

# INSPECTION REPORT

## **FIELD HOUSE INFANT SCHOOL**

Ilkeston

LEA area: Derbyshire

Unique reference number: 112574

Headteacher: Miss Denise Wells

Lead inspector: Dr. Alan Jarvis

Dates of inspection: 12<sup>th</sup> – 14<sup>th</sup> January 2004

Inspection number: 256121

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
Number on roll:	216
School address:	Lower Whitworth Road Ilkeston Derbyshire
Postcode:	DE7 4LT
Telephone number:	0115 9324526
Fax number:	None
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Bridget Jones
Date of previous inspection:	15 <sup>th</sup> – 19 <sup>th</sup> June 1998

## **CHARACTERISTICS OF THE SCHOOL**

The school serves part of the town of Ilkeston and most pupils live near to the school. It is roughly the same size as other primary schools and numbers on roll are stable. In a typical year around one in ten pupils join or leave the school, which is an average proportion. Overall, the pupils' socio-economic backgrounds are a little disadvantaged but the number claiming free school meals is average. Almost all the pupils are from white British backgrounds and none speak English as an additional language. There is an attached nursery, which accepts children in September or January following their third birthday. The standards of pupils when they start full time education are broadly average although they are often a little lower in their mathematical development. Overall, there are more boys than girls and most classes do not have equal numbers of each gender. For example, the Year 2 class has more girls than boys whilst the Year 1 and reception classes have more boys. The number of pupils with special educational needs is below average. One pupil has a statement of special educational needs. Special needs include communication difficulties, moderate learning difficulties, multi-sensory impairment or specific learning difficulties.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2711	Dr. Alan Jarvis	Lead inspector	Science Information and communication technology Design and technology
14214	Jill Smith	Lay inspector	
22805	Josephine Greer	Team inspector	Foundation Stage Mathematics Religious education Art and design Music
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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGE 1</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>26</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Field House Infant School is a **fairly effective** school. Most pupils achieve satisfactorily in mathematics and science and do well in English and the nursery. The school is competently led and managed. Most teaching is satisfactory. The school provides good value for money as its effectiveness is obtained through relatively low income and expenditure.

The school's main strengths and weaknesses are:

- A positive climate for learning has been fostered and pupils are well cared for.
- Children make a good start in the nursery, where there is consistently good teaching. In addition, a well balanced curriculum promotes purposeful learning through play for individual children.
- All groups of pupils achieve well in English because of good teaching but they do not achieve as well in mathematics and science because the pace of learning is not as brisk in these subjects.
- Pupils with special educational needs do well because their individual needs are well catered for. The average and higher attaining pupils are less well challenged and achieve satisfactorily.
- Both boys and girls behave well and have good attitudes to school because of the good relationships they have with their teachers and the focus given to include all pupils in learning.
- There is an effective governing body who give good challenge and support to the headteacher and other staff. They are helping the staff tackle any weaknesses that are identified.
- No one person has overall responsibility for the Foundation Stage (the nursery and reception classes). As a result the different ethos in each year is restricting good achievement overall.

Sound progress has been made since the last inspection in 1998. In recent years, progress has been limited, because of staff illness and a very tight budget which has little room for manoeuvre. Staff are now back to good health and work well as a team. Teaching remains broadly the same but, unlike previously, there is no unsatisfactory teaching. Assessment has improved, especially in English and mathematics. The imbalance between teacher directed and pupil initiated activities in the reception classes has received too little attention. Welcome improvements have been made to the accommodation and surrounding site. However, the outdoor area for the Foundation Stage continues to have shortcomings which limit standards in the area of physical development.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			Similar schools
	2001	2002	2003	2003
Reading	C	D	D	D
Writing	C	C	B	B
Mathematics	D	E	D	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

The table shows that standards dipped in the tests at the end of Year 2 in 2002 and 2003. This was because these two year groups unusually had more boys, many of whom had special educational needs. These two factors lowered overall performance when compared against all and similar schools. Even so, past results have also shown that boys have generally done less well than girls.

**Achievement is satisfactory** overall. It is good in the nursery class across all areas of learning and satisfactory in the reception class when the children start full-time education. Most pupils achieve satisfactorily in Years 1 and 2 in the subjects of the National Curriculum, but do well in English. Pupils with special educational needs also generally do well. Standards show some improvement in reading,

writing, and mathematics over last year. Standards in the current Years 2 class are above average in reading and writing and average in mathematics, science and information and communication technology (ICT). There are fewer boys with special educational needs in the present Year 2 class. Although their standards have risen they are not as quite as high as those of the girls. However, compared with their starting points at the start of Year 1 most boys are achieving satisfactorily.

