:	S41 0PE
Telephone number:	01246 234745
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Brian Beeton
Date of previous inspection:	12/05/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
13712	Mr Stephen Dennett	Registered inspector	Science Art and design Information and communication technology Equal opportunities	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9056	Miss Valerie Cain	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
20003	Mrs Susan Metcalfe	Team inspector	History Music Foundation Stage Provision for pupils who do not speak English as their mother tongue	
10611	Mr Martin James	Team inspector	Mathematics Physical education Religious education Special education needs	How good are curricular and other opportunities?
32226	Mrs Teresa Quick	Team inspector	English Design and technology Geography	Pupils' attitudes, behaviour and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hasland Infant School provides full time education for 316 pupils aged from four to seven. The school has a 78-place nursery, which currently has the full time equivalent of 39 children, aged three and four, attending. Most pupils come from a white British background, although a few are of British Asian origin. About one per cent of pupils do not have English as their mother tongue, which is slightly above average. Ten per cent of pupils are eligible for free school meals, which is in line with the national average. Although the social and economic circumstances of pupils attending the school are broadly average, an increasing number of pupils come from socially disadvantaged backgrounds. Children's levels of attainment on entry to the nursery are below average, as is indicated by the school's assessments. Analysis of pupils' levels of attainment cohort by cohort indicates that in the past overall attainment on entry has been closer to average. The school is aware of the decline in the underlying trend in a prior attainment and is taking steps to address the issue by early intervention in the nursery. Around five per cent of pupils have been identified as having special educational needs, which is below average, but there are indications that there is an increasing number of children entering the nursery who require additional support in their learning. Pupils have been identified as having specific and moderate learning difficulties, as well as emotional and behavioural difficulties. Other pupils have problems with speech and communication. There are also pupils with autism spectrum disorders and severe learning difficulties attending the school.

HOW GOOD THE SCHOOL IS

This is a very effective school, which has improved very significantly since its last inspection. Standards are above expectations in all subjects, and pupils' achievement is consistently good. At the Foundation Stage, children's achievement is very good. The quality of teaching and learning is good overall. The leadership and management of the school by the head teacher and key staff is very good and the school provides very good value for money.

What the school does well

- Standards are above average in English, mathematics and science at age seven. They are well above expectations in art and design and design and technology. In all other subjects, standards are above expectations.
- Children at the Foundation Stage make very good progress in their learning.
- The school provides a very good broad and balanced curriculum and there is very good provision for pupils with special educational needs. Provision for pupils' spiritual, moral, social and cultural development is very good overall.
- The pastoral care of pupils is very good and there are very effective procedures for promoting good behaviour.
- Parents have very positive views of the school and their contribution to their children's learning is very good.
- The head teacher is very effective and is very well supported by all staff. The management of the school is very good.
- The accommodation is very good and has a very positive impact on the quality of education provided.

What could be improved

- The role of the governing body in shaping the direction of the school and governors' involvement in its management.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection identified three key issues: improving the provision for children under five, refining assessment procedures and addressing a number of safety issues. The school has made very good progress in addressing all three issues. Provision for children at the Foundation Stage is now very good and there have been great improvements in the accommodation, the overall planning and the teaching

strategies used to promote children's learning. In addition, there are now very good systems for monitoring and evaluating the progress children make towards the early learning goals, (which children should reach by the time they enter Year 1). The school has also addressed all the issues relating to assessment elsewhere in the school. There are now very good systems in English, mathematics and science, and in other subjects, assessment is appropriate. Teachers have sufficient information to ensure that they can effectively adjust their planning to ensure all pupils have work which is well matched to their needs. Finally, all the safety issues raised by the last inspection have been fully addressed. In addition, standards have risen in all subjects, with the exception of physical education, where the good standards observed at the time of the last inspection have been maintained.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	B	C	C	C
writing	C	E	C	C
mathematics	B	D	C	D

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

The above table shows that in the 2002 national tests at the end of Year 2, standards in reading were average when compared to all schools nationally and in comparison to similar schools. Standards in writing were also average when compared to the national average and to similar schools. In mathematics, standards were average when compared nationally, but below average when compared to similar schools. This was due to a below average number of pupils achieving the higher Level 3 in the mathematics test. Teachers' assessments in 2002 in science indicated that standards in the subject were average. Standards have improved significantly in reading, writing and mathematics since 2001. Standards have also improved in writing and mathematics since the last inspection, although standards in reading are much the same as they were in 1997. At the end of the Foundation Stage, most pupils achieve the early learning goals in language, literacy and communication and in their mathematical development. They exceed the early learning goals in their knowledge and understanding of the world, their creative development and their personal and social development. They exceed the early learning goals for their physical development by a substantial margin. Observed standards in English, mathematics and science are above average by the end of Year 2. In these three subjects, pupils' achievement is good. In geography, history, information and communication technology, music and physical education, standards are above the expected level and pupils' achievement is good. Standards in religious education exceed the expectations of the locally agreed syllabus and pupils' achievement is good. In art and design and design and technology, standards are well above expectations and pupils' achievement is very good. Observed standards are higher now than they were in 2002 largely due to the fact that the school has set challenging personal targets for all pupils. In addition, teaching is particularly effective in raising standards in Year 2. Pupils with special educational needs make good progress in their learning. There is no significant difference in the progress made by boys and girls, and gifted and talented pupils make good progress in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes. They are enthusiastic about their work and show interest and involvement in the activities provided.
Behaviour, in and out of classrooms	Behaviour in the school and in lessons is good. There have been no exclusions for the past two years. There is an almost complete absence of bullying, racism and sexism. Pupils are polite and willing to help adults.
Personal development and relationships	Pupils' personal development is very good and there are very positive relationships throughout the school. Pupils are very willing to take responsibility for various tasks around the school. They also take the initiative in suggesting improvements through their involvement in the

	school council.
Attendance	Attendance is average. Unauthorised absence is low. Most pupils arrive to school on time.

TEACHING AND LEARNING

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

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

The quality of teaching is good. The teaching of English is very good overall. In mathematics, the quality of teaching is good overall, with some very good teaching in Year 2. At the Foundation Stage, teaching is good overall and some very good teaching was observed during the inspection. Children are making very good progress in their learning overall, especially in the nursery. In the infants, where teaching is good, teachers have a thorough knowledge and understanding of the subject. There is very good teaching of the basic skills of literacy and numeracy and, as a consequence, pupils make good progress in their acquisition of these skills. Teachers' planning is effective and clearly identifies what pupils need to learn. Often, these 'learning objectives' are shared with pupils, who, as a result, have a good knowledge of their own progress in learning. All teachers have high expectations of pupils' achievement and behaviour. They ensure that pupils have tasks which are well matched to their needs and engage pupils' interest. Consequently, pupils put a great deal of effort into their work, concentrate well and their levels of productivity are high. Teachers use a wide range of appropriate teaching methods, which are well matched to the demands of each subject. Good use is made of support staff and volunteer helpers and time is used well. Most lessons move at a brisk pace and pupils make good progress in their learning. Effective use is made by teachers of ongoing assessment to adjust planning and to match tasks to pupils' needs. As a result, pupils with special educational needs make good progress in relation to their prior attainment. Also, pupils who do not speak English as their mother tongue make good progress in their language development. The school has also identified a few pupils who are especially gifted or talented and these too make good progress in their learning. Homework is used well in English, mathematics and science to support pupils' learning and in other subjects, it is used appropriately. On the very few occasions when teaching is not as good as it is generally, insecure behaviour management means that not all pupils pay attention and noise levels rise.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is very good. It is broad, balanced and relevant to the needs of all pupils. Planning ensures a steady and progressive development of each subject through the school. It is particularly rich in the visual arts. All statutory requirements in relation to the curriculum are met very well.
Provision for pupils with special educational needs	The school makes very good provision for pupils with special educational needs. They are very well supported by teachers and classroom assistants. The curriculum provided for them is well matched to their needs. As a result, they make good progress.
Provision for pupils who do not speak English as their mother tongue	Provision for pupils who do not speak English as their mother tongue is very good and they make good progress in their acquisition of language skills. Particularly good progress has been made by pupils who had little or no English when they joined the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is very good overall. Provision for their spiritual development is good and, for the other aspects, provision is very good.
How well the school cares	The school provides very good pastoral support for its pupils. There are

for its pupils	very good procedures for ensuring good behaviour. Systems for assessing pupils' progress are good and the information gained is used effectively to inform curricular planning. There are very good procedures for monitoring and supporting pupils' academic progress.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The school is very well led and managed by the head teacher. She is supported very well by the deputy head teacher and other key staff. There is a clear educational direction to all the school's work and very effective systems for day-to-day administration. The school's aims and values are very well reflected in its work.
How well the governors fulfil their responsibilities	The governors' role is satisfactory overall and individual governors provide valuable support for teachers. However, the governing body is not sufficiently proactive in shaping the educational direction of the school, which is largely left to the head teacher and professional staff. The governing body fulfils its statutory responsibilities satisfactorily.
The school's evaluation of its performance	The school is very good at evaluating its performance, through the thorough analysis of national test results, assessment information and classroom observations. The school improvement plan is well focussed and has resulted in very good improvement over the last few years. There are good procedures for the induction of new staff and for performance management.
The strategic use of resources	There are very good systems for financial control and planning. As a result, very good use is made of all resources, including specific grants, the school premises and learning resources. The school applies the principles of best value very well. The school is well staffed and resourced, despite financial limitations, and the accommodation is very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents report that their children are very keen to come to school and enjoy their lessons. • Most parents think their children make good progress at school. • Parents think that behaviour at the school is good. • A high proportion of parents think that teaching at the school is good. • Parents think they are kept well informed about how their children are getting on. • Parents feel comfortable about approaching the school with questions or problems. 	<ul style="list-style-type: none"> • Some parents would like the school to provide more clubs and out-of-school activities.

