

## **INSPECTION REPORT**

### **MATLOCK ALL SAINTS CE INFANT SCHOOL**

Matlock, Derbyshire

LEA area: Derbyshire

Unique reference number: 112838

Headteacher: Mrs R Bolton

Reporting inspector: A C Davies  
3639

Dates of inspection: 30<sup>th</sup> June – 2<sup>nd</sup> July 2003

Inspection number: 247278

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
School category:	Voluntary Controlled
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Dimple Road Matlock Derbyshire
Postcode:	DE4 3HX
Telephone number:	01629 582913
Fax number:	-
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Cook
Date of previous inspection:	September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3639	A C Davies	Registered inspector	English Art and Design Design and Technology Information and Communication Technology	What sort of school is it? - How high are standards?  The schools results and achievements.  How well the school is led and managed?  What should the school do to improve further?
9146	M Brenand	Lay inspector		How high are standards? - Pupil's attitudes, values and personal development  How well does the school work in partnership with parents?
32436	M Beesley	Team inspector	Mathematics Music Physical education Special educational needs	How well does the school care for its pupil's?
30781	W Richardson	Team inspector	Science Geography History Religious education	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the picturesque town of Matlock in the Derbyshire Dales. It admits children between the ages of 4 and 7 with reception-aged children starting in September or January, according to their age. There are 136 children attending the school with five classes in operation. All children are white and they all come from homes where English is the main language. The immediate area is made up almost exclusively of owner-occupied homes and very few children are entitled to school meals free of charge (4 at the time of the inspection). Approximately one in ten children are on the special educational needs list and this is almost half the national average. The number of children who leave or enter the school during the academic year is relatively small. When they first start school a large percentage of children have personal and academic skills that are advanced for their age. A new building has recently been established on the same site as the previous one. At the time of the inspection the new building had only been in operation for one term and building work was still taking place. This was disrupting the normal school routine.

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

This is a good school with several strengths and no major weakness. Standards are good with children achieving close to their potential in most subjects. There is very effective use of children's literacy, numeracy and information technology skills across the curriculum. A relatively new and enthusiastic headteacher is providing effective leadership in a school where there is strong teamwork amongst the staff. The teaching is good and having a positive impact on children's learning. The school gives good value for money.

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

- The school successfully helps children develop a love for literature, resulting in reading standards being very good.
- The staff have successfully developed new methods to help boys feel excited about writing.
- There is very effective use made of children's skills in literacy, numeracy and ICT in all subjects.
- Children of different ability are provided with work that is helping them make gains in their learning.
- The headteacher, aided by her committed staff, is dedicated to raising and maintaining high standards.

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

- The pace of mental and oral work in mathematics lessons is not brisk enough.
- A few children find it difficult to relate to one another or to work co-operatively.

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

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

The school was last inspected in September 1997 and it has made good progress since that time. It has successfully implemented the National Literacy and Numeracy Strategies, improved children's information technology skills and provided young children with an effective start to their education lives, drawing on the recommendations set out in the new foundation stage of learning curriculum. There is almost a new staff in place since the previous inspection and the school now has a new building. The governors dealt effectively with the issues raised during the previous inspection. Standards have improved with children achieving well. Parental relationships have improved, as has the liaison with the Junior school.

## STANDARDS

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

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

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

The table outlined above shows that the school had an unusual, weaker cohort of children in 2002 than in other years. The 2003 tests show that the present Year 2 is attaining in line with the 2000 and 2001 cohort with standards being well above average in English, mathematics and science.

Children start school with established literacy and numeracy skills that are better than expected for their age. During their time in reception, children build on this and most are well on the road to becoming confident readers by the time they finish their first year at school. A large percentage attain beyond the learning goal in each of the six areas of learning at the end of their reception year. There are particular strengths in knowledge and understanding of the world with many children having visited several places, both in the British Isles and abroad. Children make good progress in Years 1 and 2 and by the time they are ready to transfer to the Junior school they are attaining well above average in reading, writing and mathematics.

More able children achieve well with many going on to attain well beyond the level expected for their age at the end of Year 2. Good attention to the needs of boys has seen recent improvement in writing with most children making the most of their good oral skills to produce written work that contains vivid description and imagination. Children make good use of their reading to carry out research and there is effective use of the Internet to add to the depth of their knowledge about several subjects. Standards in mathematics are good although there are times when the mental and oral part of numeracy lessons is not brisk enough. However, children are able to make good use of their knowledge of number to solve mathematical problems. The achievement of children with special educational needs is good, with most ending up attaining the level expected for their age by the time they finish Year 2.

Children benefit from the very good range of resources that are available to support their work in information and communication technology (ICT). Their skill levels are therefore at least in line with that expected for their age. Effective use of literacy, numeracy and ICT skills results in work in many other subjects being of a good standard.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The vast majority of children are enthusiastic learners. They are proud of their achievements and work hard. Many bring in items from home to support work that is taking place in their classroom.
Behaviour, in and out of classrooms	Most children are polite and well mannered and a pleasure to be with. During the wet playtimes pupils played well together and in the dining hall they waited patiently to be served.
Personal development and relationships	Children participate willingly in the playground buddies scheme and the school council provides children with a chance to have a say about the school organisation. Although most children have established positive friendship groups a small number of children find it difficult to work with others in a productive way.
Attendance	Levels of attendance are well above the national average and children arrive on time.

## TEACHING AND LEARNING

Teaching of pupils in:	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.*

Teaching is good with many very good features. One of the main strengths of the teaching is the way all staff are very aware of the need to challenge all children, irrespective of their ability. This is very effective in mixed aged classes, where the attention to the needs of all children is often aided by the good quality of support that is available from either teaching assistants or voluntary adults.

In all lessons the planning is very thorough with very good attention to making the most of children's skills in literacy, numeracy and ICT to support all subjects. This is helping the teaching of English and mathematics to be good throughout the school. Teachers are also clear about what they want to achieve in each lesson and this is communicated to the children so that they know what is expected of them. In each classroom there is a high priority given to creating a powerful literacy and numeracy environment with several displays and posters used to support children's learning in these areas. The teaching of reading, writing and mathematics is good, although the pace of the mental and oral part of the mathematics lesson is sometimes a little slow. In science, staff are very confident in developing children's investigative skills and the same level of confidence exists in helping children acquire new information technology skills. The teaching throughout the school is having a positive impact on children's learning. The vast majority of children are enthusiastic learners with a thirst for knowledge. However, a few children in each class need a great deal of motivating to produce their best work.

The needs of the youngest children are well addressed with the staff in both Class 1 and 2 successfully integrating the requirements outlined in the foundation stage of learning with the National Curriculum. There is good attention to helping children learn through practical experiences.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is very effective use of literacy, numeracy and ICT across the curriculum. The children in the reception class are provided with a very effective curriculum, which is aimed at giving them as many first hand experiences as is possible. The needs of all children, irrespective of ability, are well addressed.
Provision for pupils with special educational needs	Very good. The needs of children with learning or behavioural difficulties are identified early and there are good systems in place to ensure that they are well supported. Their individual plans are well written with small steps identified to help them improve.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides children with many opportunities to consider the lives and way of worship of other people in different countries across the world. There are many opportunities provided for them to take on additional responsibilities and it is made clear to them what is and is not acceptable behaviour.
How well the school cares for its pupils	Good. Child protection procedures are very effective. The school has good procedures in place to check on the academic progress of children.

The school benefits from a high level of parental support. There are a number of parents who regularly help out in classrooms and there is a very active parents' group that raises funds for the school. The quality of information sent home to parents is good with the annual reports about individual children being detailed and making it clear what children need to do next to improve.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is enthusiastic and is clear about how she wants to take the school forwards. She is a good communicator and her staff support her by working very effectively as a team. The quality of subject leadership is particularly good.
How well the governors fulfil their responsibilities	Very good. The governors are very effective because they have many systems in place, which help them understand the school's strengths and weaknesses.
The school's evaluation of its performance	Very good. The headteacher is very effective in communicating to staff exactly what the school needs to look at next as a result of the thorough analysis of children's work that is taking place regularly.
The strategic use of resources	Good. The way in which teaching assistants are deployed is one example of the school having given careful consideration to link its spending to raising standards.

Staffing levels are appropriate and are supplemented by the very good level of support they receive from volunteer adults. The new school is a wonderful building, which provides an excellent facility for all children. The computer suite adds a great deal to the learning of children. The new planned library will add to this when the new block is ready in September.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"><li>• The teaching is good.</li><li>• They feel that they are welcomed into school and can approach any member of staff if they have a problem.</li><li>• Their children enjoy coming to school.</li></ul>	<ul style="list-style-type: none"><li>• Greater consistency in homework arrangements.</li><li>• Information they receive about children's progress.</li></ul>

Parents are very perceptive and have summed up the school's strengths well. However, homework arrangements are effective and the quality of information outlined on reports meets the recommended requirements.