**Pupils' personal qualities are good. Their spiritual, moral, social and cultural development is satisfactory overall, though moral and spiritual development is good.** Having dipped over the most recent full school year, attendance has since improved and is now satisfactory. Pupils' punctuality is satisfactory. Pupils of all ages have good attitudes to learning and behave well.

## **QUALITY OF EDUCATION**

**The school provides a satisfactory quality of education and teaching is satisfactory.** Teaching and the curriculum are good in the nursery and English and satisfactory in mathematics, science and ICT. The teaching is not yet strong enough in mathematics and science to drive standards forward. The main reason is that planning does not identify clear enough objectives or different activities that will consistently challenge the average or higher attaining pupils. Good systems of regular testing in the Foundation Stage, English and mathematics are starting to help teachers track pupils' progress and target individuals who need a boost. The systems in science and ICT are less effective in pinpointing what pupils can do, or what they need to do to get better. The curriculum meets statutory requirements but in the reception classes it is too formal and this limits good achievement. Resources are adequate in most subjects but the lack of funds is preventing the purchase of good quality resources to enrich the curriculum and add sparkle. Pupils' welfare, health and safety is good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** Leadership, including that of the headteacher and subject co-ordinators, is satisfactory overall, but English, mathematics and special educational needs are led and managed well. Staff are working on improving the things that matter most. However, leadership in the Foundation Stage is fragmented and unsatisfactory as no one person is charged with leading developments and establishing a unified approach to learning. Whole school management is satisfactory. The development plan identifies the correct priorities. However, it does not yet set out a vigorous enough programme of improvement to ensure achievement is good in all areas and subjects. Much work of the governors is of a good quality, particularly the effective management of a very tight budget. They have ensured all statutory requirements are met with the exception of minor omissions in their annual report to parents and the thoroughness with which some teachers write reports to parents on their child's progress. These are easily remedied.

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

Parents are very satisfied with the school. They feel that good information is provided on the curriculum and how they can help their children and any concerns are dealt with quickly. Pupils talk positively about how their teachers support and encourage them and they like school a lot.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are to:

- Enable all pupils, particularly boys, to achieve consistently well in mathematics and science by improving the quality of teaching in these subjects and ensuring that the average and higher attaining pupils receive more challenge in their learning.
  - Review the leadership and management of the Foundation Stage so as to establish a unified but progressive ethos and approach to teaching, learning and curriculum delivery.
  - Fully implement and sharpen the assessment systems in science and ICT.
- and, to meet statutory requirements:
- Rectify the small omissions in the governor's information provided to parents.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

*Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.*

Standards are average in most subjects by the end of Year 2 but above average in English. Overall, this represents satisfactory achievement from the start of full time education.

#### Main strengths and weaknesses

- Children achieve well in the nursery.
- Pupils in Years 1 and 2 are achieving well in English.
- Pupils with special educational needs achieve well because of the good support they receive.
- Average and higher attaining pupils predominantly do not achieve as well as they are able because there is not enough pace to their learning.

#### Commentary

1. Children make a good start in the nursery class. Children come in with standards that are below average. They achieve well in all areas of learning. By the time they start full time education in the reception classes standards are average in most areas of learning but below average in mathematical development. Standards paint a similar picture by the end of the reception classes.
2. Over recent years the overall standards in reading, writing and mathematics have been broadly average when compared with all schools nationally and similar schools. Girls have generally done better than the boys. However, standards dipped in 2002 and 2003, which coincided with the headteacher and senior staff being absent from school because of illness. This partly explains why standards have not risen as fast in the last two years as they have nationally.