The inspection team agree with the positive comments made by parents. In response to what parents would like to see improved, the team considers that the range of extra-curricular activities provided by the school are appropriate for an infant school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the nursery with standards which are below average overall, with the exception of their physical development, which is average. Their social, speaking and listening skills are well below average. The general trend in children's prior attainment on entry to the school is downward and there are an increasing number of children who come from dysfunctional family backgrounds, which has an adverse effect on the standards they achieve. By the time they enter Year 1, pupils have achieved the early learning goals in their communication, language and literacy skills and their mathematical development. They have exceeded the early learning goals in their creative development, knowledge and understanding of the world and personal, social and emotional development. Their physical development has exceeded the early learning goal significantly. Children make very good progress in their learning overall and generally achieve very well in relation to their prior attainment.
2. In the 2002 national tests in the infants, standards in reading were in line with the national average. They were also in line with those found in similar schools. The proportion of pupils achieving the higher Level 3 was above the national average. In writing standards were also broadly in line with the national average and with those in similar schools. The proportion of pupils achieving the higher Level 3 was below the national average. In mathematics, standards were in line with the national average, but below those found in similar schools. The proportion of pupils achieving Level 3 was below the national average and in comparison with similar schools. Teacher assessment in science indicated that standards were average, both when compared nationally and against similar schools. The proportion of pupils achieving Level 3 was also average. Standards in reading, writing and mathematics have risen significantly since 2001, when they were all below the national average. The results show no significant differences between boys and girls in all three tests, taken over the three-year period 1999 to 2002.
3. Observed standards at the end of Year 2 are above average in English, mathematics and science. In English, standards are above average in speaking and listening, reading and writing. Pupils make good use of their literacy skills in subjects across the curriculum. Standards of numeracy are high and pupils make good use of their mathematical skills in other subjects. Pupils have made very good progress in acquiring investigative skills in science and use these well in other subjects, such as history and design and technology. Pupils make good use of their information and communication technology (ICT) skills in subjects across the curriculum, especially their use of word processing in subjects such as English and history. Pupils make good progress overall in English, mathematics and science and generally achieve well in relation to their prior attainment. Standards in geography, history, information and communication technology (ICT), music and physical education are above the expected level at the end of Year 2. In art and design and design and technology, standards are well above the expected level at the end of Year 2. Pupils' levels of achievement are good in geography, history, ICT, music and physical education. In art and design and design and technology they are very good. Standards in religious education exceed the requirements of the locally agreed syllabus and pupils achieve well in relation to their prior attainment. Observed standards are higher now than they were in 2002 largely due to the fact that the school has set challenging personal targets for all pupils. In addition, teaching is particularly effective in raising standards in Year 2. The school has been effective in meeting its own targets to improve the proportion of pupils achieving Level 3 in mathematics and improving the range and quality of pupils' writing.
4. Pupils with special educational needs make good progress in relation to the targets set for them. They are provided with good levels of support from their teachers, and the educational care officers (ECOs). Pupils' targets are regularly evaluated and reviewed, and new targets are set to aid progress, when required. This is an improvement since the last inspection. The progress of children

whose mother tongue is not English is good. This is because teachers and supporting adults make good use of assessment information about pupils' language needs. They plan activities that carefully link the objectives of a lesson to what the children need to do to make progress. The school has identified a few pupils, which it considers may be gifted or talented, although there is no formal register of such pupils. However, the effective system of personal targets for improvement provided for these pupils ensures they make at least good progress in relation to their prior attainment.

Pupils' attitudes, values and personal development

5. Pupils' attitudes, behaviour and personal development are good and make a very positive contribution to their learning. The school has continued to build on the very positive attitudes observed at the time of the last inspection. It is a rare pupil who does not come enthusiastically to school. Children in the nursery come into class happily, say goodbye to their parents and carers without any fuss and settle to the activities very quickly.
6. Relationships between pupils and adults are very good. Parents are pleased with the attitudes and values encouraged by the school. Pupils of all ages are polite and courteous and very welcoming to visitors. In the nursery, pupils are taught to listen attentively to their teachers and to one another. Throughout the rest of the school most pupils listen attentively to their teachers and to each other. Pupils' attitudes towards learning are very good and most demonstrate a positive attitude to their work. They are well motivated and keen to learn. They listen carefully to their teachers, ask and answer questions enthusiastically and willingly give their own ideas and suggestions. Most pupils of all ages settle in class quickly, are capable of maintaining sustained periods of concentration and stay on task. Most pupils work well together in pairs, in small groups, sharing resources, or taking turns to listen to each other.
7. Overall, pupils' behaviour is good and this supports their good progress. The head teacher, teachers and non-teaching staff have high expectations of the standards of behaviour that are acceptable in school. Pupils are reminded of these expectations, which are consistently enforced by every member of staff. A few boys are inclined to be noisy when they get enthusiastic about their work. From an early age, pupils learn right from wrong. Pupils move around the school in a quiet orderly manner. Behaviour at breaks and dinnertime is good. Pupils and parents are emphatic that there is no bullying at the school and that any undesirable behaviour is dealt with swiftly and effectively. There were no exclusions in the year prior to the inspection.
8. Pupils' personal development is very good. They are learning a good range of social skills which is helping them to develop into well rounded individuals. Pupils respond well to the opportunities provided for taking responsibility for improvement in their work. The school supports local and national charities and makes appropriate visits into the community. Where opportunities are provided for taking responsibility, pupils respond very well.
9. Pupils with special educational needs pay close attention to adults and they persevere with their tasks. They are always well behaved, they get on well with other pupils and they contribute well to group activities. There is a high degree of racial harmony at the school.
10. In the school year 2001/2002 attendance was below the national average. This was largely due to parents taking holidays during term time. Unauthorised absence was below the national average. At the time of the inspection, analysis of the school registers indicated that attendance is broadly in line with the national average and unauthorised absence is rare. Parents are aware of the need to inform of absences and do so. The main reasons for absence are illness and some holidays taken within term time. Punctuality to school is generally good and lessons start on time. The pattern of attendance at the school is very similar to that found at the time of the last inspection.

HOW WELL ARE PUPILS TAUGHT?

11. The quality of teaching and learning is good overall. There has been a good improvement in the quality of teaching since the last inspection, when teaching was judged to be satisfactory overall and 18 per cent of teaching was found to be less than satisfactory. The quality of teaching in the nursery has improved significantly from being unsatisfactory to good. Sixty-five lessons were observed during the inspection and in these the quality of teaching was excellent in 1.5 per cent of lessons. It was very good in 23 per cent of lessons and good in 63 per cent. Teaching was satisfactory in 11 per cent of lessons and unsatisfactory in just 1.5 per cent. The overall judgement on teaching is based in the impact of teaching and learning on pupils' levels of achievement over time.
12. Teaching is good overall for children at the Foundation Stage in both the nursery and the reception classes. Some very good teaching was seen during the inspection. There is a good balance between child-chosen and adult-selected activities. Children enjoy a range of activities that develop their language and social skills. The direct teaching of skills in English and mathematics in both the nursery and reception classes is particularly effective, helping children to make good progress in these key areas. Children are well prepared for the full literacy and numeracy lessons they will have from Year 1 through the careful planning of activities, the tracking of their responses and learning and discussions between all the staff involved. These are linked to the 'stepping-stones to learning' and the early learning goals following an evaluation of needs identified when the children entered the school. The teachers, nursery nurses and ECOs have high expectations that the children will work hard, behave well and enjoy learning. All adults have a good knowledge and understanding of what they are going to teach. They teach the basic skills well. No minute of the day is wasted and teachers and the nursery nurses help children enjoy but also learn from everything that happens, inside the classrooms or outside. All adults manage children well in both the nursery and reception. The work children do at home, including 'reading' and 'writing' is appropriately planned to help children learn when in school. The effective teamwork between the adults helps children to gain maximum benefit from the planned activities and so learn at a good rate. Lessons match the needs of all the children including those whose home language is not English, from different ethnic minorities, those with special educational needs and those capable of working at a higher level, both boys and girls. Children respond positively to the opportunities to learn, especially to express themselves creatively - through art, music, writing, constructions and role-play. Their rate of learning and personal development is very good. Children persevere well when working and are keen to learn. They work hard, are interested and independent.
13. In the infants, good teaching is characterised by secure subject knowledge and expertise, which is used well to extend pupils' basic skills and understanding. Planning for lessons is good, and focuses clearly on what pupils need to learn in order to make progress. As a result, most pupils put great effort into their learning and are well aware of the need to improve their performance. Teachers manage pupils well and classrooms are well ordered environments. Pupils generally behave well in lessons and this has a positive impact on the progress they make. Good use is made of support staff, who use good questioning techniques to ensure pupils have understood teachers' instructions. This good quality support particularly assists pupils with special educational needs to make good progress and achieve well in relation to their prior attainment. Pupils who do not speak English as their mother tongue also make good progress in their language development, especially those who had little or no English when they joined the school. Good use is made of day-to-day assessment to set new targets for improvement and pupils have a good idea of what is expected of them. Teaching is particularly effective in Year 2, where the high expectations of teachers mean that pupils frequently make very good progress in their learning. The teaching of English and art and design and design and technology is particularly good throughout the school and pupils' progress in these subjects is very good.

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

14. The quality and range of opportunities for learning provided by the school are very good for children in nursery and reception, and also very good for pupils in Years 1 and 2. Since the time of the school's last inspection significant improvements have been made in the provision for pupils in Years 1 and 2, but exceptional improvements have been for pupils in nursery, where provision was reported to be unsatisfactory. All statutory requirements are now met. Provision for religious education meets the requirements of the locally agreed syllabus.
15. The curriculum is carefully planned for all the children in the Foundation Stage. The quality and range of learning experiences is good. An appropriately broad and balanced curriculum is fully in place. The curriculum in Years 1 to 2 is broad and balanced, and a highly suitable provision is made for all subjects. At the time of the last inspection there were some weaknesses reported in the curriculum, and these have been addressed very well. The provision for many subjects, and aspects of subjects, now goes beyond that expected. For example, the provision for the speaking and listening and writing aspects of English, for investigative science and for practical and problem solving activities in mathematics, is particularly extensive, and this is contributing to the good progress that pupils are now making. The school's provision is also particularly rich and stimulating in relation to the creative arts, such as art and design, design and technology, music and dance. The overall provision for these subjects has meant that higher than expected standards are now being consistently achieved. Information and communication technology (ICT) is making a significant contribution to all the other subjects of the curriculum. A strength of the curriculum is the way that cross-curricular links are made whenever possible. For example, the topic of 'light and dark' led to detailed and challenging work being undertaken in both science and art and design. The time allocations for individual subjects are satisfactory, and the length of the school day is also in line with recommendations.
16. Relevant policies and schemes of work are in place for all subjects, and they contain extensive information to provide for the full coverage of these subjects. The plans ensure a steady and progressive development of each subject through the school. The school has adopted the National Literacy and Numeracy Strategies to very good effect. Numeracy has been most effectively implemented, with, for example, a most appropriate use of mental and practical activities in lessons and a ready use of mathematics in other subjects of the curriculum, such as science and design and technology. In literacy, many opportunities are provided for pupils to develop the full range of skills, both within English itself and, especially, across the range of curriculum subjects, such as history, geography and religious education. The successful implementation of these strategies is contributing significantly to the progress that pupils are currently making, and to the standards they are achieving. Good provision is made for pupils' personal, social and health education, with aspects of sex and drugs education being suitably covered within lessons when appropriate. Pupils are also made fully aware of other aspects of healthy living, such as the contents of a healthy diet.
17. There are excellent links with the community that demonstrably enrich the curriculum, adding interest and enjoyment for all pupils. A wide range of visits and visitors are well planned and effectively linked to topic work. Strong links exist with the elderly, churches, the after school club, local firms and charities. Additionally, many members of the community, for example ex-parents, friends, governors and ex-staff hear pupils read and are involved in supporting classroom activities. The local environment is effectively used as a learning resource for history and geography. The school presently provides pupils with the opportunity of joining two clubs. These are held last lesson during story time. Several parents expressed concern about the range of activities outside of lessons. The inspection team's view is that the range of extra-curricular activities is appropriate for an infant school.
18. Well-established links are in place with the local junior school. Pupils have the opportunity to visit prior to transfer, to have lessons and meet staff thus ensuring a smooth and confident transition. The school receives students from the local college of further education and students on teaching

practice from a local university. Good use is made of the Educational Business partnership for schemes and sponsorship to enrich the overall curricular provision. The school is actively involved in initiatives that include health promotion and the 'Eco Schools Initiative'.