## **PART B: COMMENTARY**

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

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

- 1 The school's national test results for Year 2 children over the past four years have been impressive apart from the 2002 cohort, which was an unusual group containing many children who had learning difficulties. Taking the last four years' results as a whole, children at the end of Year 2 are approximately two terms in advance of other children nationally in reading and writing and one and half terms in advance in mathematics.
- 2 The 2003 tests show that the present Year 2 is attaining in line with the 2000 and 2001 cohort, with standards being well above average in English, mathematics and science. Although no comparative results were available for the 2003 cohort at the time of the inspection it is clear that the national test results for 2003 will compare very well with national averages. For example, 50 per cent of children attained the higher level (Level 3) in reading (twice the expected national average for 2003); 20 per cent attained Level 3 in writing (again, twice the expected national average); and 36 per cent attained Level 3 in mathematics, which is approximately fifty per cent more than the expected national average. Another impressive feature of the 2003 national test results is that very few children did not attain at the expected level for their age, and that includes children with special educational needs. The overall picture shows that girls are performing better than boys but the difference is no greater than is noted nationally and there has been considerable improvement in boys' results over the past two years. When compared with the previous inspection there is good improvement noted, especially in relation to the way children of all abilities are now achieving well.
- 3 Most children start school with literacy and numeracy skills that are better than expected for their age. Many have also well established personal skills although this is not as consistent amongst all children. The vast majority of children can settle quickly into school routines and play amicably together. These children share resources and co-operate with adults and with each other. There are however a significant number of children who, when they first start school, find it difficult to share play equipment, take turns and respect the views and feelings of others. During their time in reception, children significantly improve their personal and academic skills and most are well on the road to becoming confident readers, writers and mathematicians by the time they finish their first year at school. They are also much more able to share equipment and on the whole can work co-operatively. A large percentage attain beyond the learning goals in each of the six areas of learning by the time they start Year 1. There are particular strengths in knowledge and understanding of the world, with many children having a good understanding of their locality and being able to explain the differences between the past and present.
- 4 As children move through Years 1 and 2 they make good progress in their reading with many children throughout the school enjoying books. Children of all abilities achieve well with bright children reading as much as two or three years in advance of their chronological age and those who had difficulties starting to read attaining at the level expected for their age. By the time they finish Year 2 the vast majority of children have a full range of skills to enable them to read unknown words and to have the confidence to read aloud with good expression and fluency. More able readers are capable of talking with confidence about their favourite authors and explain that they read at home from a wide range of books. They are also able to use their reading for the purpose of research, with many being able to make full use of the Internet for

this reason. Girls, as well as boys, enjoy long periods of being engrossed in books and it is clear that the school has successfully helped children to develop a real love for books and literature. By the time they start in the Junior school the vast majority are attaining well above average in reading.

- 5 Standards in writing are good with all children, irrespective of ability, achieving well. Much has been done to help to capture boys' interest and to improve their standards in writing. As a result the gap between boys and girls has been closing year on year, with both girls and boys improving at a faster rate than that noted nationally. Children make good use of their effective oral communication skills to help them improve their writing. They are able to use a range of adjectives and descriptive terms when writing stories. Boys have been able to add vivid description and imagination to this to help them write stories that are very interesting and exciting to read. Very few children do not attain at the expected level for their age by the time they finish in Year 2, which shows that there is good support for children who have learning difficulties.
- 6 Standards in mathematics are also impressive although, on the whole, they are not quite at the same level as standards in reading and writing. Children successfully use their good knowledge of number to solve problems and to create charts and graphs in other subjects. Their response during mental and oral lessons is sometimes not as fast as would be expected for their ability. This often leads to the start of mathematics lessons not being brisk enough. Children attain well in science with their scientific knowledge equalling their ability to carry out investigations. The teacher assessments for 2003 mirror the mathematics results, being well above the level expected for their age.
- 7 Children have acquired the expected skills in information and communication technology (ICT) by the time they end Year 2 and many have moved beyond this. They are also able to apply these skills in many other subjects with more able children using the Internet with confidence to find out information. One of the strong features in the school is the way children can apply their literacy, numeracy and ICT skills across all subjects. This helps the work seen in most subjects be of a good standard. This is an improvement from the position reported at the time of the previous inspection.
- 8 The achievement of children with special educational needs is good, with most ending up attaining the level expected for their age by the time they finish Year 2. These children gain in confidence as they move through the school and benefit from the strong support they gain from a number of sources. There is also good progress being made by the most able children with these children achieving well. Good consideration to the needs of children of different ability is helping all children to achieve well.

### **Children's attitudes, values and personal development**

- 9 The school promotes good attitudes and values amongst its children and this maintains the position that was found at the time of the previous inspection. The environment within the school is happy and stable, and children are encouraged to build good relationships. Parents say their children are happy to come to school and are keen to learn. In lessons children show high levels of enthusiasm particularly when teaching is good. They also work for prolonged periods of time on tasks that enthuse them. For example, the investigation into sounds in the reception class. However, occasionally a few children lack concentration resulting in them talking to one another rather than listening to their teacher.

- 10 Behaviour is good, both in class and at play. In the majority of lessons seen behaviour was good or better and never less than satisfactory. Emphasis in managing behaviour is on promoting the positive, with children appreciating the rewards they receive during the day and at the Friday 'Good Work' assemblies. During the wet playtimes children were observed playing well together and in the dining hall they waited patiently to be served. Whilst the emphasis on raising self-esteem through praise is working, there were occasions when children talked while the teacher was talking and in such instances a firmer tone is required. No evidence of bullying or racism was seen during the inspection and conversations with parents confirmed that such occurrences are very rare. The good standard of behaviour is reflected in the lack of any exclusions, either permanently or temporary.
- 11 Relationships between children are good. In lessons there are many planned opportunities for children to work together in both pairs and in groups and through this they learn to share ideas and resources. Children participate willingly in the playground buddies scheme and the school council provides children with a chance to have a say about the school organisation. Although most children have established positive friendship groups a small number of children find it difficult to work with others in a productive way. Children learn from the good relationships they experience with all the adults who teach and support them. Arrangements for personal development are good. In the early years children develop self-help skills through planning which activities they want to participate in during certain parts of the day. Children also take turns to act as classroom monitors, school councillors and playground buddies, and they have been involved in drawing up plans for the new garden and in the ECO school project. The relatively small size of the school encourages friendships across age groups.
- 12 Attendance, at 96.5 per cent for the year to May 2003, is very good. Education is much valued by the majority of parents and as a consequence they are keen for their children to attend. Punctuality is also good with lessons starting on time. This has improved since the previous inspection.

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

- 13 Teaching is good with many very good features. In well over a quarter of the lessons observed during the inspection teaching was at least very good. No unsatisfactory teaching was observed. This is an improvement on the position reported at the time of the previous inspection. In the vast majority of lessons the good or very good teaching is having a positive impact on children's learning. Amongst the main strengths in the teaching is the ability of staff to challenge all children, irrespective of age and ability. This resulted in children who are working in mixed aged classes being appropriately provided for. There is also very effective support from additional adults working in each classroom; many are voluntary parents (or grandparents).
- 14 Teachers help children to become proficient readers from very early on. There are additional sessions set aside for teaching reading. During these sessions teachers give specific tuition to one group of children and provide others with a range of carefully thought-out reading activities, which children can cope with independently. During literacy sessions, the expressive and interesting way staff deal with reading aloud to the class is helping children to be enthusiastic about stories as well as helping them to be more expressive and fluent in their own reading. In each classroom there is a high priority given to creating a powerful literacy environment with several displays and posters used to support children's learning. The use of

writing toolboxes in each class has also been successful in aiding children's enthusiasm for writing. This is one of the strategies used to help boys be more excited about writing. As a result of the initiatives used for helping children with their reading and writing there is a strong sense of children having developed a real love for literature. This is helping the teaching of English to be good throughout the school.

- 15 The teaching of mathematics is also good, although the pace of the mental and oral part of the mathematics lesson is sometimes a little slow. However, staff have been very successful in helping children to use their knowledge of number to solve problems. In science, staff are very confident in developing children's investigative skills as well as expanding their scientific knowledge. The excellent ICT facility, accommodated in a brand new, purpose-built suite, together with good teacher confidence in dealing with the subject is helping children to acquire new information technology skills at a good pace.
- 16 In all lessons the planning is very thorough with very good attention to making the most of children's skills in literacy, numeracy and ICT to support all subjects. This is another major strength of the teaching. Teachers are also clear about what they want to achieve in each lesson and this is communicated to the children so that they know what is expected of them. Teachers share the learning intentions at the beginning of each lesson and use the plenary (end part of the lesson) very successfully to check if the expected learning has occurred. In addition, teachers are using learning targets with children to help them understand what it is they need to do next to improve.
- 17 The vast majority of children are enthusiastic learners with a thirst for knowledge. They are eager to answer questions and to participate fully in discussions and debates. They are good listeners and are eloquent speakers. This results in most question and answer sessions being interesting and exciting. Despite this there is a small number of children in each class who find it difficult to work co-operatively, or need a great deal of motivating to produce their best work.
- 18 The needs of the youngest children are well addressed with the staff in both Class 1 and 2 successfully integrating the requirements outlined in the foundation stage of learning with the National Curriculum. There is good attention to helping children learn through practical experiences. In one very good creative development lesson the teacher makes very good links with communication and language by introducing new words to widen children's vocabulary. For example, during the painting linking patterns that children have observed outside with the work of the painter David Hockney children use words like camouflaged and design. The teacher also helps children to recall that overlapping meant 'put on top of something else'. There is enough time found for the children to evaluate their work when they are engaged in discussions during the last part of the lesson.
- 19 In Years 1 and 2 the teaching remains good with many examples of very good, and on occasions, outstanding teaching noted. At its best the teacher 'models' certain activities very effectively and therefore sets a clear standard for the children to follow. For example, in one literacy lesson in Year 2 the teacher demonstrates how the children could use their initial notes, many taken from the Internet, to improve the quality of their own work. This works well with children using a full range of descriptive terms within their final pieces. In another lesson on dance the same Year 2 class moved with great maturity as they simulated underwater movements to very well chosen music. In this lesson the teacher makes a point of using appropriate vocabulary thus extending children's own descriptive ability. The teacher's guidance helped this to be an outstanding lesson with careful consideration given to moving the

children's learning on from their previous lesson. The children's end performance was very good showing that they understood about moving in different directions, at different levels and performing to an audience.