*The table shown in this section give average point scores for pupils. Each level in the National Curriculum is given a number of points. Pupils are expected to move on one point every term. So, if a school's points are one point above the national, their pupils are, typically, a term ahead.*

#### Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	15.3 (15.2)	15.7 (15.8)
Writing	15.3 (14.4)	14.6 (14.4)
Mathematics	15.8 (14.7)	16.3 (16.5)

*There were 59 pupils in the year group. Figures in brackets are for the previous year*

3. The overall results in the tests in 2003 were average when compared with all schools, in a year where there were more boys than girls. In addition a higher proportion of boys than normal had special educational needs, which lowered the overall performance of boys and the school's results. The point scores (see the table above) show that standards were well above average in writing but below average in reading and mathematics. The girls did better than the boys in all three areas. Detailed analysis of the results shows that pupils with special educational needs did well. However, a small number of average and higher attaining pupils, particularly boys, did not do as well as they should have, especially in reading and mathematics. The school's performance compared with similar schools was just below average, and is statistically skewed by the higher proportion of boys. Teacher assessments in science were broadly average.



4. The current Year 2 class has slightly more girls than boys. Their standards on entry were broadly average. Standards are above average in reading and writing and average in mathematics. Girls continue to do better than the boys, although the difference is less marked this year, as fewer boys have a special educational need. In science and ICT standards are average.
5. Achievement is currently satisfactory for most pupils. Children do well in the nursery because of good teaching and a rich curriculum. Achievement in the reception classes is satisfactory. Better achievement is held back by the too formal curriculum in literacy and mathematical development, and unsatisfactory outdoor accommodation which restricts higher standards in physical development. In English the pupils are doing well because of good teaching, a better curriculum and sharper targeting of pupils' progress. This is also reflected in pupils' work over time. Pupils with special educational needs generally do well throughout the school. Other groups of pupils, including boys, generally achieve satisfactorily from their earlier starting points. However, average and higher attaining pupils are not yet consistently doing well because lesson planning does not regularly identify good levels of challenge for these groups of pupils. This is particularly so in mathematics, science and ICT, where achievement is satisfactory. Good achievement is also held back by a lack of good resources, systems of assessment in science and ICT which are not yet sharp enough and a curriculum which, although well rooted in the National Curriculum, lacks sparkle and challenge.

### **Pupils' attitudes, values and other personal qualities**

Attendance and pupils' punctuality are satisfactory. Pupils of all ages have good attitudes to learning. Their behaviour is also good and there have been no exclusions. Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory overall and they co-operate well and know about a variety of people in their local community.

### **Main strengths and weaknesses**

- Procedures for monitoring and promoting attendance are thorough.
- Boys and girls have equally good attitudes to school and to learning.
- Pupils' social and moral development is good.

### **Commentary**

6. High levels of illness during the academic year preceding the inspection resulted in a temporary drop in overall attendance. It has, however, recovered and is once again similar to the national average. The school promotes attendance effectively and regularly stresses its importance to parents, carers and pupils. There have been no unauthorised absences in the last year. Most pupils attend regularly and they arrive at school in good time for the start of the morning session. A small number, however, continue to have unsatisfactory attendance. The school is working hard to bring about improvements. There have been no exclusions.

#### ***Attendance in the latest complete reporting year (%)***

Authorised absence	
School data:	6.8
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

7. Boys and girls of all ages enjoy coming to school and look forward to taking part in the wide range of opportunities provided. They are proud of their achievements and show real delight when praised for their successes. Teachers provide very good examples of how to behave and relationships between pupils and adults are warm and mutually supportive. The school has a calm and friendly atmosphere and this helps pupils to become more confident in their own abilities. Boys work as

hard as the girls, share the toys and equipment amicably and work co-operatively in groups. Pupils are quick to consider each other's needs. No incidences of bullying, harassment or misbehaviour were seen.

8. Pupils' spiritual and cultural development is satisfactory. Pupils say a daily prayer and participate in a short act of daily worship. In religious education teachers develop pupils' understanding of beliefs and customs such as the Christian, Jewish and Chinese traditions, in line with the locally agreed syllabus. Cultural development is supported through a range of visits and pupils have a sound understanding of living in a multi-cultural society. However, displays around the school and books do not reflect the rich cultural diversity of modern Britain.
9. The school effectively promotes pupils' moral and social development and pupils respond well. They develop into tolerant, considerate and friendly young people. Pupils undertake various duties around school and this encourages them to use their initiative and become responsible. Teachers have high expectations of behaviour and pupils understand exactly what is, and what is not acceptable. Pupils clearly understand these limits and this is reflected in the good behaviour seen during inspection week.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Strengths lie in the good teaching in the nursery and English, the way pupils are effectively included into the life of the school and the good attention paid to pupils' welfare, health and safety. Weaknesses lie in the curriculum in reception classes, especially in language and mathematical development and the outdoor accommodation for the reception classes, both of which limit good achievement.