19. The provision for pupils with special educational needs is very good. This is a significant improvement since the last inspection. Clear procedures are in place and they closely follow the new code of practice on the identification and assessment of pupils. The new code has been carefully and effectively implemented. Individual education plans are provided for pupils, and these are now of good quality. They are reviewed each term. Care is taken to ensure that the work provided for pupils is closely suited to their needs. The pupils with statements are provided with most suitable support, in line with the requirements indicated. The statements are reviewed annually. Pupils are involved in the full range of school activities.
20. The school makes very good provision for the pupils' moral, social and cultural development and good provision for the pupils' spiritual development. This contributes to creating an ethos which establishes a climate conducive to good attainment and very good progress. It supports all aspects of the pupils' personal development.
21. Spiritual development is effectively promoted through the school assemblies and the times of prayer during the school day. Music is also used effectively to promote reflection. The school environment is attractively developed and maintained to underpin the pupils' awareness of the beauty of the natural world. High expectations of the pupils are accompanied by verbal praise and other tangible rewards, which raise their self-esteem and self confidence.
22. The school builds effectively on the strong moral foundations established when the pupils enter school. Through its consistent approach, the school provides effective moral guidance. Relationships and behaviour are good and provide an effective climate for individual and collaborative learning. Pupils are taught right from wrong and that people have a moral responsibility for the care of those less fortunate than themselves.
23. The school promotes a very good level of social awareness. Pupils relate well to each other and to all the staff. Pupils with special educational needs are well integrated into school life. Pupils are guided very effectively to live and work in the school community. Pupils complete simple tasks and take responsibility for taking the register to the office and taking out the playground boxes. Pupils understand that within school they work together as a team. The school council contributes well to the pupils' social awareness. The members of council take their responsibilities very seriously. The school provides a wide range of activities and experiences, which help the children to recognize their own worth, work well with others and become increasingly responsible for their own learning. There are many opportunities for discussion, working in twos or in groups. Pupils are encouraged through charitable fund raising to support the needs of those less fortunate than themselves both locally and in other countries.
24. The pupils' cultural development is promoted very well through the taught curriculum. Literacy lessons familiarise the pupils with a wide range of accessible fiction both modern and classical. Pupils are able to develop a sense of their local heritage through their studies in geography and history. The pupils' awareness of different cultures is positively fostered. There is evidence around the school of festivals such as Diwali in India, St Patrick's Day in Ireland and Christmas in Spain. The art in the school greatly enhances cultural development. Reproductions of well-known works of art can be found along the corridors, alongside pupils' work based on African art and paper batik work, and ancient Indonesian Art forms. Visitors are welcomed to the school in different languages. Instruments from different lands can be found in the Year 2 classrooms. A good range of visitors including representatives of the police, a poet, a book illustrator and musicians all make quality contributions to the pupils' cultural awareness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

25. The quality of pastoral care provided for all pupils is very good and a clear strength of the school. Staff and adults helping in school are kind, committed and know their pupils very well. Pupils interviewed were happy and feel both safe and secure. They have confidence that they will receive help if needed. Parents greatly value the support given. They confirm that their children like school and are helped to behave well and become mature and responsible.
26. Attendance is monitored well. Registrations take place twice daily and are both prompt and efficient. All pupils know the routines and comply. Parents inform the school quickly of absences and unauthorised absence is very rare. Regular checks take place of registers and the education welfare officer is involved if support is needed.
27. A comprehensive behaviour policy is in place and applied consistently. Class rules, themed assemblies and circle time are all used to promote high standards. No inappropriate behaviour was observed. Rewards and sanctions are clearly known by pupils. Any inappropriate behaviour is quickly dealt with by staff. Rewards that include stickers, stamps and certificates are keenly sought for good work and good behaviour. The 'Good News Assemblies' on Fridays celebrate pupils' success. Lunchtime supervision is good and staff are well respected and relationships are good. Pupils' personal development is effectively monitored on an informal basis. Staff know their pupils well. Useful comments are made on pupils' annual reports.
28. Effective arrangements are in place to handle child protection issues should they arise. Staff are trained and vigilant. Good use is made of outside agencies for professional advice. The site is very clean and well maintained and there are presently no health and safety hazards. Sufficient staff trained in first aid ensures that medical needs are well met and parents alerted to any concerns. Regular fire drills and electrical checks take place. Staff ensure that pupils leave safely at the end of the day and good use is made of the nearby after school club.
29. Overall procedures for assessing pupils' attainment and progress are good overall. At the Foundation Stage, teachers' assessments are used effectively to determine children's attainment on entry and to provide a programme of development towards the early learning goals. In English, mathematics and science assessment procedures are very good. They have improved significantly since the time of the school's last inspection. The overall use made of the information gained from these procedures is good. In the core subjects of English, mathematics and science, assessments are undertaken at the end of units of work, and teachers keep very detailed records of pupils' current attainment. This assessment information is used effectively to ensure that pupils are provided with work that is suited to their particular needs, with pupils regularly being presented with a varying range of well-matched activities. Procedures for monitoring pupils' progress through the school in these subjects are very good. The school possesses considerable evidence about the attainment of pupils, from its own wide-ranging procedures to compliment national data. This information is carefully used to plot the progress that pupils have made. It is also used most effectively to set targets for pupils in English and mathematics. In other subjects assessment procedures are satisfactory overall, although in some subjects recently introduced systems are showing early signs that they are effective in gathering relevant information. This is particularly the case in ICT. Assessment opportunities are listed in teachers' planning, and suitable activities are undertaken to test pupils' present knowledge and understanding relating to key skills and knowledge. Suitable records are kept to show both pupils' present attainment and to illustrate their progress. As with the core subjects, the information is used well in providing work that is particularly suited to the needs of individual pupils. The information is also used effectively in the preparation and completion of pupils' annual reports.
30. Pupils with special educational needs are regularly assessed and a wide variety of information is recorded to help identify their current attainment. The information gained is used effectively to provide suitable new work for the pupils. From the moment pupils enter the school their language and learning needs are identified accurately and programmes to support their linguistic development

and general learning and to ensure progress are drawn up. The school uses a good range of assessments to do this, including levelling on 'fluency of English' scales and reading and writing tests. Advice is sought from the local education authority, performance targets are drawn up which are subject to frequent reviews to measure progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

31. Parents are very positive about the school's provision and their children's achievements. Those who were interviewed were very pleased with the school and praised the approachability of staff. Parents particularly welcome the fact that their children like school, are helped to become mature and responsible, behave well and that teaching is good. A few concerns were expressed by parents about activities outside lessons, although the inspection team found that provision was what could be expected in an infant school.
32. The partnership between staff and parents is strong especially in the nursery. Parents are pleased with the open door approach for problems and the friendliness of the staff. The arrangements for settling children into school are flexible and very supportive. The teachers meet with parents in their homes before children start school and focus on promoting the partnership between home and school. The nursery staff have contact with any health visitor and social service staff involved with the children so that any difficulties are dealt with as early as possible. All staff thus get to know the children and their parents quickly and a strong partnership is formed that continues through the years.
33. Staff continue to strive hard and effectively involve parents in the work of the school as children move into other classes. A considerable number of parents, ex-parents and adults help in school on a regular basis with a variety of tasks. These include hearing readers, helping with class groups, baking, sewing, artwork and creative activities. Pupils value their help and clearly benefit from their support in raising levels of understanding and attainment. The parents' and friends association arranges a variety of social and fundraising events to support the school throughout the year. Monies raised are used to enhance resources and support activities. This year's projects are to purchase a guided reading scheme and musical instruments.
34. Communications with parents are very good and the quality of information provided is high. Parents are kept well informed through letters that are clear and encourage participation. The entrance hall is welcoming with photos and a parent notice board with relevant information. Classrooms display class rules and learning objectives for the week. In the nursery, new parents have a home visit, are invited into school prior to their children starting and are invited to have meetings in January and in the summer. Social evenings for parents are held termly and are well-attended. Meetings to explain national testing procedures are held for parents of pupils in Year 2. All parents have signed the home/school agreement. The prospectus and other booklets are comprehensive. Annual reports to parents are good and comply with requirements. They advise parents of their children's strengths and weaknesses and give targets for improvement. Parents are given the opportunity to discuss these with staff. Parents actively help their children at home through hearing them read and checking spellings. Parents of younger pupils take home puzzles, games and story sacks to enhance skills.
35. Parents of pupils with special educational needs are kept very well informed by the reviews of their children's individual education plans, so that they are fully aware of the provision being made for them. Parents of statemented pupils are invited to the annual review meeting. The school has good links with the parents of pupils whose mother tongue is not English. They are kept fully informed of the progress of their children and have access to translators and letters are provided in home languages as necessary.

HOW WELL IS THE SCHOOL LED AND MANAGED?