- 20 The teaching for children with special educational needs is good. Individual education plans are well used and contain specific targets, which are practical enough for teachers to cope with when support staff are not available. All staff show sensitivity towards children with varying degrees of special needs. Class teachers planning ensure that work is matched to the needs of all children. The deployment of support staff works well with groups targeted for support in literacy, numeracy and other communication skills. Effective liaison between learning support staff and teachers enables the children to receive the correct blend of help and challenge.

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

- 21 The curriculum for children in the Foundation Stage of Learning is good. Planning incorporates national guidelines in full and prepares the older children in this age range very well for their transition into Year 1. The curriculum for children aged 5 to 7 is good. It is broad and balanced and enriched by the provision of a good range of extra curricular activities. The requirements of the National Curriculum and the Locally Agreed Syllabus for religious education are met.
- 22 The time allocated to teaching the curriculum is appropriate and is broadly average compared with national figures. Teachers' planning in the Foundation Stage and for Years 1 and 2 is very good. All subjects have policies and programmes of study that clearly guide the planning of teaching and learning and which incorporate national guidelines, where appropriate. Teachers also consider the needs of their children and where appropriate tailor the literacy hour to suit the age and aptitude of their children. This leads to learning targets being met more efficiently.
- 23 The school gives good equality of opportunity. It is an inclusive school where the needs of disabled children and those with learning difficulties are carefully considered. All children are able to access the full curriculum with the support of teaching assistants to ensure their needs are fully met. More able children are considered when teachers plan activities in the classroom but those with a particular gift or talent are not yet specifically identified in order to assess how their full potential may be developed either in class or in extra curricular activities.
- 24 The provision of extra curricular activities is good and makes a good contribution to children's social development. There are several activities that cover a wide range of interests, these include, recorders, drama club, garden club and computer club. School musical performances, in which all children are involved are held at regular intervals throughout the year and give opportunities for children to express themselves in drama and music and entertain their parents and grandparents.
- 25 The school has introduced the National Literacy and Numeracy Strategies very well. It has made good improvements since the last inspection in the teaching of investigative science and children have the opportunity to explore and problem solve in their science lessons. The attention given in teachers' planning to the systematic acquisition of skills in other subjects has enhanced the curriculum further. The personal social and health education programme is satisfactory and children have a weekly class session (circle time) to develop their speaking, listening and social skills. This part of the curriculum needs further development, as there are a significant minority of children from reception class onwards who find it hard to share and

experience difficulty working together in groups during lessons. The school makes good use of visits and visitors, such as the school nurse. Drugs, health and sex education are taught, where appropriate, through other subjects such as science. The links with the Church and the local community are good. The local vicar comes into school and children may visit places of local interest, for example the caretaker's garden, the park or the Church.

- 26 The school has established good links with the local Junior school and the local cluster of schools, sharing training and expertise. There are a number of initiatives to enhance the curriculum. Links with industry, such as the Construction in Industry Training Board (CITB) and science and technology workshops run by Derby University extend children's opportunities to experience 'hands on' science or technology.
- 27 Arrangements for supporting the minority of children with special educational needs are very good and benefits from very efficient leadership and the very effective contribution of the support staff. A list of children with special educational needs is kept by the co-ordinator (SENCO) and where appropriate individual education plans are written for children on this list. Children are withdrawn from their lessons for brief periods of individual or group tuition but this does not compromise their access to the full curriculum. These children are well supported in class by teaching assistants and they are effectively included in every aspect of school life so no one feels left out.
- 28 The curriculum is organised very well by the class teachers to meet the needs of all children and forms a solid basis for further interventions by the school and from outside agencies. Arrangements for using individual education plans ensure that individual needs are met whilst enabling children to have full access to the curriculum. All children are fully integrated into every aspect of the life of the school, promoting the inclusion of all children with special educational needs. Meeting the needs of children of different ability is a strength of the school. Class teachers' planning ensures that work is matched to children's needs and evidences how individual children are making progress. Individual education plans, used as working documents, contain clear targets and are sufficiently practical for class teachers to implement when support staff are not present. The special educational needs governor and the co-ordinator have a productive working relationship. There are strong links with the Junior School ensuring a smooth transition to the next stage of education and the transfer of relevant information for special needs pupils.
- 29 The school effectively promotes children's spiritual, moral social and cultural development through a range of activities that reflect the Christian values expressed in the school aims. The quality of provision for spiritual development is satisfactory. Regular acts of collective worship are held but there are missed opportunities for children to be calm, quiet and reflective during these times and during their lessons. However on their visits out of school and in their observations in the school ground there is the chance to develop an appreciation of the natural world. This, together with reflection and evaluation in their art lessons on the work of great artists for example Kandinsky, Clarice Cliff and David Hockney extends their horizons and results in increased wonder of the world about them.
- 30 Provision for moral development is satisfactory. Most children know right from wrong. From their first days in school they are encouraged to take turns, share toys, respect property and the feelings of others. There is however a lack of planned activities for those children whose moral development is slower than others. Further opportunities could be made in personal and social education to teach this group of children how to share, take turns, respect the school surroundings and each other's views. The school has sets of rules for classrooms and



playground to supplement the main rules drawn up with the school council. Most teachers promote positive behaviour by praise, encouragement and reminders about what is acceptable behaviour and what is not. However, children need to be more aware of the need to respect each other when lining up, going out to play or walking out on a visit. Christian values are taught through religious education lessons and more generally through acts of collective worship. However, this was not clearly evident in assemblies during the week of the inspection.

- 31 Provision for social development is good. It is promoted through daily opportunities to work alone or in smaller or larger groups. Most children have good attitudes to one another and to their teachers. However, a significant minority of children are more concerned with meeting their own needs rather than those of others. These children find difficulty co-operating in a group, preferring to work individually on a task. This means that there are missed opportunities for discussion, negotiation and collaborative work, which are important if children are to develop satisfactory social attitudes and understanding of how to live and work in communities. Social development is promoted through school visits, performances and extra curricular opportunities. Children are given responsibilities suitable for their age as, for example in the buddy system or school council. However, further opportunities could be made for children of all ages to use their initiatives in their learning activities.
- 32 The promotion of children's cultural development is good. The children learn about the Christian faith and about other faiths and culture in their religious education lessons. Visits to the mosque, visiting dancers, experience of a Sikh wedding and Chinese New Year all help children to broaden their understanding of the diversity of the world in which we live. Knowledge of other cultures is successfully promoted in other subjects for example art, music and dance. The multi cultural focus during book weeks extends understanding of the world and the school has tried hard to supplement its resources with books, musical instruments, toys and pictures that reflect our multi ethnic society.

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

- 33 The steps taken to ensure children's welfare and health and safety are very good. The class teachers know the children very well, recognise their needs and give the very good support and guidance. Health and safety is handled as a whole school issue. Any issues are discussed at staff meetings and parents are kept informed by newsletters. In line with the health and safety policy, procedures for fire safety are followed and risk assessments are carried out. The involvement of the Governing Body is very good and the headteacher works very closely with the chair of governors.
- 34 The school is part of the Health Promoting Schools initiative. Targeted areas from the action plan are healthy food, healthy living and access to drinking water. The initiative of 'fruit in school' is working very well. The ethos of the school promotes a healthy and safe lifestyle.
- 35 The school has an appropriate Child Protection policy with the headteacher responsible for its implementation. Appropriate training for the co-ordinating of the role has been given and cascaded down to all members of staff, who are aware of the checklist of procedures. There is a nominated governor for child protection. Procedures for child protection and the welfare of children are good.