### Teaching and learning

Teaching, learning and assessment are satisfactory overall.

### Main strengths and weaknesses

- Teaching and learning in the nursery are consistently good because teaching is planned in much better detail than the reception classes, where it is not as challenging.
- Teaching in English is good.
- Teaching assistants effectively support pupils with special educational needs.
- Lessons are clearly planned but the level of detail does not consistently ensure that average and higher attaining pupils are challenged well and consequently achieve well, particularly in mathematics and science.
- Assessment procedures are good in the Foundation Stage.

### Commentary

#### *Summary of teaching observed during the inspection in 29 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	13	14	0	0	0

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

10. Teaching and learning are satisfactory overall, which leads to satisfactory achievement overall. This is a similar picture to the last inspection. Teaching has improved in the reception class and is mostly satisfactory. Around half of the teaching seen was good or better and all was at least satisfactory. Parents are happy with the teaching. Nearly all pupils agree that they find out new things in lessons, they work hard and get the help they need when they are stuck.

11. Teaching in the nursery is consistently good and is challenging. Day-to-day planning is particularly good. This ensures that all free choice activities, including outdoor play, have very specific learning objectives, which are explained to children. Adult interaction with children during activities is of a high quality. This contributes to good progress, especially in developing social, speaking and listening skills. Teaching in the reception classes is generally satisfactory because work is varied and pupils are involved productively in learning. Most learning is purposeful and the children have some scope to make their own choices. However, planning in these classes is not detailed enough to ensure good achievement. Literacy and numeracy sessions are planned and taught more in the style of formal lessons in Year 1. Some children are not yet ready to learn in this way and are not fully included. Consequently, they do not make gains as quickly as they do when learning through play and activities which they initiate.
12. Teaching of English in Years 1 and 2 is consistently good and proceeds at a faster pace than that in mathematics and science, where teaching is satisfactory. The activities that are selected also provide more challenge than in the other two subjects. There are a number of other strengths in teaching and learning. Good relationships are maintained and teachers include and give encouragement to all pupils. In addition, clear class routines and an insistence on good behaviour both help create a positive climate for learning throughout the school.
13. The introduction of "Jolly phonics" in Year 1, which links letters to their sounds and a series of hand movements, is helping to enliven learning and raise standards. Information on this has been provided to parents so that they can reinforce the method and help pupils spelling at home. A further initiative called "Brain Gym" is being trialled in one Year 2 class. This involves pupils undertaking a series of simple exercises either before lessons start or for a short period in lessons. The idea is to provide a short break, so that pupils' concentration and learning can be revitalised. In the example seen, pupils responded well to this and it is another example of more sparkle being introduced to strengthen learning. More non-fiction books are helping boys achieve better, as are the guided reading sessions which recently have been established.
14. Planning for what happens over the course of the year and each term is secure. This ensures work is well rooted in the National Curriculum. Lessons are clearly planned according to the school's clear policy on teaching and learning which sets out the expectations of good practice. Worked is well pitched at Level 2 of the National Curriculum which helps to provide a good challenge to the lower attaining pupils and those with special educational need. In practice, some modification is made through the support that is given to pupils with special educational needs, and questioning which challenges higher attaining pupils orally. However, the weakness is that the learning goals and tasks are not refined enough to target and challenge the average and higher ability pupils to ensure they consistently achieve well.
15. The very tight budget has led to a reduction in the number of hours worked by teaching assistants. These well trained staff work closely with the teachers in lessons to provide targeted support to pupils with special educational needs. Despite the reduction in support, they are well deployed and their work is having a good effect of the achievement of these pupils.
16. Pupils' work is regularly marked. A good system of testing and tracking how well pupils are doing has also recently been established in English and mathematics. This is helping teachers to adapt their teaching and target the learning of individual pupils in each class. Pupils say they like these tests and they are aware of the targets that are set for them and find these very useful. Developing systems in science and ICT are helping staff to broadly indicate how well pupils are doing. However, staff do not yet have the data to allow them to adapt work for pupils of different abilities. In the Foundation Stage assessment procedures are good in both years.