36. The leadership and management of the school by the head teacher and key staff are very good. This represents an improvement since the last inspection, when this aspect was found to be good overall. There is a very clear educational direction and the school's aims and objectives are reflected very well in its work. Subject co-ordinators fulfil their subject management responsibilities very well and contribute effectively to the general management of the school. They have monitored standards effectively and have a very good grasp of what is needed to move the school forward.
37. Leadership and management of the Foundation Stage is good. All staff are fully aware of the knowledge, skills and understanding that the nursery and reception children will need to take full advantage of the work in the infants. They have training in the Foundation Stage curriculum and plan as a team to provide activities to take children through to the early learning goals. This planning, drawing from the medium term plans, gives a full range of knowledge and skills, as well as developing personal, social skills and independence.
38. The leadership and management of the provision for pupils with learning difficulties by the special educational needs co-ordinator is much improved, and is now very good. Pupils are identified quickly, through a variety of procedures, and placed on the special needs register, which the school has chosen to retain. Pupils are provided with individual education plans which set clear targets for improvement. These plans are reviewed each term, with new targets being set if appropriate. The special needs co-ordinator keeps extensive records and the progress made by the pupils is carefully checked. The governors appointed to monitor the school's provision for pupils with special educational needs carry out their work efficiently and thoughtfully. There is no co-ordinator for pupils whose mother tongue is not English. However, the head teacher has oversight of the support and advice given. She arranges the assessment of pupils' capabilities using the local authority's stages of fluency and takes the advice of the local education authority on how to plan to support pupils.
39. The governing body fulfils its statutory responsibilities appropriately and all legal requirements are met, with the exception of a minor omission from the governors' annual report to parents, which has now been rectified. However, the governors' role in shaping the educational direction of the school is underdeveloped and only just satisfactory overall. Although governors do review the school's improvement plan, they are not involved in contributing to its creation and are not proactive in suggesting ways in which the school should move forward. Individual governors are very supportive of the head teacher and staff and play an active role in lessons, supporting pupils in their learning and helping teachers. However, although positive about the school's strengths, governors are not sufficiently critical in their analysis of what the school needs to improve further. The governing body is not acting effectively as a 'critical friend' to the school, except when it comes to financial management, which is a strength of the governing body's management role. At present, too much of the leadership and management of the school lies with the professional staff and, as a consequence, the governing body is not fulfilling its role effectively.
40. The monitoring and evaluation of the school's performance is very good overall. Very effective action has been taken in meeting objectives and dealing with the key issues raised by the last report. There has been good monitoring, evaluation and development of teaching by the head teacher and deputy head teacher. This has resulted in effective teaching in core subjects. There are good systems for performance management which is linked well to the school's development plan and teachers' individual career development. Over the past few years, the targets for improvement identified by the school have all been met. This includes the significant improvements made to the school's accommodation by the construction of new classrooms and outdoor play areas. Standards in ICT have been raised and improvements have been made in the quality of pupils' writing, both of which were targets set in the development plan for last year. The school has amply demonstrated that it has a very good capacity for success and all staff have a shared commitment to

improvement. The school currently has two newly qualified teachers and they are very well supported by the head teacher, who acts as their mentor. There are very good systems for ensuring that new staff are inducted well, and the information supplied for temporary teachers is comprehensive.

41. The financial management of the school is very good and closely linked to the school's improvement plan. All funds, including specific grants, are carefully matched to the priorities that have been established in the plan, and they are very well used. There are clearly defined routines, which enable the head teacher and governors to monitor the deployment and use of resources. The school secretary plays a crucial role, in providing clear and helpful information. Best value principles are applied well when measuring improvements in the quality of teaching and standards achieved, and when purchasing services and resources. Day-to-day financial management and administration are also very good. Routine administrative procedures operate efficiently and unobtrusively. The school secretary and clerical assistant give extensive and reliable support to both the head teacher and her staff. Good use is made of information technology systems to maintain financial control and accountability. Effective administration supports the smooth running of the school.

42. The match of teachers and support staff to the demands of the curriculum is good. The expertise of individual teachers is used well to support, both formally and informally, other teachers and to help them develop their confidence and extend expertise. The school has clear systems (in the form of a handbook) for welcoming new staff, informing them of the school's working procedures and setting out clearly what is expected of them. Newly qualified teachers are well supported and have a reduced teaching timetable. They are given the opportunity to visit other teachers in the school and those in other schools to see good teaching practice. The school has a member of the senior management with responsibility for staff professional development and she monitors all the work and needs in this area. There is a very good number of support staff who have good access to training. The appointment of a technician for ICT has a good impact on the standards pupils achieve. Accommodation is now very good, which is a considerable improvement since the last inspection. A block of four new classrooms has recently been opened replacing two temporary classrooms and creating a foundation suite that includes the nursery, reception and Year 1 classes. The nursery is now integrated into the school and there is a secure play area for the Foundation Stage. Additionally, there is a second large playground with games markings and good quality play equipment that is very popular at lunchtimes and break times. The school building and site are clean and well maintained. All subjects have a sufficient range of resources to deliver the national curriculum. All resources are carefully stored and easy to access. They are appropriate and used well by teachers and well cared for by pupils. The outdoor resources in the new play area are very good and those in the nursery outdoor area are likewise very good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

43. In order to improve the effectiveness of the governing body, governors should be more actively involved in shaping the educational direction of the school by:
 - a. Being more involved in the development and monitoring of the school's improvement plan in partnership with the head teacher and senior managers;
 - b. Undertaking more focussed and regular monitoring of teaching and learning;
 - c. Improving the partnership between co-ordinators and governors in the monitoring of standards and educational provision;
 - d. Acting more effectively in the role of 'critical friend' to the professional leadership of the school by asking probing questions.

[Paragraph: 39]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	46

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	15	41	7	1	0	0
Percentage	1.5	23	63	11	1.5	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	39	277
Number of full-time pupils known to be eligible for free school meals		34

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	8	16

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	55	47	102

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	46	48	52
	Girls	45	46	45
	Total	91	94	97
Percentage of pupils at NC level 2 or above	School	89 (81)	92 (79)	95 (78)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	46	51	48
	Girls	45	44	45
	Total	91	95	93
Percentage of pupils at NC level 2 or above	School	89 (83)	93 (83)	91 (78)
	National	85 (85)	89 (89)	89 (89)

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

*Ethnic background of pupils**Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	193	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	27
Average class size	27

Education support staff: YR – Y3

Total number of education support staff	12
Total aggregate hours worked per week	182

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	2
Total aggregate hours worked per week	165
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.6
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	642,667
Total expenditure	618,082
Expenditure per pupil	1,856
Balance brought forward from previous year	24,585
Balance carried forward to next year	9,387

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	356
Number of questionnaires returned	118

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	20	1	0	0
My child is making good progress in school.	62	35	1	1	2
Behaviour in the school is good.	53	42	0	0	4
My child gets the right amount of work to do at home.	46	36	4	0	14
The teaching is good.	64	31	0	0	4
I am kept well informed about how my child is getting on.	51	43	4	1	1
I would feel comfortable about approaching the school with questions or a problem.	74	21	3	1	2
The school expects my child to work hard and achieve his or her best.	57	36	1	0	6
The school works closely with parents.	44	44	4	1	7
The school is well led and managed.	51	37	1	0	11
The school is helping my child become mature and responsible.	58	39	1	0	3
The school provides an interesting range of activities outside lessons.	26	33	14	1	25

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Introduction

44. There have been significant improvements in the quality of education at the Foundation Stage, particularly in the nursery. At the time of the last inspection children entered the school with standards which were average in comparison to similar schools. The progress of children was often unsatisfactory during their time in the nursery, but their progress while in reception was satisfactory overall and good in areas such as physical and spiritual development. The quality of teaching in the nursery was often unsatisfactory, due mainly to an inappropriate curriculum that did not provide sufficient stimulation for pupils of all abilities and ages. Day-to-day assessment was unsatisfactory overall. The quality of teaching in reception was usually satisfactory though the curriculum was focused upon the national curriculum programmes of study for Key Stage 1 being used and not always suitable for the least able pupils.
45. Most children now enter the nursery with speaking and listening, literacy and numeracy skills which are below average and personal, social and physical which are well below average. These low levels of attainment have been confirmed by nationally standardised assessment tests. Evidence seems to suggest that attainment on entry is going down year-on-year. Provision for children in the Foundation Stage is very good and gives children a very secure basis for future learning. As a result, children enter the reception classes with standards that are above those normally expected at this age. By the time they enter Year 1, all but a very few have achieved the early learning goals. Children make very good progress across the Foundation Stage in the areas weakest upon entry and good progress overall. There are few differences in the standards between boys and girls. Those who have special educational needs are well provided for, as are children who do not speak English as their mother tongue.

Personal, social and emotional development

46. Children have positive attitudes to their work. They enjoy coming to school and form good relationships with the staff and each other. Routines are well established so children know what is expected of them and as a result they feel secure. This results in very good behaviour overall. Across the foundation stage children show their growing maturity by working hard and playing happily together, demonstrating a good degree of independence and growing confidence. Children concentrate well in group and class sessions. All but a very few listen carefully to each other and their teachers and supporting adults and are learning to take turns in speaking and show, by putting up their hands, that they have something to say or an answer to a question. Children are learning to concentrate, persevere and stay with the task when working independently. For the majority of the time children co-operate and play well together. Teachers strongly focus on children's personal and social development in order to develop learning in other areas, especially in their physical and creative work. Most children use 'please' and 'thank you' when asking for tools or toys or help, because all adults place emphasis on politeness. All staff listen carefully and value what children have to say and give them a good pattern by repeating what has been said, correcting the grammar to enable all to hear Standard English. This is particularly important as some children come from homes where English is not the mother tongue. All adults are sensitive to the needs of the children and work hard to help them increase confidence and raise self-esteem by encouraging them to do a range of jobs such as tidying up after activities. Praise is used well. Adults hold high expectations that children will care independently for themselves, for instance washing their hands after dirty activities, such as modelling and painting and visiting the toilet. They encourage them to change their clothes independently for physical activities and put on their own coats at home time.

Communication, language and literacy

47. Children enter the school with weaker speaking and listening, reading and writing skills which are below average. They make very good progress overall and achieve standards which are in line with

the early learning goal by the time they enter Year 1. Speaking skills are slightly weaker than their listening skills. Children enjoy listening to stories and sit and listen well for some length of time. Children learn to speak in simple phrases, with growing confidence. They have regular opportunities to share news and talk about their experiences. Children develop their early reading skills well. Most recognise their names and are learning other letter names and shapes. By the time they leave the reception, all write their name without the need for a name card. Nursery children know a range of well known stories and understand that the print in books has meaning. Older children in reception read simple texts and instructions. They know, use and spell a growing number of frequently used words and make sense of unknown words using the initial sounds, the letter sounds and picture clues. Children know what is meant by words such as 'writer' and 'illustrator' and the difference between the two. Early writing skills are being well developed. Many nursery children write their own names on the back of their work. Reception children attempt to write their letters the correct way round and make them even in size. Younger reception children are starting to write a range of simple words and older construct simple sentences. Most reception children know that sentences start with a capital letter and end with a full stop. Higher attaining children put in capital letters to start their own work and finish their work with a full stop. Grammar, such as question marks and speech bubbles, also occurs in their writings.