- 36 The school's procedures for checking the effectiveness of and improving attendance are good. The class teachers, headteacher and school's clerical assistant monitor attendance effectively. There are no issues that need addressing. The importance of good attendance and punctuality is well communicated to parents. In line with the policy, individual attendances are given in annual reports. Registration is computerised and problems with attendance are identified and addressed if they arise.
- 37 The school's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are satisfactory. There is however a need for a more formal method of monitoring. The discipline policy is based upon assertive discipline with whole school agreed procedures. An anti-bullying policy is consistently applied across the school. The Critical Incident policy includes guidelines on teacher harassment and risk assessment for lone teachers in school. Behaviour management is addressed as a whole school issue and there is a strong sense of teamwork and commitment of the staff. Monitoring is the responsibility of the class teachers and the headteacher and reference to children's personal development is made in their annual reports. Formal records are kept for children with special educational needs; otherwise record keeping for personal development is informal. The personal development of the children is supported by the responsibilities they are given in the classrooms and around school. A good example of this is the effective buddy system operating with rules agreed by the school council.
- 38 The school's strategies for monitoring academic performance and personal development are good. There are appropriate procedures in place for sharing information about children's learning with parents. There are plans to enhance awareness by introducing target books to be shared with the parents for literacy, numeracy and general behaviour. This initiative will highlight the good practice in the school. There is a comprehensive action plan, which evidences knowledge of strategies and a joint commitment from all staff for improvement. Educational and personal support and guidance for children is satisfactory. Teachers know children well, recognise their needs and respond to them appropriately.
- 39 Assessment, monitoring and evaluation are having a positive impact upon school improvement. There is a good system in place that allows the school to collect children's attainment data, tracking their progress and achievement. Procedures for assessing children's attainment and progress are very good. The headteacher and assessment co-ordinator work collaboratively, through staff meetings and whole staff assessments, to ensure that all staff benefit from their expertise and support. The use of assessment information to guide curricular planning is very good. Initial assessments and on-going formative assessments (half termly with literacy, numeracy and science), and daily assessments are in place and the information obtained is used effectively to inform planning and subsequent learning activities. Complying with the Code Of Practice, the school builds very effectively upon its assessment procedures when identifying children with special educational needs using procedures consistent with the school's special educational needs policy. All issues from the previous report have been addressed appropriately.

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

- 40 The school's partnership with its parents is very good, maintaining the positive circumstance that was present at the time of the last inspection. The school places a high priority on developing this partnership and in turn parents are very positive in their support of the school. The questionnaire sent out by the school as part of this inspection process painted a very

positive picture with only one minor concern, namely the provision for extra curricular activities. The inspection findings concluded that, within the context of an infant school, extra-curricular provision was adequate.

- 41 The links the school has developed with its parents are very good. These begin before each child commences formal education with a comprehensive induction programme. The parent of a child who had recently started in the school commented on how thorough it had been. The headteacher operates an 'open door' policy and both she and her teaching staff make themselves visible at the start and end of each day. Parents commented on how open they feel the school is. Information concerning the school and the dates of forthcoming events is passed on via the parents' notice board and half-termly newsletters. The school has also sought parents' views via its own detailed questionnaire, the results of which were fed back to them.
- 42 The impact of parents on the work of the school is very good. There is an average of fifteen parents who help out in school on a weekly basis, supporting lessons and hearing readers, and they are having a positive effect on learning. Parents have also been involved in the re-design of the garden and in supporting the ECO project. The school encourages parents to support the school through an application form in the prospectus. The 'Parents and Friends' Association', consisting of some twenty volunteers, is very active in organising social and fundraising events in support of the school. The money raised has been used to buy physical education equipment for the new hall, games equipment and to subsidise visitors to promote a broader appreciation of the arts.
- 43 The quality of information provided for parents is very good. There are three consultation evenings per year at which the turnout is also very good. Parents who are unable to attend are given alternative dates. Annual Reports on children's progress are satisfactory which is an improvement on the previous inspection when they were deemed to be unsatisfactory. The text now gives an indication of each child's knowledge and understanding within all subjects studied and children are required to comment on how they feel they have done over the year. However, some parents attending the pre-inspection meeting felt that they used stock phrases, which made it difficult to distinguish one child from another. They also omitted to set targets for improvement. The inspection team looked at a number of reports and found that they did conform to the statutory requirements.
- 44 The contribution of parents to children's learning at home is very good. The school has run information evenings on the Year 2 national tests, together with curriculum open days for literacy, numeracy and science. Each year there is a book week during which parents can also come in to hear children read. The headteacher considers the support for work at home to be good. Parents confirmed this view via their response to the school's questionnaire, in which they requested a homework diary. The high attendance level provides further indication of strong parental support.
- 45 Parents of children with special educational needs are kept aware of progress being made by their children by meeting informally with class teachers and taking advantage of the open door policy. However there is a need for more formal arrangements where individual education plan targets can be discussed and parental help enlisted.

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

- 46 The headteacher took charge of the school just under a year ago after a period as acting headteacher. She has conscientiously taken this successful school further forward in that time. Her major strength is her ability to consider what the school needs to do next and to take effective action to improve standards and provision. This is seen at its best in the way she has improved the writing of boys in the school. She carried out her own research and put into action her findings. She has the full support of her staff and her ability to communicate so well helps there to be a strong sense of team work in the school. She is enthusiastic and is clear about how she wants to take the school forwards. All staff are clear about the need to maintain high standards and they prioritise this in all that they do.
- 47 The quality of subject leadership is particularly good. All subject leaders work to the same procedures and systems. This makes it easy for the headteacher to have a good overview of what is happening. There is extensive scrutiny of children's work happening and this together with the good quality monitoring that is taking place help focus on next areas for improvement in each subject.
- 48 The co-ordinator for special educational needs, who has a positive influence upon school practice, is proactive and enthusiastic in her role; ensuring processes are in place for early identification of needs, assessment and record keeping. A strong priority is placed upon professional development and the dissemination of information to all staff. The school has introduced the 'Better Reading Partnership' and 'Precision Teach' to address individual needs in reading and speaking and listening. A development identified for the future is to establish further resource provision to aid assessment.
- 49 There is very detailed analysis of the school's performance taking place with the headteacher and key members of staff giving priority to evaluating the school's test results, amongst other performance indicators. The good analysis that is taking place helps the school to recognise its strengths and raise issues for consideration when results do not seem as good as they would like. The analysis has already raised issues about boys' imaginative writing and has recently identified aspects of the mental and oral part of the daily mathematics lesson as another area for improvement. There is also consideration given to aspects that may improve the way children respond to the teaching. For example, the moving of the 'guided reading' session away from the literacy hour was done having given careful consideration to what the children were likely to gain from such a decision. Once made, the new way of working was carefully checked against the outcomes, resulting in the school feeling that the correct decision had been made. There is also regular and effective monitoring of teaching and learning taking place, with the headteacher using the expertise of the Local Education Authority to help in the evaluation of the teaching's impact on learning. There is sensitive and valuable feedback provided for individual members of staff and appropriate targets set for them to continue to maintain strengths and to work on areas of development. Performance management arrangements are also strong with the school seeing this as an important part of its future consideration for continued professional development for all staff.
- 50 As a result of the very good monitoring that is taking place the school improvement plan is a comprehensive and well written document which accurately outlines future areas for improvement. Each subject leader has an important part to play in providing information that is carefully integrated into the plan. An analysis of the latest plan shows that the school is capable of taking appropriate action to ensure that its plan is being used for effective action. Clear criteria, outlining what the school expects from each of its areas for development, are checked against the actions taken. This is helping the school to have a very effective system for analysing its performance and checking that its actions have been successful.

- 51 The experienced and expert governors are very effective in their role. They have many effective systems in place to help them understand the school's strengths and weaknesses. There are specific governors attached to individual teachers in order to help them get a better insight into the school's way of working. They also spend a great deal of time in school and carry out observations of lessons, amongst other activities. They are not just supportive but are also positively critical, thereby helping the staff to consider new ideas and ways of working.
- 52 The way in which teaching assistants are deployed is one example of the school having given careful consideration to linking its spending to raising standards. Governors are clear about employing best value criteria to help them understand that they have gained the most from their spending. The finance committee has been very effective in helping the school with its financial control as well as financial management. The school also benefits from the valued expertise of a very efficient clerical administrator who plays a vital and valued role in day-to-day administration of the school.
- 53 Staffing levels are appropriate and are supplemented by the very good level of support they receive from volunteer adults. Each member of staff is a valued part of a well-tuned team. The caretaker, for example, gives so much more than is expected from a site manager. He contributes fully to school life and is well known to all the children. The new school is a wonderful building, which provides an excellent facility for all children. The computer suite adds a great deal to the learning of children and is a very effective resource. The new planned library will add to this when the new block is ready in September. The present problems that the school has with indoor physical education will also disappear with the completion of the building programme because the new hall will provide space and equipment for physical education lessons to be carried out within the school grounds.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54 In order to build on the school's strong position, the governors, headteacher and staff need to:

- **Find ways of helping staff improve the pace of mental and oral work in mathematics.** (Paragraphs 6, 15, 77, 79, 80 and 81)
- **Consider methods to help the few children who do not work co-operatively, or relate well to each other, to improve their social skills.** (Paragraphs 9,10,11,17,25,30,31,59,71,87,114 and 123)

55 In addition to the main issues outlined above the school also needs to develop a full and appropriate policy for providing for *gifted and talented children*. (Paragraphs 23 and 84)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