## **The curriculum**

The breadth of curriculum opportunities offered by the school is satisfactory overall. There is adequate staffing, accommodation and resources to meet curriculum needs. However, there are no lunchtime

clubs and few learning resources which add extra interest and sparkle, and outdoor accommodation for the reception classes is unsatisfactory, all of which prevents standards from being higher.

### **Main strengths and weaknesses**

- There is a good curriculum in the nursery but that in the reception classes is too formal.
- Curriculum provision for pupils with special educational needs is effectively planned and all pupils are included well in all areas of learning and subjects.
- A good range of visits and visitors help to enrich the curriculum but there are no lunchtime or after-school clubs.
- Although curriculum resources are adequate the tight budget means that they are not being replenished quickly enough and few exciting curriculum resources are purchased.

### **Commentary**

17. A broad and balanced curriculum is in place, which enables most pupils to achieve satisfactorily. Parents say they are pleased with the curriculum on offer and attach particular importance to the school's focus on developing literacy and numeracy. Care has been taken to ensure all subjects follow what is laid out in the National Curriculum. Planning has improved and ensured that work is pitched securely within Level 2, which is the level expected for most pupils. However, with the exception of English where there is a good curriculum, insufficient work has been done to build a curriculum with sparkle that consistently challenges pupils to achieve well.
18. The curriculum in the nursery serves the needs of pupils better than that in reception. In the nursery the curriculum has a strong focus on learning through play. It is richer and focuses more appropriately on the way children of this age learn best. As a result children are challenged and they enjoy and learn through play with real purpose which is linked to the early learning goals. The reception curriculum covers all six areas of learning but teacher directed and child initiated activities are not as well balanced as they might be. This has been a longstanding weakness.
19. The curriculum for pupils with special educational needs is well planned. Pupils are mostly taught in class and are effectively supported by teaching assistants. However, there is also a very well thought through pattern of withdrawing individual pupils for more specialist teaching. Individual education plans (IEPs) are well prepared with clear and measurable targets. A good focus on all individuals' needs ensures they achieve well and are always included in school life.
20. Good opportunities are taken to enhance the curriculum through visits within the locality and town. For example, the pupils go on local walks, visit the church, library and local market. In science there are visits from the "electricity bus" and links with "Warburtons" a local bread maker. A range of visitors such as local farmers, vets, the police and fire service also come into school to enrich pupils' curricular experiences. Although a kids club operates before and after school the weakness is that there are no extra-curricular activities run either at lunchtime or after school.
21. Staffing and resources adequately meet the needs of the curriculum but further development is needed before they have a consistently good impact on the curriculum. Resources are not being replenished and developed as fast as they might. Teaching staff are satisfactorily deployed but their skills and expertise are not being used as effectively they might be.
22. Most classrooms are spacious and attractively laid out. There have been some improvements in the internal accommodation such as an attractive library and foyer that is well used. Outside, security has been improved but externally the building needs a facelift. The grounds provide a good curriculum resource and are utilised to good effect. The nursery classroom is well organised, bright and attractive with a good balance between displays to help children, such as number and letter friezes, and a celebration of children's own work. In contrast, the reception classrooms are too cluttered, making it difficult for children to move freely. The outdoor provision for the nursery provides a stimulating outdoor learning environment but the reception classes lack similar provision for physical development or purposeful play, which limits standards.



## **Care, guidance and support**

Arrangements to ensure pupils' care, welfare, health and safety are good. The school provides pupils with good support, advice and guidance. Pupils are consulted, and their views sought and acted upon.

## **Main strengths and weaknesses**

- Child protection and health and safety procedures are good, as is day-to-day care and welfare.
- Good links with parents help new children to settle in quickly when they join the nursery and reception classes.
- Relationships between pupils and adults are warm and mutually supportive; this creates a good climate for learning.
- Teachers provide good personal and academic support, advice and guidance.