48. Teaching is good, particularly in the development of spoken language on both formal and informal occasions in the nursery and reception classes. In adult-directed activities children are given time to say what they think. The basic skills of reading and writing are taught well in short, well-focused sessions. Children learn very quickly. Children copy this good practice when reading together, using inflection as the teacher would to bring the characters to life, placing fingers under the words, asking each other questions about the story and making comments on what could be seen in the picture. Letter sounds are well taught and reinforced in matching objects and the playing of phonic games. Good opportunities are always available for writing, especially during role-play in the teddies house in the nursery and in the reception during role play activities in the veterinary surgery.

Mathematical development

49. Children have a wide range of mathematical ability and skills when they enter the school but standards are generally below the average in number and mathematical language. Most nursery children can count objects up to over 10 or more correctly whilst others have little understanding of numbers higher than two. Through well-planned practical activities, including play, children develop an understanding of number, pattern, shape and measurement, with the matching mathematical vocabulary such as square, circle and triangle. Older children learn to write numbers correctly and have made a start on number stories using standard notation including the '+' sign for adding. Younger children learn about two- and three-dimensional shapes through a range of activities and games. They use shapes in their construction work and volume and capacity by estimating how many cups of water or sand will fill a container in their sand and water play. Older children count how many, can undertake an activity, position objects using ordinal numbers and sort and match objects using a common criteria such as tails, ears and spots. They use number lines to add on in two's.
50. In many activities teachers reinforce learning by making the session practical, for instance lower ability children hop along a number line rather than move a counter. Good use is made of a range of computer programmes to reinforce learning in all areas of mathematics in both the nursery and reception and children use these independently. Teachers use assessment effectively to measure children's progress towards the early learning goals and to adjust planning where necessary to better meet children's needs. Good use is made of questioning to ensure that children develop good mathematical vocabulary and to probe their understanding of key mathematical concepts. Nursery nurses in the nursery and ECOs in reception are used effectively to support children's learning by taking small groups or supporting individuals.

Knowledge and understanding of the world

51. Children enter the school with a wide range of experiences but generally at expected levels. Children generally make good progress in their learning. In the nursery and reception classes children's natural curiosity is supported by good and effective teaching that gives all many opportunities to explore the natural and man-made environment. For example, in the nursery children explore a range of batteries and motors explaining that electricity went through the wires to make the motor work. Older children in reception work in the veterinary surgery, identifying a range of creatures and their characteristics. In a creative session reception children investigated a range of feathers, being aware that some feathers are for warmth while others are for flight. They know that some animals live in the wild and others are domestic, farm or pets. Children use colour filters and bottles with coloured water inside and outside to look at the world around them. They note changes over time in the leaves and petals of plants. Children explore the sounds of percussion instruments and use construction materials competently to build recognisable structures and vehicles. They use computers regularly to reinforce work on all areas of learning, using the mouse and keyboard with good levels of confidence. Nursery children investigate and use floor maps to lay road tracks and buildings found in a town or city. In their role play area, the teddies house, they discuss different foods, practising cooking using a range of plastic foods.
52. Teaching is good overall. Staff-led activities are used well to teach and establish new vocabulary. Learning is good in all activities, especially those led by adults. Good planning with assessment opportunities highlighted ensures that the children are encouraged to explore and apply what they have learned in adult directed activities through to activities of their choice. Teachers make good use of questioning to establish whether children have understood a concept and to reinforce learning where necessary. Good use is made of ICT to support children's learning and to develop their computer skills well.

Physical development

53. Progress across the Foundation Stage is good overall. Children control a range of tools, markers and other equipment with skill, confidence and with an awareness of the space around them. In the classrooms they show good control and co-ordination. They listen well to instructions and learn the routines, paying good attention to safety. Activities in the classroom are well chosen to develop fine motor skills. For example, in the nursery, children play a range of number games, working with equipment such as counters, cubes and calculators. They cut round pictures and colour in, keeping within the shapes. Reception children take such as bean bags and number mats into the courtyard and develop their throwing and catching skills as well as number matching skills. Nursery children have a secure area in which to investigate and climb and the opportunity to ride bikes and other wheeled equipment, throw and kick balls, skip and play a range of outdoor racing and chasing games. Reception children use the nursery area to extend the range of outdoor activities they can undertake. Reception children also have timetabled use of the hall and large classroom for activities linking music to movement and more formal physical education sessions.
54. Teachers make good use of assessment and it is used well to identify children who need extra support in developing control with hand-held tools and equipment. Good teaching ensures that finer physical skills are developed well and that children hold tools such as scissors, pencils and paintbrushes correctly.

Creative development

55. Achievement is good in this area of learning. Opportunities are given for children to record their ideas using different materials and markers as well to experiment to develop their finer physical skills. For instance, reception children make close observational drawings of a range of different feathers from their knowledge and understanding work on different creatures. Most of the examples of artwork seen on display in the reception classroom, such as paintings, prints and sketches are as a result of structured activities lead by the staff who encourage children to look closely at colours and textures. Nursery children also have the opportunity to experiment with colour and texture, making prints, mixing colours and paint transfers. Children know a range of songs and

rhymes and sing together with real enjoyment. Children, regardless of whether they are in the nursery or reception, learn to play together imaginatively in the role-play areas.

56. Teaching is good overall. Teachers' planning sheets for the nursery and reception classrooms show that a very good range of activities are provided to enable children to express their feelings as they explore and create. They can choose from a wide range of materials to create colourful and attractive works of art. The opportunity to enjoy poetry and singing occurs because of the obvious enthusiasm of staff who lead with actions and the staff's involvement contributes to children's good progress in developing tuneful singing and a sense of rhythm. Thoughtfully prepared role-play areas are linked well to the class topic to enable children to build on their own experiences through imaginative play.

ENGLISH

57. Standards are above average at the end of Year 2 and pupils are making generally good progress in their learning overall. Progress in Year 2 is generally very good, as teaching is particularly effective in these classes. Pupils are currently entering Year 1 with standards which are in line with expectations for pupils of this age. Since the last inspection standards in English have continued to improve and now there is consistency of teaching and learning, attainment and behaviour throughout the infant department. Observed standards are higher than indicated by the 2002 national tests in reading and writing and this is due to the significant effort put into raising standards by staff over the last year. Individual targets for improvement have been set and the school exceeded its targets for writing.
58. Standards in speaking and listening are good by the end of Year 2. Pupils are confident when giving explanations and are developing a good grasp of Standard English. They listen well in class and show they have grasped what the speaker is saying by the kind of intelligent questions they ask. Most pupils reply to questions with complete sentences and are developing a good ability to adapt what they say to the needs of the listener. In more formal contexts, for example in school council meetings, pupils recognise the need for more formal language and are beginning to recognise the conventions of debate. Although some younger pupils in Year 1 find it difficult to wait for others to finish speaking before making their comments, older pupils are very good at waiting their turn in class discussions. They generally respect each others' views and encourage one another with complements and helpful comments. Pupils who do not speak English as their mother tongue make good progress in their development of speaking skills and those who spoke very little English at the beginning of the school year have made exceptional progress. They join in class discussions with enthusiasm and now show a good grasp of English.
59. Reading standards in the school are above the national average. All pupils make good progress including those with special needs. Pupils who do not speak English as their mother tongue also make good progress in their acquisition of reading skills. Guided reading groups are well managed and pupils read with expression. Pupils take home a reading book and a library book, which has a positive impact on the standards they achieve. Many parents hear their child read and a large number of adults support reading throughout the school. Clear written guidance on the hearing is provided for parents and the volunteer helpers.
60. The standard of writing achieved in Year 2 has exceeded the targets for the school. The school has focused on writing as this was identified as an area for development after the school's analysis of the 2002 national tests. Target groups are now embedded in practice and focus the teacher's attention on what particular pupils need to do to improve. This is achieved through very good, clear, challenging teaching, with high expectations of effort and behaviour. In Year 1, pupils soon write simple sentences independently. Pupils write for a wide range of audiences and for different purposes. An exceptionally broad range of writing topics is provided. In Year 2, pupils write letters and make thoughtful comparisons as well as using plenty of varied descriptions. They know how to

give instructions, invent their own rhymes, and produce some quite lengthy pieces of work on differing themes. Pupils discuss the writing style of differing poems and texts, write and read their own writing to others and evaluate the work, they have produced. This has resulted in high quality work, with pupils writing to the best of their ability. Pupils with special educational needs write well because they have effective support. Higher attaining pupils achieve a very high standard, as is demonstrated by their sympathetic poetry writing, for example. Classrooms are alive with ideas on how to improve the quality of writing for example, lists of good story starters, exciting words linked to the topics studied. In the Year 2 classrooms there are writing corners to help maintain the interest in writing. Correct punctuation is continuously developed. Pupils benefit from the well-structured approach, which ensure that basic skills are embedded. Most pupils form their individual letters correctly and produce neat, careful work. Phonic skills are carefully developed through good teaching. Spelling throughout the infants is good.

61. The quality of teaching is very good overall and there are very effective assessment and monitoring procedures in place. This judgement is based on the very good level of improvement there has been made in standards since the 2001 national tests and the high quality of teaching in Year 2. Teachers ensure lessons are planned carefully, with appropriate challenging, supplementary tasks to match the needs of all abilities. This effective planning leading to very good teaching is a major contributing factor to the pupils' very good behaviour which all contributes to the very good learning in English. Any pupil who requires specific support is identified early and appropriate provision is made. Well-trained ECOs give support within the classroom to enable pupils to take full part in the whole lesson or as appropriate, work with a group of pupils in a room designated for withdrawal groups. A very good feature of the teaching of English in the school is the effectiveness of these groups working on specific targets and the planned activities provided by the teacher. Pupils have well focussed individual targets. They show real enthusiasm when they achieve a goal, with very positive effects. Throughout the infants, teachers pay particular attention to the development of speaking and listening. All pupils have a session in the library each week. They have the opportunity to take home a school library book. Pupils learn how to access information to support their own interests or research for their topic work. The library shelves are well stocked and well organised. Pupils can sit on cushions on the carpet when looking at the books. ICT is used to support learning in English, as well as providing another access for information. There is very good use of English across the curriculum.
62. The leadership and management of the subject is good overall, although the co-ordinator is new to the post and is still developing her role. She has analysed the year group assessments in reading, writing and spelling and is keeping a portfolio of evidence but as yet has not been involved in classroom observations of the teaching of English. She realises that there is a need for continued development to keep the subject continuing to move forward and maintain the high standards that are in the school. Resources are good throughout the school.