24

Number of discussions with staff, governors, other adults and pupils

53

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	14	3	0	0	0
Percentage	4	26	58	12	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one 4 percentage points.*

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

<b>Pupils on the school's roll</b>	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	134
Number of full-time pupils known to be eligible for free school meals	2
<b>Special educational needs</b>	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	13
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	3

### *Attendance*

#### **Authorised absence**

	%
School data	5.0
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.3
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	28	21	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	26	26
	Girls	18	20	21
	Total	41	46	47
Percentage of pupils at NC level 2 or above	School	84 (92)	94 (94)	96 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	27	27
	Girls	21	21	21
	Total	47	48	48
Percentage of pupils at NC level 2 or above	School	96 (94)	98 (96)	98 (96)
	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***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	131	nil	nil
White – Irish			
White – any other White background	2	nil	nil
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background	1	nil	nil
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

*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 – Y2**

Total number of qualified teachers (FTE)	5.6
Number of pupils per qualified teacher	24.1
Average class size	27

#### **Education support staff: YR – Y2**

Total number of education support staff	3
Total aggregate hours worked per week	73

### ***Financial information***

Financial year	2001-2
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	£
Total income	235,579.00
Total expenditure	215,238.18
Expenditure per pupil	1606.25

### ***Recruitment of teachers***

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

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

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	134
Number of questionnaires returned	84

### **Percentage of responses in each category**

**62.7%**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	1	0	1
My child is making good progress in school.	68	31	1	0	0
Behaviour in the school is good.	54	44	1	0	1
My child gets the right amount of work to do at home.	51	39	6	0	4
The teaching is good.	71	25	0	0	4
I am kept well informed about how my child is getting on.	52	40	7	0	1
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	64	32	2	1	1
The school works closely with parents.	57	39	4	0	0
The school is well led and managed.	68	30	1	0	1
The school is helping my child become mature and responsible.	64	35	0	1	0
The school provides an interesting range of activities outside lessons.	37	44	7	2	10

**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**

- 56 Children under five are taught in a reception class and a mixed age class with Year 1 children (Classes 1 and 2). Children are admitted twice each year in September or January, depending on their birthday. There are 42 reception children, most of whom have attended a range of different nurseries in the Matlock area before starting school.
- 57 When children first start school the attainment of the majority is above the level expected for their age in five of the six areas of learning. Children have good skills in communication, language and literacy, mathematical development, creative development, physical development and knowledge and understanding of the world. Their general knowledge is well above that expected for their age. Most children are at the level expected for personal social and emotional development and a few are above average. However a significant minority are below the level expected in sharing, turn taking, and awareness of the needs of others.
- 58 Children make good progress during their reception year and, as they enter Year 1, the majority have met the early learning goals and many exceed them, with the exception of personal and social development. Achievement in this area of learning is less well developed compared to that found nationally. The children's good progress overall is a direct result of the good teaching, wide variety of well-planned activities and rich learning environment. This results in children being given a good start to their school life.

**Personal, social and emotional development**

- 59 The staff place appropriate emphasis on providing a wide range of well planned activities to support this area of children's learning and as a result of good teaching a number of children achieve well. The children quickly settle into school where a happy atmosphere is created for them within the classrooms. Many children play amicably in the role-play areas. These children share resources and co-operate with adults and with each other. There are however a significant number of children, who find it difficult to share toys, take turns and respect the views and feelings of others. These children have not yet learnt how to live together in the school community, to show consideration, listen carefully to their teachers and each other. The planning and teaching of this aspect of learning is underdeveloped. There are limited opportunities to check whether this group of children are sharing, taking turns and becoming aware of needs beyond their own in group activities. This is particularly the case in role play areas both indoors and outdoors, or structured play activities when an adult is not immediately involved. Children can look after their own personal needs, dressing, undressing, personal hygiene and tidying up, when requested. The children's attitudes in lessons are positive and most follow the instructions given by adults working with them. Adults have high expectations of children's behaviour and this was satisfactory overall in lessons observed. Staff provide good opportunities for children to become increasingly involved in classroom tasks and tidy up activities.

**Communication, language and literacy**

- 60 The teachers and support staff place importance on teaching the basic skills of reading and writing and in giving the children planned opportunities to talk about their work and experiences. Teaching and learning are good for this area of learning. However, although the

children enjoy their play activities, which have a positive impact on their social development, occasionally a more structured approach in the sand, water and role play areas, more direction should be given to the children to enhance their listening skills. Most children listen to their teachers and through careful adult questioning are able to respond appropriately to them. The majority of children have exceeded the early learning goals in reading and are working within the requirements of the National Curriculum, which is beyond the level expected for their age. They have learnt a range of words that they can read, write and spell. Many children can write a sentence or more as, for example their writing about a treasure box shows. Some have good imaginations as, for example in writing about the sea 'I saw a seagull cawing its beak sore'. They use a range of marking implements for drawing, scribbling and writing. The spelling skills of reception children are improved by a planned approach to the teaching of letter sounds and a wide range of resources to support their learning. Children speak clearly and well using sentences and can put forward their ideas in class discussions. They achieve well in acquiring basic skills in English and many are working within the upper part of Level 1 of the National Curriculum.

### **Mathematical development**

- 61 Teaching is good. Well planned activities such as, the counting and sorting of objects, and the sequencing of patterns, together with the good variety of toys and containers in the sand and water play, all contribute to the children's good mathematical progress. Children show an interest in numbers and counting and can count beyond 10, recall addition facts up to ten, double numbers up to five and say what is one more, or less than, a given number. They recognise patterns in the classroom and can recreate more complex patterns using appropriate mathematical equipment. They can use the correct words to describe position, for example, underneath, over, behind, in front and around. Children learn about shapes as they work with construction kits and through sand and water activities mathematical language is developed as children are encouraged to use such terms as, 'full', 'empty', 'more than', 'less than' with appropriate understanding. There are good opportunities for children to work independently at games involving number such as, counting the beads on necklaces in the 'Treasure box from under the sea', or putting numbered pebbles into the correct sequence. Children make good progress in their mathematical development and many are working at the upper end of Level 1 of the National Curriculum. Number work is effectively consolidated through singing rhymes.

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

- 62 Teaching is good in this area of learning with activities well planned to stimulate the children's curiosity, develop their powers of observation and encourage them to ask questions. Children come into school with a level of general knowledge above that expected for their age and teachers successfully build on these skills. Much of the work is planned around topics, for example, 'Under the Sea' with a range of activities linked to other areas of the curriculum. They learn about sea creatures, shells, mermaids, fish and seabirds. Their sensory awareness is effectively developed as they handle pebbles, shells, coral, model crabs and lobsters, sand and water. Opportunities are provided to use information and communication technology as children use the computers both in the classroom and the computer suite and use dictaphones and tape recorders to support their learning. A range of planned visits in the local area, for example, the Church, the park and the caretaker's garden, help them understand the world beyond the school gates. Visitors such as the Fire Brigade, Police, School nurse, puppetry artists and the Derby County football training team help children to understand the world of work.

## **Physical development**

- 63 All children make good progress in this area of learning and the majority achieve the early learning goal when they leave reception. Effective teaching ensures that children have good opportunities to improve their manipulative skills by using scissors, holding pencils and brushes, threading, rolling, completing jigsaws and using small construction apparatus. Physical education and dance is timetabled in the hall, as are the outdoor play sessions to provide opportunities for pupils to move their bodies and develop the necessary skills. There are wheeled toys, bats, balls and parachute play. However, the constraints of the existing hall and play space mean there are few opportunities for large scale movements, such as climbing and crawling through, under, around and over equipment such as a climbing frame. Children generally use equipment carefully and many share resources well though a significant minority are reluctant to do this. In a dance lesson in the hall, the reception age children show that they are aware of the need to warm up their bodies before they do exercise. They can make good attempts to represent the movement of a crab or other sea creature and use different speeds in their movement moving calmly or as if in a storm.

## **Creative development**

- 64 The quality of teaching in creative development is good. There are opportunities to experiment and use a range of artistic media, for example paint, crayons, felt tip pens, gel pens, pastels, fabrics, weaving and collage. Appropriate emphasis is placed on both observational and creative skills in art activities as, for example, looking at paintings by David Hockney and recreating patterns seen in water. Children enjoy singing and know songs and rhymes by heart, including those they sing in assembly. Opportunities for dance are provided regularly in the hall. Children have opportunities to make music in weekly singing sessions and explore sounds using percussion instruments; frequently matching the theme of their topic, for example making sounds from under the sea. Role-play areas, both indoors and out, provide children with further opportunities to develop their creative imagination. However, in the 'island' created from boxes and fabric there are a shortage of resources to enable play to become more inventive, particularly for those children whose imaginative skills are less well developed. The lack of items to extend play for example, towels, hats, beach items, picnic set or writing materials result in the pace of play slowing or stopping when children's ideas run out. When this happens creative play is inhibited as, for example, when children play roles such as mermaids or pirates there are no opportunities for them to dress up and act out their role in a more satisfying way. There is then some over direction of play as the teacher intervenes and creativity is not child initiated.