## **Commentary**

23. The strengths in care, support and guidance noted in the previous report have been maintained during the intervening five years. Health and safety and child protection procedures are comprehensive and members of staff fully understand their responsibilities. Pupils are well looked after during the school day and members of staff work as a very good team. Close liaison with a nearby family support centre ensures that, when necessary, pupils and their families receive the specialist help and advice they need. Relationships between pupils and with adults are good and are based upon mutual trust and respect. During discussions, pupils of all ages say that they like their teachers and are confident they would feel able to ask them for help or advice, should the need arise. Parents agree with their children and almost everyone who returned their questionnaire indicates that they find the school to be very approachable.
24. Although home visits are not undertaken, members of staff within the nursery provide sensitive and timely opportunities for incoming children to become familiar with school routines. They invite children and their parents along to a morning or afternoon session during the term prior to their admission. Children are therefore able to meet their teacher and future classmates and this early experience helps to ensure that they get off to a good start in their learning. Parents also receive a very informative booklet and complete a form that provides a wide range of useful information about each child. This helps teachers to prepare work that is closely matched to each individual's experience and capability. These well thought-out induction procedures are repeated at the start of the reception year and are available to all children.
25. Assessment procedures are thorough in English and mathematics and the information obtained is now being put to good use. The headteacher is systematically tracking the progress of individual pupils and how well different classes are doing. Although this system has only been in operation for a short period it has already helped teachers target pupils more effectively. In other subjects less secure information is available. The result is that the school finds it harder to monitor progress and plan for an increased emphasis on weaker areas of other subjects or how well average and higher attaining pupils are doing. Pupils receive plenty of well-informed individual advice and guidance on how they can improve their work and on personal matters.

## **Partnership with parents, other schools and the community**

Parents are very satisfied with the school. Links with parents, the local community, other schools and pre-school providers are satisfactory.

## **Main strengths and weaknesses**

- The governors' annual report to parents and the school prospectus are very readable and contain lots of useful information but some information has been omitted.
- The school effectively deals with parents' suggestions and any complaints it receives.
- There is a good system of keeping parents informed about how well their children are doing, but last year the annual reports in every class did not provide parents with sufficient information about the standard of their children's work and progress in all subjects.

## **Commentary**

26. The school prospectus and the governors' annual report are very informative and helpful documents to parents. Not only do they convey a wealth of useful and relevant information about the school, but they are couched in language that makes them a real pleasure to read. This encourages parents to keep themselves up to date with the life and development of the school and puts them in a good position to support their children in their learning.
27. Prior to the inspection, parents were invited to complete a questionnaire. Analysis of their responses shows that everyone who expressed a view feels comfortable about approaching the school, should they have any suggestions or complaints. Parents are also very pleased with the way the school seeks their views on matters such as homework and takes account of their suggestions and concerns when planning for the future. There are opportunities at the end of each school day for parents to speak to members of staff. The headteacher also makes a point of being around when parents are dropping their children off, or picking them up. Parents really appreciate the way that teachers make time to hear their opinions. This open communication enables the school to address any emerging issues at an early stage.
28. The school has a policy of writing detailed reports on English and mathematics. In addition the reports are expected to contain clear, generic information on what children in different years have studied in other areas of the curriculum and additional comments which indicate the progress than had been made. This positive development has helped to reduce the workload of staff without losing any rigour. However, last year staff changeovers led to some teachers not including these comments on pupils' progress. This was not checked, but is easily remedied.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management, including that of the headteacher and senior staff, are satisfactory, although there are weaknesses in the leadership and management of the Foundation Stage. The headteacher is well supported and challenged by an effective and positive governing body.

## **Main strengths and weaknesses**

- Governors provide effective challenge and support to the headteacher and staff.
- Overall, leadership of the Foundation Stage is unsatisfactory as no one person has overall responsibility to establish a unified approach directed at improving achievement.
- Special educational needs, English and mathematics are well led and managed.
- Performance management is effectively linked to development planning.
- The very low budget is a key barrier to further improvements.

## **Commentary**

29. The governing body is well organised. A good spirit of unity and teamwork shine through. The able chair of governors meets regularly with the headteacher and provides good support and challenge. Governors take their responsibilities seriously and issues are thoroughly debated. Good information is provided by the headteacher through regular reports that are supplemented by first hand knowledge of how well developments are progressing, especially in English, mathematics and special educational needs. Consequently they have a good understanding of the strengths and

weaknesses of the school. Governors are taking good steps to improve their performance through a range of training. Care has been taken to induct a number of governors who have recently joined and as a result they have developed the confidence to effectively carry out their roles. Minor slips have recently occurred in the information governors give to parents and the annual reports on pupils' progress but otherwise statutory requirements are met.