MATHEMATICS

63. Standards at the end of Year 2 are above the national average. Based on their prior attainment, pupils are making good progress. At the time of the last inspection, standards were also above average. However, the increased expectations since that time show that good overall improvement has enabled the school to maintain these good standards. In the national tests in 2002, standards were broadly in line with the national average, although the proportion of pupils gaining Level 3 was below average. The school has done very well in addressing this issue and the indications are that the proportion of pupils achieving Level 3 is now above average. Standards are particularly good in numeracy, although good progress has been made in developing pupils' problem solving skills. Pupils make good use of their measuring skills in subjects such as design and technology and of their data handling skills in science and geography.
64. Pupils undertake a good range of practical and problem solving activities. Most pupils tackle these with confidence, although a small number of pupils sometimes have difficulty in finding the correct

language to explain their work clearly. Higher attaining pupils use a range of different approaches for solving problems and can give good explanations for their working. Pupils can count to 100 and beyond, and most can confidently identify odd and even numbers. Pupils have a good understanding of addition and subtraction, and the majority are confident in tackling exercises involving simple multiplication and division. Pupils show a good understanding of such things as halves and quarters, money, in the context, for example, of simple shopping bills, and time on the hour and half hour. Higher attaining pupils understand that subtraction is the inverse of addition and can solve problems such as $20-13=7$ and $13+7=20$ by using these skills. Pupils can correctly name a range of two and three-dimensional shapes, and identify various properties, such as number of the sides and corners. Most recognise reflective symmetry, and they confidently identify right angles in various shapes. In measuring activities, most pupils are able to explain and use standard and non-standard units of measure, as well as using expressions such as 'heavier' and 'lighter' correctly. Pupils collect data, for example on their favourite food and different ways of travelling to school, and they successfully produce graphs to display their findings. Most pupils use ICT without support to produce their graphs. Higher attaining pupils use ICT well to solve three digit addition problems.

65. The overall quality of teaching and learning is good. Examples of very good practice were also observed. Lessons are carefully planned, based on the National Numeracy framework. Teachers plan well for the provision of work to suit pupils' particular needs, and this helps them proceed at a pace and level which is suited to them. Most teachers make good use of mental activities at the beginning of lessons, and they are also very aware of the need to extend pupils' mathematical vocabulary. Just occasionally, some teachers ask for answers from the same pupils, and this limits the contribution that other pupils are able to make. Teachers have good subject knowledge, and they generally provide clear instructions and give well directed support. In this they are always ably assisted by the educational care officers. As a result, pupils, including those with special educational needs and those who do not speak English as their mother tongue, make good gains in their knowledge and understanding. Where teaching is very good and where subject knowledge is particularly good, lessons move at an especially brisk pace. Pupils are provided with stimulating practical activities, and pupils make very good progress in their mathematical knowledge during the lesson. Pupils enjoy their work, the mental and practical activities in particular, and this has a significant effect on their learning. They settle to their written and practical tasks with interest and enthusiasm, they work well with other pupils and they make every effort to accomplish their tasks. Pupils are always well behaved, they then concentrate well and this contributes to their good progress. Teachers hold pertinent plenary sessions to check pupils' understanding and review some of the work done. Pupils are most careful with the presentation of their work, and most take a pride in its appearance. Teachers mark pupils' work promptly, and useful comments, advice and praise are regularly added.
66. The leadership and management of the subject are very good. The co-ordinator carefully analysed the results and identified the main weaknesses in pupils' performance after the last national tests. Appropriate arrangements were introduced, areas of concern were tackled and the particular needs of different groups of pupils were carefully addressed. These changes, together with consistently good teaching, have helped to raise standards. The school has implemented the national numeracy strategy effectively and suitable plans are now produced for the different classes. The co-ordinator is knowledgeable, as well as being a very good practitioner and she supports her colleagues well. She has suitable opportunities to see work being undertaken in the classrooms, to see for herself the standards being achieved. She was fully aware of the main weaknesses that remained in pupils' performances, and strategies were introduced to tackle them. She has, therefore, contributed significantly to the improved standards now being seen. Assessment procedures are improved, and are now very good. They are being used most effectively to identify pupils' current attainment, the progress they have made and to provide pupils with new work that is appropriate to their needs. ICT is used most effectively and regularly to help further develop pupils' mathematical knowledge and understanding, especially in relation to data handling. Mathematics is also used appropriately in other subjects of the curriculum, such as science, geography and design and technology, and this further enhances pupils' numeracy skills.

SCIENCE

67. Standards are above average. Although overall standards appear to be similar to those found at the time of the last inspection, there has in fact been a good improvement in pupils' investigative skills, which were found to be a weakness last time. In teacher assessments in 2002, standards were judged to be broadly average. This was a significant improvement over the 2001 teacher assessment, when standards were below average. The improvement in standards is largely due to good quality teaching and well-focussed targets for improvement implemented over the past year. There is no significant difference between the performance of boys and girls.
68. Younger pupils make good use of their knowledge of living things to describe the basic conditions that animals need in order to survive. They accurately name the kind of food that snails need to eat, for example. Pupils also know that animals grow and reproduce. Pupils recognise that different living things are found in different places and know well that, for example, frogs live in ponds, worms live underground and that snails can frequently be found under stones. Pupils have well-developed scientific vocabulary and use such words as '*habitat*' in the correct context. When conducting investigations, pupils have many good suggestions about how they can find out answers to their questions. For example, pupils in Year 1 were investigating the kind of food preferred by snails. They used simple texts to find out where snails could be found and the kind of food they liked. They then put some snails on a plastic surface with different kinds of food around the outside. Pupils then made careful observations and talked excitedly about which foods the snails preferred. They made simple predictions and were able to say whether what they saw matched what they thought would happen. Most agreed that snails liked cabbage! When investigating the topic of sound, pupils make good use of their reading skills to extract information, which has a good impact on the standards they achieve. Pupils understand well that different length straws produce different notes. Pupils respond positively to suggestions put forward by the teacher and make their own suggestions about how they can answer questions. Pupils make good use of their writing skills to record answers and illustrate them with well-executed drawings. They make good use of their knowledge of sound to effectively link cause and effect. Pupils sort materials into groups using different criteria, such as '*spiky*', '*soft*', '*clear*', and are beginning to understand why some materials are better than others for different purposes. Overall standards at the end of Year 1 are above the expected Level 1 and pupils achieve well.
69. By the end of Year 2, pupils achieve standards which are above average and continue to achieve well. When investigating sound, for example, pupils put forward good suggestions as to how they can answer the questions '*Which straws produce the highest sound?*'. They make careful observations about the relationship between the length of straw and the pitch of the note, for example. Pupils have a well-developed scientific vocabulary, which they use to describe accurately what they have found out. When experimenting, pupils use a good range of simple equipment safely and plan how to conduct investigation methodically. Pupils use their knowledge and understanding well to link cause and effect and know, for example, the shorter the pipe, the higher the pitch. Pupils also use their knowledge and understanding well when describing different ways in which materials can be sorted. They produce clear tables showing, for example, materials sorted according to whether they are natural or man-made, metal or wood, hard or soft. Pupils explain accurately why some materials are particularly suitable for a specific purpose. For example, in one lesson, pupils suggested the most suitable material for a shopping bag. They tested materials to see if they were water proof and the maximum weight they could support. In carrying out these tests, pupils ensured they were 'fair', but using the same methods and amounts for each material. They know that in order for a test to be fair, some things must remain the same (the amount of water used in the water-proof test), but some things will change (the material being tested). Pupils have made electrical circuits and know that a break in the circuit will mean a bulb will not light. They have also tested materials to see which ones will conduct electricity and make accurate predictions about

those that will and those which will not do so. Pupils make simple explanations about changes in living things and accurately name the parts of plants and the human body.

70. The quality of teaching and learning is good. Teachers plan interesting lessons and pupils are very excited and interested in the subject as a result. There is a good emphasis on investigation and pupils enjoy the ‘hands on’ approach adopted by most teachers. Teachers have good classroom and behaviour management skills and, as a result, behaviour in lessons is always at least good. Many good opportunities for pupils to work independently are provided and pupils work well in small groups and pairs, conducting investigations with due consideration for health and safety. All pupils make good progress in their learning, including those with special educational needs because teachers ensure that tasks are well matched to the needs of pupils. Higher attaining pupils also make good progress due to well-matched tasks and high expectations. The good emphasis on developing pupils’ speaking and listening skills mean that pupils who do not speak English as their mother tongue make good progress in their development of specific scientific vocabulary. Good use is made of time and resources, and classroom assistants give valuable support to those who need it. Teachers regularly explain to pupils what they are going to learn and, as a result, pupils have a good self-knowledge of their learning. Regular assessments are used effectively to set pupils targets for improvement and to adjust planning where necessary. Most teachers make effective use of ICT to support learning, although there is a shortage of suitable software to support the subject. Where it is appropriate, good use is made of homework to support pupils’ learning.
71. The subject is well led and managed by the co-ordinator, who provides valuable support for other teachers. There is a well-designed scheme of work, which supports teachers effectively in their planning. The subject makes a valuable contribution to pupils’ social and moral development by giving them many opportunities to work effectively in groups and pairs and to discuss important environmental issues, for example. Pupils with special needs are well provided for through good classroom support and tasks which match their needs well. Pupils who do not speak English as their mother tongue are also supported well. All pupils have equal access to a broad, balanced and relevant curriculum. There has been good monitoring of the subject’s performance, through some classroom observation, the scrutiny of work and the review of teaching plans. The co-ordinator also conducts regular training sessions for other members of staff. The school meets the legal requirements for statutory assessment at the end of Year 2 and other assessments are used effectively to keep parents informed of their children’s progress. The subject is well resourced and the spacious accommodation has a positive impact on the standards achieved.

ART AND DESIGN

72. Standards are well above those expected by the end of Year 2. This is an improvement on the already good standards observed at the time of the last inspection.
73. Younger pupils explore a wide range of visual ideas, using different stimuli, such as examples of well-known artists’ work and natural and man-made objects. For example, in Reception, pupils had examined a picture of a cat by the French artist Delaquioux and then made their own interpretations using pencil, charcoal and paint. A key to the very high standards achieved by pupils is the significant amount of detailed observational drawing undertaken in all classes. For example, younger pupils have made careful drawings of fruit, forsythia twigs and teasels. These showed great skill and an ability to look carefully at the shape and form of objects. Pupils investigate and use a wide variety of materials. They use a number of different processes effectively in communicating their ideas, including painting, drawing, collage, mixed-media, clay modelling and the use of other three-dimensional media. Standards of design are very high. Pupils carefully consider the effects they want to create and discuss in detail how different media will achieve these effects. They regularly comment on their own and others’ work, making constructive suggestions as to how the work can be improved.