## **ENGLISH**

- 65 Standards in English have been well above average, according to national test results, for many years, with the exception of 2002, when they were broadly in line with the national averages. The test results for the current Year 2 children shows that the previous cohort was not typical for the school. Taken over a four-year period, test results have been well above average with reading and writing results showing that children's performance is on average two terms in advance of other children nationally. Girls are performing better than boys but the gap is no

greater than noted nationally and boys are quickly closing this gap. Children of all abilities achieve well and make good progress as they move through the school. This is an improving picture compared with the previous report.

- 66 Many children start school being able to express themselves orally with confidence and maturity. They use a large range of words and speak in full sentences. During their time in the reception class they consolidate on this and learn to listen more attentively. As they move through the school children in Years 1 and 2 are able to participate with confidence, expression and fluency in any discussion or debate that is happening in their class. They are able to make use of this in all lessons, as was noted in dance sessions when they searched for appropriate words to describe their seascape movements. By the time they finish Year 2 the vast majority of children can express themselves with confidence and use a wide vocabulary. They also listen attentively despite there being occasions when a few children are not inclined to do so.
- 67 Standards in reading are good and well above national averages when taking account of national test results. Many more able children are reading at two, or three, years in advance of their chronological age. This is reflected in the 2003 national test results when half of the group attained the higher level (Level 3). These children achieve well and make effective use of their reading when taking information from the Internet and when using other sources, such as research books to find information related to the topics they studying. Average ability children also read with confidence and much expression. They are able to work out a number of ways to decode unknown words and have already developed likes and dislikes in author style and types of books preferred. Girls as well as boys enjoy books. They spend long periods being absorbed in books and it is clear that the school has successfully helped children to develop a real love for books and literature. Most children by the end of Year 2 are able to skim for information and recognise the key words that will help them work out where pertinent information can be found. By the time they finish Year 2 the vast majority are attaining well above average in reading.
- 68 Standards in writing are good with all children, irrespective of ability, achieving well. More able Year 2 writers are able to use punctuation with much accuracy. Their secretarial skills are well advanced with their handwriting being particularly neat. They show good imagination and their stories contain interesting twists and flair. They successfully use terms, such as, 'after that'; 'later'; and, 'finally'; to help pinpoint time. They are able to sustain a storyline without difficulty. The vast majority of children write extensively and include terms such as, 'hibernate', and 'invited' in the main body of stories. Stories have clear beginnings, middles and ends with careful thought being given to how stories develop. They plan effectively for each piece of writing. Their descriptive language is good with terms such as, 'It was a grey, scruffy penguin.' interweaved within their writing. When comparing the work of Year 2 children in July with the beginning of the academic year in September there is evidence of much improvement having happened. Much has been done to help to capture boys' interest in writing. The use of writing toolboxes and visual stimuli are two examples of how the school has done this. As a result the gap between boys and girls has been closing gradually over time, with both girls and boys improving at a faster rate than that noted nationally.
- 69 Children make good use of their effective oral communication skills to help them improve their writing. They are able to use a range of adjectives and descriptive terms when writing stories. Boys have been able to add vivid description and imagination to this to help them write stories that are very interesting and exciting to read. Very few children do not attain at the expected level for their age by the time they finish in Year 2, which shows that there is good support for children who have learning difficulties.

- 70 The progress made by children with learning difficulties, including those with special educational needs is good. Their needs are identified early and almost all children are determined to do well. Support staff play a vital role in the improvement that is seen. These children quickly cope with a range of texts and enjoy humour in their books. They also are provided with a range of pens to help them with making writing stimulating and enjoyable.
- 71 Children's attitudes to literacy are good. In most lessons the children's good behaviour helps them to learn more effectively. Most are attentive listeners and pay attention to what is asked of them. However, there is the rare occasion when a few children tend not to pay as much attention in whole class situation and this slows down the pace of the lesson. During situations when children are expected to co-operate the attitudes of these few children interfere with the quality of discussions that take place. Staff work hard to overcome these difficulties but a few children are persistent in their lack of consideration for others. During many lessons children have opportunities to respond to cultural or spiritual issues respectively. This is often the case when stories are being read which are based on cultures other than their own and when there are emotional aspects to consider, such as the care needed for pets in a Year 2 lesson. In a Year 1 lesson the children were deriving questions to ask of children who lived in different countries.
- 72 The teaching is good and often very good. This is having a positive impact on children's learning especially in the context of letting them know what it is they need to do next in order to improve their work. Teachers have taken the decision to add an additional period of specific reading tuition into the timetable. These sessions work well because staff are very committed to thinking about interesting and innovative ideas to ensure that groups that are not directly supervised by adults are stimulated and motivated. The idea of the 'author of the week' is helping in this respect, with children being able to study a specific author in many different contexts and making decisions about what they like about the style. During the inspection week, for example Year 2 children were looking at the work of Tony Ross. Most literacy lessons start with work related to phonics, where children are focusing on a combination of letters that make a specific sound, for example, ai or ee. In each class the teachers motivate the children by using a game known as 'Get up and go' to help them clarify how many sounds they can hear in each word. This is aiding children's spelling, as well as reading.
- 73 In each lesson the teacher clarifies what it is that children are expected to learn. This is helping children to be clear about what is expected of them. Another strong feature in each lesson is the teachers' handling of children of different ability. Tasks are organised to support and challenge each group, irrespective of ability. This is helping children who work in mixed-aged classes to move on their learning. There is very effective use made of additional adults. Teaching assistants are having a very positive impact on the learning of children who have experienced difficulty at some stage. In addition, the voluntary parents who work at the school add much to the children's learning because they are well briefed and work to specific plans. The staff are keen to develop children's learning further by looking at the way they respond to specific learning targets. Much has already been done to get children to be self-critical and the learning targets help children to focus on their next area of development.
- 74 There is very good attention to helping children use their literacy skills in other subjects. This was seen at its best during a Year 1 literacy lesson when children used atlases to locate different countries, on work related to asking children who live in different parts of the world specific questions about their live styles. There is also good use made of information and communication technology with children in Year 2 having prepared a computer generated



sheet to answer questions about looking after pets. There is effective use of the National Literacy Strategy; with staff having given very careful consideration to the way it works best to suit the needs of the children they are teaching. The additional reading session at the beginning of the afternoon in most classes works well because of the range of activities that the teachers have created to support these sessions. The school's links with the 'Better Reading Partnership' also adds much to the impact that the teaching of reading is having on the children's learning.

- 75 There is good leadership of the subject by a very knowledgeable and dedicated individual. As a result of the effective leadership the school is clear about its areas for developments and how to consolidate its strengths. Much work has been done to improve the quality of boys' writing and to ensure that the school is making the most of the children's strengths in oral communication by ensuring that drama is a prominent part of the curriculum. There are many innovations that help literacy be at the heart of the school's work. For example, there are 'literacy open days' for parents, book weeks and deliberate involvement of multi-cultural themes.
- 76 The school is about to take possession of a very exciting library. This is based in the refurbished building that used to be the Junior School. There are very exciting plans already in place to help the school make the most of this exciting resource. Once opened the resourcing for literacy will be excellent.

## **MATHEMATICS**

- 77 Standards in mathematics are also impressive although, on the whole, they are not quite at the same level as standards in reading and writing. Children successfully use their good knowledge of number to solve problems and to create charts and graphs in other subjects. Their response during mental and oral lessons is sometimes not as quick as would be expected for their ability. This often leads to the start of mathematics lessons not being brisk enough. When compared with the previous inspection there is good improvement noted, especially in relation to the way children of all abilities are now achieving well and the quality of their number knowledge.
- 78 Over the past four years national test results have been well above average, with the exception of 2002, when they were in line with the national average. The 2003 tests show that the present Year 2 is attaining in line with the 2000 and 2001 cohort, with standards being well above average. Although no comparative results were available for the 2003 cohort at the time of the inspection, it is clear that the national test results for 2003 will compare very well with national and similar school averages. For example, 36 per cent attained Level 3, which is approximately fifty per cent more than the expected national average. In 2003 very few children did not attain at the expected level for their age, and that includes children with special educational needs. The overall picture shows that girls are performing at approximately the same level as boys.
- 79 By the time children finish Year 2 the more able are capable of handling numbers to 1000s and have a very good idea about place value. They can use simple fractions and add two fractions together if they have the same denominator. They can tell the difference between odd and even numbers and add up sums of money to beyond £1. One very able mathematician was able to solve a three-step problem involving money up to £10. Children have developed a very good mathematical vocabulary and can talk with confidence about the properties of almost all regular two and three-dimensional shapes. Average ability children are able to sequence

numbers to 100 and also have good understanding of the properties of two and three-dimensional shapes. They are able to make use of information presented to them in form of a table or graph. Lower attaining children require more equipment to work out certain numerical patterns but are none-the-less very confident in their use of numbers to 100. Their everyday mathematical language is sound. Their main problem is the speed of their recall.