30. Competent leadership and management by the headteacher and senior staff have ensured that the standards achieved have been generally as good as those in similar schools. Her analysis of the strengths and weaknesses of the school mostly match the inspection findings. Progress has been impeded by staff illness, particularly amongst the senior management team, and a very tight budget. Now that staff have recovered, a good team spirit has been re-established and there is renewed energy to drive standards forward. A good, inclusive climate for learning has been established. The curriculum has been systematically reviewed. Consequently, a broad and balanced curriculum is in place.
31. There is an up to date development plan which identifies the correct priorities. The plan has a number of strengths. For example, it is affordable within the tight constraints of the budget. Good management of the performance of different teachers has linked their individual targets for improvement to the priorities within the plan. Governors have identified key questions in each part of the plan, which enables them to effectively monitor the success of the plan over the course of a year. However, the plan does not set out a vigorous enough programme of improvement to ensure achievement is good in all areas and subjects.
32. Provision for special educational needs is effectively led and managed. Good leadership and management are also evident in English and mathematics, where better targeting of individual pupils is helping to improve standards and achievement. Currently the impact is stronger in English than in mathematics, where pupils' achievement remains satisfactory. In other subjects leadership and management are satisfactory where the roles and responsibilities of co-ordinators are clear. However, time to monitor teaching is irregularly undertaken and clearer plans for the future are needed in several subjects.
33. In the Foundation Stage, leadership and management are fragmented and unsatisfactory. Although staff plan together, no one person has overall responsibility for leading developments and establishing a clear identity for this important stage of education. A different learning ethos is evident between the nursery and reception classes. Whilst good improvements are evident in the nursery, too little progress has been made on ensuring an appropriate balance between teacher and pupil initiated activities in the reception classes.
34. The very tight budget is a barrier to further improvement. The expenditure per pupil is extremely low. Although there was a carry forward of around 6%, some of this was already allocated to specific building projects and has now been spent. Most expenditure is related to fixed costs such as staffing and day-to-day running costs. This year a balanced budget has been set but a small deficit is expected. There have been reductions in staff training and the hours employed by teaching assistants, and new purchases have been limited. Capital grants that have been made available for building work and providing support for pupils with special educational needs have been spent well. The school provides good value for money because of its satisfactory effectiveness and extremely low expenditure.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)		Balances (£)	
Total income	452308	Balance from previous year	27892
Total expenditure	470230	Balance carried forward to the next	9970
Expenditure per pupil	2044		



## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

There are two intakes to the nursery and reception classes during the school year. Children join the nursery at the beginning of September or January following their third birthday, and reception prior to their fifth birthday. Most children attending the nursery move into the reception classes. Around eight children enter reception from other pre-school providers. Very few have no pre-school experience.

The standards of many children entering the nursery are below the expected stage of development for their age, especially in social, language and mathematical development. Comparing the children who have had a term in the nursery with those in their first week demonstrates the good progress children make in each of these areas. Good teaching in the nursery is a key strength of the Foundation Stage and ensures standards are broadly average by the start of the reception classes across all areas of learning.

Teaching and the curriculum are not as strong in the reception classes. By the start of Year 1 most pupils are likely to reach average standards in communication, language and literacy, mathematical development and knowledge and understanding of the world as a result of satisfactory teaching. However, children do well in their personal, social and emotional development because of good teaching and most are likely to exceed the goals expected for their age. Standards could be higher as the unsatisfactory curriculum is that is too formal for this age of pupils and unsatisfactory outside accommodation are limiting standards from being higher.

Overall leadership and management are unsatisfactory. The nursery and reception classes do not form a discrete integrated Foundation Stage and their ethos and approach to learning are quite different. Whilst teachers and other adults discuss children's attainment and progress, especially at the point of transfer, there is insufficient cohesion in the planning and teaching of the early years curriculum. Some improvements have been made since the last inspection but insufficient attention has been given to developing the curriculum in the reception classes.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**.

#### **Main strengths and weaknesses**

- Teachers have a good understanding of each child's personal needs and take good steps to help them settle quickly into learning.
- Children make rapid progress in becoming independent learners.
- Children behave well, follow class routines well, and work and play well together.