74. By the end of Year 2, pupils have very well advanced drawing and painting skills. They explore a wide range of ideas, using visual information gathered from a variety of sources, including the Internet. Pupils are familiar with the work of a number of Western and non-Western artists and the design traditions of Africa, South America and Australia. They investigate the visual and tactile qualities of materials, extending the already wide range of experiences they have gained. Pupils work confidently in both two and three dimensions. For example, in one lesson pupils designed and made abstract sculptures using garden wire and plasticine. They discussed their work in some detail and confidently made interesting designs, which they explained in some depth to inspectors. Pupils commented on the similarities and differences between their own work and the work of other pupils in the class. They also compare their designs with those of professional artist. Pupils had several good ideas about how they could improve their three-dimensional designs. A number of sculptures were of a very high standard and showed a mature understanding of shape, space and form. Pupils use their well-developed drawing skills very effectively to support their learning in other subjects. For example, they had made detailed and colourful pictures of the Fire of London, which showed great skill in manipulating paint and oil pastel. The quality of pupils' observational and analytical drawing is exceptional, showing great understanding of the qualities of line, form, shading and texture.
75. The quality of teaching and learning is very good overall. Pupils are very enthusiastic about their art work and put a great deal of creative effort into the pieces they produce. Behaviour is always at least good and in the older classes it is frequently very good. Pupils handle materials and tools with care and tidy up effectively. All pupils are making very good progress in their learning, including those with special educational needs. Pupils who do not speak English as their mother tongue also make very good progress and they find the subject a good way of expressing themselves non-verbally. They also derive great pleasure from describing some of the design traditions from their own cultural backgrounds, which they share with their classmates. The school also enables artistically gifted pupils to reach their potential by giving them good opportunities to develop their skills. Teachers have very good subject knowledge, which is used extremely effectively to ensure pupils make rapid progress in their acquisition of skills. Planning is very good and ensures that tasks and activities are well matched to the demands of the curriculum and pupils' needs. Teachers have very high expectations of pupils' performance and behaviour and this has a positive impact on the standards pupils achieve. Good use is made of time, resources and support staff to enable learning to take place at a brisk pace. Assessment is appropriate and enables teachers to inform parents effectively about their children's progress and achievements. Good lesson evaluations enable teachers to adjust planning where necessary.
76. The leadership and management of the subject are very good. The enthusiastic co-ordinator has produced a high quality scheme of work, which supports teachers effectively in their planning. There is a very good curriculum provided, which is broad, balanced and covers all aspects of the subject in some depth. All pupils have equal access to this rich curriculum and the subject makes a very good contribution to pupils' spiritual and cultural development. The monitoring of performance is good and the co-ordinator acts effectively as a consultant for other teachers. Well-focused professional development has resulted in a very thorough development of pupils' visual and artistic skills and there is a high degree of constancy of approach between classes and year groups. The subject makes a very good contribution to pupils' language development, through discussions about their work and evaluations. Pupils also make good use of their mathematical skills when measuring, for example. Good use is also made of information and communication technology to support learning and there are good cross-curricular links to design and technology. The subject is well resourced with a wide range of media and tools, and this has a positive impact on the progress pupils make in their learning.

DESIGN AND TECHNOLOGY

77. Pupils all achieve well and by the end of Year 2, the majority of pupils attain standards well above those expected nationally. There is very good provision throughout the school. This is an improvement on the previous high standards recorded at the time of the last inspection when pupils' progress was good. Design and technology has been developed to extend the skills taught and the individuality of the work. Pupils achieve very well and make particularly good progress during their time in school.
78. From an early age, pupils learn how to plan their work. As the result of good prior learning, pupils in Year 2 are able to plan their work well, express preferences, communicate their ideas and produce well-labelled diagrams from which to advance. Pupils are able to amend their plans and talk about the need to make changes. Pupils make sensible planning and evaluation decisions throughout their projects. Making skills are generally at least good and often very good throughout the infants. Pupils select appropriate tools, methods and materials to realize their designs. Pupils can use tools safely, but receive timely reminders of the safety precautions necessary. Pupils join and assemble materials and components in a variety of ways to achieve their objective. Pupils are encouraged to evaluate their work in a number of ways. They do so very critically, showing a level of maturity well above that normally expected for children of this age. Some evaluations that were computer generated included a photograph of the child with the model, together with the child's written assessment. Pupils are capable of very good appraisal of their work. Pupils in Year 2 who were making musical instruments held an animated discussion on how improvements could be made to their work.
79. The quality of teaching and learning is very good overall. Teachers have a very good understanding of the needs of the subject and they plan collaboratively across the year groups. There are clear learning objectives for each lesson and teachers have high expectations of what pupils can achieve. There is an appropriate balance between teaching skills and activities, which involve designing and making. At all times pupils show positive attitudes and enthusiasm for the subject. Occasionally, this enthusiasm manifested itself with noise levels which were high. Pupils follow instructions well, work with interest and are proud of their achievements. Pupils are encouraged to use the correct vocabulary for their work. The work is valued and in most classrooms it forms part of high quality and stimulating displays. For example, there are some particularly good displays of puppets made by the pupils in the Year 2 classes. Pupils with special educational needs are very well supported, often by special needs assistants, who ensure that small groups and individuals can participate in the whole lesson. Work takes into account the targets set for individual children in their individual educational plans. The scheme of work has been reviewed recently and the co-ordinator has produced comprehensive guidelines, which ensure that pupils gain the full range of experiences. There are very good links to other subjects.
80. The co-ordinator provides very good leadership and management to the subject and gives her colleagues very good support. There are no formal assessment procedures but teachers keep careful records of pupil achievements, pupil evaluations, samples of work and photographic evidence. These help teachers to ensure that work is carefully matched to the needs of individual pupils. The subject makes a positive contribution to the pupils' social and cultural development. The well-considered scheme of work recently produced by the co-ordinator ensures that all statutory requirements are met and the correct time allocation is given to the subject. At present there are no formal classroom observations. However, the school's improvement plan shows that these will take place in the school's next review cycle. Resources are now very good.

GEOGRAPHY

81. By the end of Year 2, most pupils attain standards that are above those expected of pupils aged seven. This is an improvement since the last inspection. Pupils with special educational needs make similar progress to their peers, and progress overall is good for all pupils. This is the result of consistently very good teaching and learning throughout the school.

82. The pupils in Year 1 respond well to the expectations placed on them by their teachers. Pupils are developing a basic understanding of the making and use of maps. Correct geographical terms are used to extend the geographical vocabulary of the pupils. A field day at Losehill Hall forms part of the geographical curriculum for which there is very good written work and photographic evidence. Pupils in Year 2 have a good understanding of different ways of life in different parts of the world. Pupils can talk knowledgeably about some of the hot and cold lands of the world. Pupils learn about their local environment. In a good lesson observed, the teacher used very good practical activities to develop the pupils' understanding of aerial photographs of the school site and the surrounding area. These translated into plans made by the pupils. An early understanding of the use of maps and scale was being developed effectively. Maps of the locality have been downloaded from the internet and used with the pupils. The curriculum makes good use of the environment. Pupils have helped to make plans of the new environmental area, which the school is developing. Pupils are made aware of the environmental issues of noise, pollution, and changes in the local area.
83. There is now a consistent approach to the teaching throughout Years 1 and 2. The policy has been reviewed. It is very clear, promoting very good links to other subjects wherever possible. The scheme of work ensures a balanced coverage of all the requirements of the areas of study. The allocation of teaching time given to the subject is suitable, with long or short sessions given for teaching in alternate half-terms. There is a two year cycle of work which teachers plan collaboratively across the year groups. There are maps and geographically based displays of well-presented pupils' work throughout the school. Evidence shows that teachers have very good subject knowledge and understand the needs of pupils. This expertise enables teachers to plan effective lessons that help all pupils to achieve very well. Very good questioning techniques are used by the teachers which encourages pupils to reflect on what they are doing. The use of ICT is developing satisfactorily.
84. The leadership and management of the subject are very good. The co-ordinator monitors planning regularly and ensures that it complies with the units of study. There are no formal assessment procedures but informal recordings are kept by the teachers at the end of each unit of study and these are collected by the co-ordinator each half term to inform further planning. The co-ordinator regularly monitors the quality of pupils' work. As yet she has not observed any lessons and has identified the need to do so as a significant priority for the subject. This is planned into the school's improvement plan. The co-ordinator has a very good folio of photographic evidence and samples of pupils' work. It demonstrates the breadth of the curriculum and the way in which it is enhanced by visits in the local environment and further afield. Resources are now very good, well organised and easily accessible. The school also makes use of the Derbyshire Museum Service resources. There is a good selection of school library books to support the topics studied. All these factors have a significant positive impact on standards. The co-ordinator has good links with the junior school.

HISTORY

85. Good standards are being achieved and pupils are making good progress. This is an improvement since the last inspection where standards were satisfactory overall.
86. There has been a strong focus on the systematic development of investigation and researching skills as well as gaining knowledge of different periods of time. The curriculum is based on a two-year rolling programme to cater for the mixed age class. Older pupils are learning to read and compose time lines. They are becoming aware of periods of history, such as life at the time of the Victorians, and key events and dates in British history such as the great fire of London. Younger pupils use CD ROMS and a good range of books to learn how to find out about the past by using a range of information. History alternates with geography on the curriculum grid as a half term focus, with each year group focusing on three main units and three smaller ones from the scheme of work over each year. Each unit is matched to an appropriate collection of resources.