- 80 Children have an enthusiasm for mathematics with many stating that it is their favourite subject. Their work is neatly set out in books showing that they have pride in presentation. There are few problems amongst a small minority when it comes to co-operative work with one or two finding it difficult to work together. Children enjoy being rewarded for good work and where there are boards, stating which children have worked well during the week, there is a great sense of pride shown about individual achievements. Children can articulate their mathematical thinking well and this contributes to the interest, which comes across when they are talking about their work.
- 81 The teaching and learning are good. The main strengths relate to the balance of activities that children are provided with. There is particularly good attention to the use of children's numeracy skills to solve problems. Each lesson starts with the teacher making it clear what it is children are going to learn during that session. There is also good attention to the needs of children of different ability. The weakness relates to the pace of the mental and oral session and sometimes to the lack of focus during the plenary (end part of lessons).
- 82 At its best, as was seen in Year 2, the teacher is able to inspire children by providing interesting tasks for them to work out mentally and orally. The session involved children working with 'Blast off Bingo', a game they all enjoyed and one that helped them to improve their mental and oral skills. There is good knowledge of the individual children so that questions can be directed at individuals, taking account of the level of difficulty they should cope with. There is also good demonstration of how to calculate, for example, looking at pairs of numbers that make up 10 when adding more than two numbers together. In the best of the lessons the teacher made effective use of the plenary by re-visiting the learning intentions and assessing if children had developed sound concepts. There is very good use of classroom support to help lower attainers, for example in Year 2 during a shopping game adding money up to £1.
- 83 The curriculum follows the recommendations of the National Numeracy Strategy appropriately. There are good links with ICT with children using the Internet and a range of software during their lessons. There is very good consideration to the needs of children of different ability with children with learning difficulties, including those with special educational needs, being well provided for.
- 84 The subject is well led by a co-ordinator who has the philosophy that 'mathematics should be fun'. The work in the school reflects this without distracting from the principle that standards have to remain high. Staff have been involved a range of appropriate professional development opportunities and there is a shared recognition that the next area for development needs to be in the area of the pace of the mental and oral starters. There is effective monitoring taking place with the co-ordinator having regular access to children's books and being able to observe a range of lessons being taught. There are good assessment procedures in place with half-termly objectives being checked against what children have learnt. The co-ordinator has recognised that there is more extension activities needed for gifted and talented children. This is identified in the school's Numeracy Action Plan. Amongst the recent innovations has been the development of Numeracy Open Days for parents and the creation of a Numeracy Trail in

the school grounds. Parents also have access to an interesting booklet entitled 'Maths is Fun', which includes a number of ideas for parents to work with their children at home.

## SCIENCE

- 85 As with English and mathematics there has been noticeable improvement in the performance of the current Year 2 cohort compared with the 2002 cohort. Teacher assessments show that children's performance is about equal in scientific enquiry as it is for scientific knowledge. The teacher assessments for 2003 mirror the mathematics results, being well above the level expected for children's age. There has been good improvement since the previous inspection with much more time now being devoted to investigational work.
- 86 By the time they finish Year 2 the vast majority of children are able to set up a fair test experiment (growing sees in different conditions) with more capable children being able to work out variables. They can describe and sort out materials and they can explain why some materials are used for specific purposes. They can describe the differences between solids and liquids and use appropriate scientific vocabulary describing ice as opaque. Year 1 children are already able to make use of charts and tables and can extract information, as needed, from a range of sources.
- 87 Children's attitudes to the subject are satisfactory. Although the vast majority work effectively together a significant minority of children find it difficult to do so. This cuts down on opportunities provided for children to work co-operatively. Children handle materials safely and when it comes to plants they show mature consideration when handling delicate seedlings. Behaviour in lessons is good although one or two children in each class can distract others.
- 88 The teaching is good and having a positive impact on learning. There is good consideration for the needs of children of different ability. There is also good use of the first part of lessons to help the children know exactly what is expected of them. There are good links made with literacy with the lesson in Year 2 starting with a story about a 'piece of cake'. This is part of a series of lessons on healthy eating. During the same Year 2 lesson children are asked to record the types of exercises they carry out and then they have to present their findings in front of others. This is a good way of helping children to work co-operatively and extending their speaking and listening skills. In some lessons there is a tendency to keep the children on the carpet for too long and this sometimes results in the pace of lessons not being brisk enough. In most cases the end parts of lessons are used very effectively to help children to consolidate what they have learnt.
- 89 There are good assessment procedures in place with clear information being used to help teachers focus on the progress children are expected to make each term. The coverage is good and in line with that expected in the National Curriculum. The curriculum has been revised so that children spend more time working on practical aspects. This is a significant improvement since the previous inspection. There are effective links with literacy, numeracy and information and communication technology. There is good attention to the needs of children of all abilities with effective support being provided for those with special educational needs. There are a number of initiatives to enhance the curriculum. Links with industry, such as the Construction in Industry Training Board (CITB) and science and technology workshops run by Derby University extend children's opportunities to experience 'hands on' activities in science.

- 90 There is effective leadership of science with the school having worked hard at overcoming the weaknesses identified at the time of the previous inspection. The good monitoring that is happening is helping the school assess its impact and on identifying new areas for development. Resources are adequate and there is good attention to providing children with practical equipment to help them set up their own experiments.

## **ART AND DESIGN**

- 91 During the inspection it was not possible to see art being taught but the scrutiny of work and discussions with children allowed an overall judgement to be made on standards.
- 92 The work seen shows that standards are slightly above those expected for children of this age group. The progress they make is good and there is evidence of good achievement amongst more able and lower attaining children. Children have learnt specific skills and techniques and can apply these in their own going creations. The work undertaken on line, tone and texture has enhanced the overall quality of work. Children study an appropriate range of artists, which include environmental sculpture artists. However, on occasions the children are asked to copy the work of specific artists, such as Van Gogh's Sunflowers, rather than study the techniques used.
- 93 All children have sketchbooks but these tend to be a collection of work samples not an on-going development of art skills and techniques. However, there is good attention to skills and techniques as children move through the school. Children have been engaged in exercises to help them with colour mixing. They have also been working with different grades of pencils to create hand sketches and leaf patterns. Children have been encouraged to look at the impact that different textures have on their art work. Feathers, sand and wood chippings have been used for this purpose. Many children have experienced working in the environment and have created sculptures using twigs, grass and leaves. This helps children to have a good repertoire of techniques and skills at their disposal by the time they finish Year 2.
- 94 There is effective leadership of art and design although the subject has, understandably, not been a high priority of late. Each teacher is very clear about what is expected to be covered in each year and there is a good range of resources available to enable this to happen. There is regular scrutiny of children's work happening, which is helping the school have a good overview of standards and coverage.

## **DESIGN AND TECHNOLOGY**

- 95 During the inspection it was only possible to see one design and technology lesson being taught. Scrutiny of photographs of work completed and discussions with staff and children indicate that standards are approximately in line with those expected for their age. Children make satisfactory progress with most achieving appropriately.
- 96 Children are regularly involved in tasks that require them to plan, design, make and evaluate products. Year 1 children have made puppets, where they were required to glue, stitch and cut out materials. Year 2 children have been making vehicles that move and their work includes

detailed descriptions of the interesting features that they have included. During the inspection Year 2 children were planning and preparing their own fruit salads. During the lesson they showed that they had good knowledge of safety and hygiene when using different utensils.

- 97 Children show good attitudes to their work and enjoy the practical features involved. They have learnt to be critical without upsetting others. Some children were able to point out work completed by others that they really liked and were able to explain why they thought it was of a good quality. Behaviour during the one lesson seen was good with all children showing that they can work effectively together when they are engaged in a task that has captured their imagination and interest.
- 98 Although it was not possible to make an overall judgement about teaching and learning it is clear that children are making satisfactory progress in the subject and that they therefore must be learning at the rate expected for their age. During the one lesson seen the teaching was good and having a positive impact on children's learning. There was very good deployment of a number of, mainly volunteer, adults. The lesson began with the teacher being very clear about what was expected of the children and the teacher continually made reference to these objectives as the lesson proceeded. There were good links made with literacy because the teacher asked children to suggest alternative words, such as 'slice' or 'chop' for 'cut'. The teacher was very well prepared and there was a sheet for children to record different aspects, such as the feel, taste and appearance of the fruit they were looking at.
- 99 There is a well-scripted policy for design and technology and the school has adapted the scheme of work from national guidelines to help it with ensuring that the coverage is appropriate. There is sound assessment procedures in place and staff feel confident of the area that they are expected to cover. There is good subject leadership providing the school with an effective overview of standards and provision for the subject. Resources are adequate and well organised to help staff and children have ease of access to them.

## **GEOGRAPHY and HISTORY**

- 100 During the inspection it was not possible to see any geography being taught and only one lesson in history was observed. Scrutiny of children's work and discussions with children reveal that standards are broadly in line with the level expected for their age. There has been significant improvement since the previous inspection in relation to planning, meeting the needs of all children and particularly the needs of the more able. There is satisfactory progress being made as children move through Years 1 and 2, with the vast majority of children achieving appropriately.
- 101 By the time they finish Year 2 most children are able to understand why more traffic is likely to use the main road rather than the minor road that the school is situated on. They are also able to recognise the human and physical features associated with the seaside and know how the seaside resorts have changed over time. They are beginning to make comparisons between their own locality and another that is different to their own. In the one lesson observed children were able to give plausible answers as to why the seaside resort they were looking at on video was different to the present day.
- 102 During the one lesson and during discussions with children attitudes were good. Children's work is neatly presented showing that they take a pride in the way their work is set out. The

behaviour of children is good. Most are able to wait their turn when involved in discussions and appreciate the contributions of others in their class.

- 103 The teaching in the one lesson seen was very good and was having a very positive impact on children's learning. There was very effective use of the video to help children gain a better understanding of what life was like in the past. The teacher paused the video at the right times to help gain a better perception of children's views. There is also good use made of hand-held whiteboards so that children can jot down anything that they notice in the video that is not around now. The quality of the questioning was very good enabling the children to make the most of their good oral skills. At the beginning of the lesson the teacher takes time to explain to the children what it is they are going to learn. There is very effective use of the additional adult in the lesson to enable the teacher to spend more time with individuals if they require help.
- 104 There is good coverage with the school taking advantage of the national guidelines for both history and geography and making appropriate amendments so that the curriculum is better tailored to the needs of the children. There are strong links to literacy with literacy sessions sometimes having a strong focus on geographical or historical features, as was seen when children asked questions to children who lived in different countries.
- 105 The management of both history and geography is satisfactory. There is good monitoring happening enabling the school to have a good overview of strengths and weaknesses. Resources are adequate and the school is beginning to make use of software to improve further links with ICT.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 106 Standards in Information and communication technology are good with children being able to make effective use of their information technology skills in other subjects. Children make good progress as they move through the school with the staff being able to build on the competencies of individuals who have access to computers at home. They are also able to use a range of adults to help support children who are not as familiar with computers. The children's skills have improved rapidly since they moved into the new building and had access to the large computer suite. This has been a major contributor to the school's improvement since the previous inspection.
- 107 By the time they finish Year 2 the vast majority of children are able to save work to their own folder; can manoeuvre the arrow across the screen using a mouse; can delete and insert text; can navigate a CD ROM; give a floor robot a range of instructions; and, get access to the Internet and use information for the purpose of research. In many of their lessons the children make good use of their ICT skills to help with work on areas such as, spelling, writing and topics associated with history, geography and religious education.
- 108 Children enjoy their ICT work. They co-operate well when they do share a computer and there is very little inattentiveness noted during lessons. The careful orchestration of teaching of specific skills helps children to be independent when using ICT in other lessons. In most lessons children work with a pre-decided ICT partner and during lessons they quickly settle to work in these circumstances. The behaviour of children in the one lesson observed was good.
- 109 The teaching and learning are good. Teachers have good levels of confidence when teaching the subject. The new ICT suite has been a major contributor in helping staff have regular

access to computers and to consider new programs. During the one lesson seen the teaching was good. Her probing questions help children to recall their previous knowledge. Children are able to add pictures from their clip-board to their text without too much difficulty.

- 110 There is very good leadership for this subject. The co-ordinator is very experienced and has much expertise in her subject. There is an excellent ICT development plan in place, which shows that the school is very clear about its strengths and weaknesses in the subject and is able to use appropriate action to deal with the issues raised. The school benefits from the support of a technician who works at the school for approximately a day per week. There is good monitoring happening with work samples looked at regularly and individual lessons being observed. The school also benefits from having a governor who is very well versed in ICT skills and is able to offer much support to the school from many different perspectives.
- 111 As has been mentioned the school is now very well resourced with an excellent computer suite allowing staff to have access to computers with their full class. Children are provided with additional opportunities to make use of their ICT skills because there are additional computers in each classroom

## **MUSIC**

- 112 There was very little opportunity to see music being taught during the inspection and therefore it not possible to make a judgement about standards or provision.
- 113 During the brief lesson seen when Year 1 and 2 were singing together, children were able to show that they understood the difference between long and short notes and that they could sing in two parts. They used echo and clapped accurately to the rhythm. They were able to sing with expression and enthusiasm and they had very good retention of the lyrics they had been taught. The staff displayed good subject knowledge and demonstrated appropriately, when necessary.
- 114 The vast majority of children enjoy music but during the lesson seen a few children sat at the back of the hall did not respond in the way they should have and were distracting others. The seating position was not conducive to helping these children settle more maturely.
- 115 The curriculum is appropriate and draws on national guidelines, although some revision is needed to the scheme of work. Assessment procedures are appropriate and help staff to keep track of children's progress. Children are able to join in additional musical activities through the lunchtime recorder club run by the headteacher and by tuition offered by outside peripatetic teachers in violin and keyboards. There is good subject leadership with effective action taken as a result of the monitoring activities that have taken place. There is a tradition for end of term musical productions. These are proving very successful with children and staff participating and being very enthusiastic. There is very good use made of multi-cultural music, especially during assemblies

## **PHYSICAL EDUCATION**

- 116 During the inspection the school had not yet taken possession of its new hall, which is located in the refurbished building. This meant that the issue raised in the previous inspection about the problems related to games lessons taking place on a playground that has a slope had not yet

been addressed. However, from September children will have access to a brand new large, hall with a range of appropriate equipment. This is bound to widen opportunities for the children.

- 117 Standards in physical education are very good despite the inhibitions of suitable facilities. More able children are demonstrating very good standards in dance and gymnastics. From the three lessons seen children make good progress and all achieve well, including the more able and those with special educational needs.
- 118 Children show good attitudes in their physical education lessons. During dance lessons boys show equal enthusiasm to girls and work well co-operatively, when required to do so. Children showed good ability to articulate their feelings during dance lessons. They respond well to the range of music that they use for their dance lessons. They are able to appreciate more about music from different cultures because of the activities they are engaged with.
- 119 Although only three lessons were observed the teaching in each had impressive features. During one outstanding Year 2, dance lesson the teacher helped to improve the children's performance by giving good attention to the speed, height and way they moved. The teacher gave specific instructions, which helped the children with their movements, for example, finding eight different working parts to create a sea creature. There was very good use of demonstration by the teacher and using individual children to demonstrate to others in the class. There was a very good example of one child showing a crab like movement as he moved sideways across the hall. During this lesson the teacher has high expectations of the children and they in turn respond, with good quality sequences resulting. During both the very effective dance lessons that were seen the teachers were putting emphasis on children's oral contributions. 'How did the music make you feel?' was a frequently asked question. Children were also asked to think of alternative words such as 'choppy' and 'rough' to describe the storm at sea. In each of the three lessons the teachers started with effective warm-ups, which gave emphasis to children's heart rates. There was good consideration to the range of abilities in each class. For example, in the Year 1 games lesson children were asked to stand further away from each other if they found the activity too easy.
- 120 There are effective links to science, music and oral communication in the dance lessons. The school uses an appropriate scheme, which ensures that all aspects of the subject are covered in full. There is very good leadership for physical education. The co-ordinator works hard at ensuring that the school is able to take account of the latest innovations. All staff are committed to ensuring that children are provided with opportunities to have regular access to physical activity. This has helped to reduce the handicap of working in a school where there is a slopped playground and no large field within the school grounds. The staff recognise the need to buy in equipment for gymnastics when the new hall is ready. Otherwise the range of resources is good.

## **RELIGIOUS EDUCATION**

- 121 Standards are broadly in line with those expected for children's age. They make satisfactory progress as they move through Years 1 and 2 and most children achieve appropriately. This position is very similar to that reported at the time of the previous inspection.
- 122 By the time they finish Year 2 most children understand the reasons why Christians have festivals and why they are celebrated. They also have a good idea about Sikhism and know



about their New Year celebrations. They know that a Torah cannot be touched by bare hands and that a Yad (pointer) must be used. They are able to identify their most precious possession and how to show love to someone. The length of their responses have increased from a short sentences at the beginning of Year 2 to short paragraphs by the end of the year.

- 123 In the one lesson seen the children's attitudes were good. They are able to offer sensible contributions during discussions and can work co-operatively with others. Their behaviour was also good but a few children did act immaturity and tended to distract others until they told to concentrate on their own work. The scrutiny of work showed that their presentation was neat and written work and drawings were of a satisfactory standard.
- 124 The one lesson seen had good teaching. The teacher was effective in promoting discussion amongst children. The beginning of the lesson made it clear what the children were to learn and the end part of the lesson was effective in finding out how much children had learnt. There is good use of a range of photographs to help children gain a deeper understanding of the artefacts associated with the Church. However, there is a tendency to keep the children on the carpeted area for too long, leading to one or two getting restless and then showing immature attitudes. The teacher's good subject knowledge comes into its own during the plenary, when she deepens children's knowledge by explaining more about the artefacts they have been looking at.
- 125 The school follows the Locally Agreed Syllabus for religious education and there is appropriate links with faiths from around the world. There is good attention to literacy skills with children being provided with opportunities to explain things and to learn specific vocabulary associated with religious artefacts. There is satisfactory leadership for the subject and the school's monitoring enables effective information about standards and coverage to be used to help look at future needs.