87. The quality of teaching and learning has improved well since the previous inspection. Teachers prepare lessons that are good, factually accurate and encourage the development of pupils' thinking skills. They use resources well, ask challenging questions and hold high expectations that pupils will enjoy and be challenged by what they are asked to do. As a result, pupils are enthusiastic and work hard, enjoy their work and present written work with care. Most days they bring something in from home linked to their history work and share their learning with others in their classes before adding them to the display making up the class museum.
88. The leadership and management of the subject is good overall. There has been a good investment in resources and a curriculum framework put into place. There are good opportunities for field work, including visits to museums such as a Victorian schoolroom in Nottingham Castle. These visits have a positive impact on standards. Parents and the local community are happy to lend resources to build up class museums to enhance learning. The new co-ordinator has not lead formal staff training but has had the opportunity during staff meetings to explain the revised units of work and the resources to support the work in the school. To date she has not had an opportunity to see the work within classes during lessons but this is on her action plan for the future.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

89. Standards at the end of Year 2 are above those expected of seven year olds. There has been an improvement in the already good standards observed in the last inspection, especially in the use of the Internet, the quality of resources and teachers' confidence and expertise.
90. Younger pupils have well developed computer skills and are confident in using the keyboard, mouse and windows environment. They also use other ICT equipment with confidence, including cassette and CD players. Pupils are willing to talk about their use of ICT equipment at home and at school. Some quite young pupils use computers to access sites they like on the Internet at home. All said they liked using computers and felt confident when using them in the classroom. Pupils regularly use computers to organise and present their work. In Year 1, pupils use a simple word processing package to enter text and add pictures to make covers for their exercise books. They also confidently type in three or four sentences to describe the antics of Kevin the Kitten as part of a literacy lesson, for example. Most pupils can enter, save and retrieve work from the hard disk of classroom computers. Pupils use tables, images and graphs to share their ideas with others and many know how to print out their work. They plan and give instructions to programmable toys, making them move forwards and backwards to commands given via a keypad. Standards are above expectations throughout Year 2. Pupils save information and can then find that information again, following straightforward lines of enquiry. They use ICT effectively to generate and present their work. For example, pupils use word processors well to produce poems, accounts and stories of the Great Fire of London. They also use materials downloaded from the Internet as part of their research in to this topic. Pupils have also made simple sequences to program a floor 'roamer', using the logo programming language. They also make appropriate choices when using simulation programs, showing a good understanding of the way in which the program works. Nearly all pupils have well-developed basic computer skills and use keyboards, mice and the windows operating environment with ease. Some pupils with computers at home describe some very advanced work they do, including sending emails to friends and accessing websites on the Internet.
91. Teaching and learning are good. Teachers generally have sufficient subject knowledge and understanding to ensure that they make at least good progress in the acquisition of skills, knowledge and understanding as pupils progress through the school. Pupils are enthusiastic about using ICT equipment and talk excitedly about how they are going to use computers, for example, to produce their work. Behaviour is always at least good and pupils treat equipment with care. Relationships between pupils are very good and they work amicably in small groups or pairs, supporting each other effectively and making relevant comments. The school uses ICT well to support the learning of pupils with special educational needs and these pupils are making good progress as a result.

Pupils who do not speak English as their mother tongue are also making at least good progress. Teachers' planning is good and ensures that all pupils gain equal access to computers during the week. Good demonstration lessons ensure that all pupils understand the week's assigned task and teachers have effective monitoring and assessment systems to ensure all pupils complete them. When working on computers, pupils concentrate hard and complete their tasks quickly with a minimum of errors.

92. The leadership and management of the subject are good. The co-ordinator has good subject knowledge and is well supported by the technician, who has detailed technical knowledge. All systems are well maintained and are functioning effectively. All pupils have access to a broad and balanced curriculum, which covers all aspects of the subject well. The scheme of work, which is based on national guidelines, provides teachers with a good basis for their planning. The subject provides a good contribution to pupils' social development, by enabling them to work together and building their confidence in independent learning. There is good monitoring of standards and teaching through the examination of planning, pupils' work and the occasional lesson observation. Significant improvements have been made in teachers' confidence and expertise as a result of well-focussed professional development and in-service training. Resources are adequate, although there is a need to improve the quality and quantity of software for some subjects, especially science.

MUSIC

93. Standards are above national expectations by the end of Year 2. This is not as good a picture as found by the last inspection, when standards were well above.
94. The curriculum is planned to ensure that pupils' performing and composing skills are carefully developed. Using a range of tuned and untuned instruments including chime bars, tambours, triangles and maracas, older pupils create musical patterns and learn about different rhythms, holding notes for different lengths of time to give different moods to music, building up their skills and confidence. The younger children use instruments to make different sound effects to tell a 'duck story', with watery sounds made by metallic instruments. Children in the nursery sing songs, thinking of the high and low notes standing for the three bears as well as singing at different speeds – fast and slow and different volumes - loud and quiet. By the end of Year 2, pupils know the sounds of a range of percussion instruments and use these in their compositions, following the teacher as conductor. Across the school pupils sing a range of songs sweetly and carefully in tune and with good expression and older pupils accompany themselves on a range of percussion instruments. They listen to and sing a variety of music from around the world and from different times in history in assemblies and in lessons. Music hall favourites such as 'Any Old Iron' as well as more recent Caribbean songs including 'Mango Walk' are accompanied by cabasa, agogo drums and Indian bells. The school has been successful in providing quality musical experiences for the pupils during the recent national emphasis on literacy and numeracy. Pupils have the opportunity to learn to play the recorder, violin and cello and share their skills with others in assemblies and concerts.
95. The quality of teaching and learning is good. Teachers know what they want pupils to achieve, teach basic performing skills on a range of percussion instruments, carefully plan work that encourages pupils to work hard, concentrate and have fun. Pupils' response is positive because they are given opportunities to explore and express their own ideas and listen to each others work. Overall pupils show good levels of insight into how music creates mental pictures and many suggest different types of instrumental sounds to match these moods. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development, by providing a wide range of musical experiences and times of reflection.
96. Leadership and management are very good. The co-ordinator is not a music specialist but a very experienced teacher who has brought all her skills to the role. She has written, and is testing out, the

scheme of work and is building up a portfolio of samples and photographs of pupils' experiences. Planning is thorough and built on an evaluation of work of previous lessons. Included are development points and guidance as well as planned skills development. The 'learning focus' behind each group of lesson plans are good and activities are interesting and challenging with sufficient time for pupils to extend their work, fully developing their musical skills. Staff confidence is growing as are their personal musical talents. The action plan is well focused upon developing pupils' recording skills, especially putting into writing their own compositions. The co-ordinator is working to build more formal assessments of what pupils know, understand and can do into the scheme of work. The range of instruments and other resources is good. The school updates percussion equipment frequently and maintains the instruments well. Instruments are centrally stored with ease of access to teachers and pupils alike.

PHYSICAL EDUCATION

97. Standards by the end of Year 2 are above those expected nationally and pupils make good progress. These good standards have been maintained effectively since the last inspection.
98. By the end of Year 2, pupils move confidently around the hall, showing clear awareness of space and other pupils. Those in Years 1 and 2, successfully travel on both hands and feet and perform a good range of jumps, rolls and turns, using both floor and apparatus. They are particularly skilful at introducing balances into their work, and they confidently develop quality in their movements, showing higher than expected skills. Pupils in Year 2 successfully practise their games skills of hitting and travelling with a ball, and they confidently develop their work by taking part in suitable hockey activities involving both partners and teams. Pupils show good accuracy in both passing and dribbling. Pupils carry out various dance routines confidently. Those in Year 1, for instance, successfully communicate ideas and feelings when performing to the music from Peter and the Wolf. They show good co-ordination in the movements. Pupils understand the short term effect of exercise on their bodies, and they also recognise the need to warm up before exercise.
99. The quality of teaching and learning is good. Very good practice was seen during the inspection. Teachers provide good planning, clear instruction and enthusiasm, together with a suitably varied range of resources. All members of staff change appropriately for lessons, and they join in and demonstrate for pupils. This helps pupils identify areas where they might improve themselves. Teachers have good subject knowledge, and high expectations of the pupils' performance. Pupils join in with enjoyment, making a good physical and creative effort and taking pride and pleasure in the quality of their performance. Lessons are conducted at a brisk pace, with teachers showing good control and management skills. This allows all pupils, including those with special educational needs and English as an additional language, to make good gains in their skills. Where detailed coaching and demonstration are provided and pupils are challenged by activities, they make very good progress during the lesson. Teachers often use pupils to demonstrate good practice, but opportunities are sometimes missed for the pupils to discuss the quality of the work seen. Teachers provide help and support to pupils in all aspects of their work and, in particular, they emphasise the need for safety. In turn, pupils show good and sometimes very good attitudes. They behave well, work well alone and with a partner or group, and carry equipment carefully and safely.
100. The leadership and management of the subject is good overall. The school has a suitable scheme of work, and all appropriate aspects of work are well covered. The co-ordinator is currently away from school, but she is fully aware of the work being tackled, and she supports her colleagues well when present. Assessment is appropriately listed in teachers' planning, with suitable information being recorded about individual pupils' current attainment and the progress they are making. This is an improvement since the previous inspection. Activities involving counting and measuring, in various aspects of physical education, give good support to the school's initiative in numeracy. All shared activities contribute towards the development of pupils' social skills. The school makes some limited provision for extra-curricular sporting activities, involving football and tennis.

RELIGIOUS EDUCATION

101. By the end of Year 2, standards are higher than the expectations of the locally agreed syllabus. Pupils' progress is good. Standards have improved since the last inspection, when they were satisfactory.
102. By the end of Year 2, pupils are familiar with three major world faiths, the Christian, Hindu and Jewish faiths. They are able to relate some of the stories of famous religious figures, such as those of Jesus and Rama and Sita. Most pupils explain clearly that religions have their particular places of worship, as well as their own special books, for example the Bible and the Torah. Pupils readily identify some of the requirements for entering religious buildings, such as removing shoes or covering ones' head. Pupils understand that religions have various ceremonies and special occasions, and most can, for instance, explain the importance of Diwali to Hindus as well as saying why Easter is important to Christians. Pupils are particularly knowledgeable about the different creation stories found around the world and, for example, they readily list the events found in the Bible, as well as relating the African story of Kang. Pupils understand the need to belong to a variety of groups, and they recognise in particular the importance of their own family and friends. Pupils are aware of the importance for caring, both for people and the environment. Pupils, throughout the school, clearly understand the need to be tolerant of other people's dress, lifestyle and ritual.
103. The quality of teaching and learning is good, and this is an improvement since the previous inspection. Lessons are well planned. Thought-provoking and challenging ideas are often presented to pupils. Teachers have good subject knowledge. Through clear instruction and a careful use of the much improved resources, pupils, including those with special educational needs and English as an additional language, are able to make good gains in their knowledge and understanding. Teachers generally make good use of appropriate questioning to involve all pupils and to make them think for themselves. Suitable activities are provided to improve pupils' understanding, such as making diva lamps, listening to music, tasting food and taking part in drama activities. Pupils find the subject interesting and many provide a variety of thoughtful answers and observations. Teachers are careful to introduce pupils to all the correct terminology used in different faiths, and most pupils show confidence in using the appropriate terms. Pupils' attitudes and behaviour are good, and they relate well to both their teachers and to each other.
104. The leadership and management of the subject is good overall. The co-ordinator is well informed and committed, and although she has no opportunity to observe lessons in other classes, she is fully aware of the work being undertaken in the school, and she supports her colleagues well. The school closely follows the locally agreed syllabus, and all areas of work are now well covered. The school is also keen to provide visits to various places of worship, to help develop pupils' understanding of different faiths, and enhance the curriculum. The work undertaken in religious education successfully supports all aspects of pupils' spiritual, moral, social and cultural development. Through the written activities provided for pupils, the subject also provides much support for the school's initiative in literacy. The school currently makes satisfactory use of information and communication technology, to enhance pupils' learning. Satisfactory assessment procedures are now in place, and suitable information is available to judge both pupils' current understanding and to identify the progress they have made.