#### **Commentary**

35. Children entering the nursery are often timid and unused to following routines. They have limited experience of sharing and taking turns. Most do not dress or undress independently. Children respond very well to the happy, secure and caring atmosphere so they quickly gain confidence to make choices and persist with the chosen activity or task. This good progress is very obvious when comparing the behaviour of children who have had a term in nursery with those who have been in school for less than a week. Older children initiated caring for the new children, inviting them to play with them. Many children play well together, sharing equipment or discussing observations independently. All adults use praise well and teach children good manners, especially to use "please" and "thank you". Children with particular social difficulties make very good progress because of the skills of adults in meeting their needs.
36. Good teaching is continued in reception. Children in these classes behave very well. They take turns in whole class sessions and rarely call out of turn. There is a significant difference in the social behaviour of children progressing from the nursery and those entering school for the first time from

other pre-school provision or none. Children who entered reception from other placements, or none, in September have quickly learned to behave well and consider the needs of others. Children form good relationships with adults and other children. They work and play well together without direct adult supervision.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **satisfactory**.

### **Main strengths and weaknesses**

- There is good emphasis on developing speaking and listening skills in both years.
- There is good teaching of letter sounds and names and use of these in emergent reading and writing.
- There is insufficient emphasis on correct letter formation.
- Children in reception are introduced to formal literacy strategies too early.

### **Commentary**

37. A significant number of children enter each class with very limited speech. All adults constantly engage in conversation with children so they make good progress in speaking skills. Many examples were seen during the inspection of teachers initiating conversations with the children and encouraging them to talk to other children during their play.
38. Children in the nursery, many of whom have little experience of being read to, enjoy listening to stories and joining in nursery rhymes. This was demonstrated well during a short story time, when the new children had difficulty sitting quietly and paid no attention to the story, whereas children who had started nursery the previous term were eager to listen and join in. Several older children in the nursery chose the book corner during free choice time and "read" story books by following the pictures; the girls chose imaginative stories, whilst the boy chose a number book. Teaching of letter sounds in the reception is good. In the first lesson of the term, introducing the adopted scheme to new children, older children often recognised sounds from the beginning and within their own name. However, teachers do not pay enough attention to the correct formation of letters when children engage in early writing activities.
39. Although overall teaching of communication and literacy in reception is satisfactory an important weakness is that the formal literacy strategy is introduced too early. Children in their first week in school are expected to sit for far too long during what are often inappropriate activities. Whilst aspects of the strategy are wholly appropriate for the more able children, the approach is quite unsuitable for younger and less able children at this time. Curriculum provision and the use of classroom assistants is not planned well enough to meet the different needs of groups of children. Children with special educational needs are well catered for through well-planned times when they are withdrawn and given close support.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers in the nursery use all incidental opportunities well to practise counting and number recognition where the adults build well on what individual children already know and can do.
- There is insufficient attention to correct formation when writing numbers.
- Children are not achieving as well as they might in the reception classes because the formal numeracy strategy is introduced too early.

## Commentary

40. In the nursery, adults use many incidental opportunities to develop children's counting skills and number recognition as well as other mathematical concepts. At register time, the class count the children present, name the day and the date, month and season. Very able children are properly challenged by well-targeted questions, for example "If there are 26 children in the class and two are ill, how many are here today?" This was correctly answered by two boys. During focus activities, adults carefully direct questions to children appropriate to their individual stage of development, so younger children might count two objects or be introduced to the number 1, whilst abler and older children will be asked what is one more, one less or how many altogether and point to the correct number on the frieze. Insufficient attention is paid to forming numbers correctly if children write them.
41. In reception, the formal numeracy strategy is introduced too early; children are required to sit on the carpet for too long and too soon after entering the class. Although classroom assistants are used well to work with children with special educational needs they are not used well enough during more formal numeracy sessions so children's needs are not fully met. Follow-up activities are not planned well enough to ensure that children develop number knowledge and understanding as well as they could.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **satisfactory**.

### Main strengths and weaknesses

- There are good opportunities in the nursery for children to explore and investigate.
- Teaching in reception is not always planned thoughtfully enough to ensure all pupils are well challenged.

## Commentary

42. Teaching in the nursery is good. Activities are well planned for children to investigate for themselves. During the inspection week the theme was "winter". Teachers had put a selection of plastic animals and pieces of polystyrene into the water trough. Children were directed to select the animals which live in cold countries. After doing this, two older boys went on to explore whether the polar bears could float on the polystyrene "ice floes". They discovered that two small bears would float, but one large bear sank. They went on to test different animals and different sized polystyrene blocks. Good questioning led to thoughtful talk about size and weight. At another time, children watched a short video about ice turning to water before talking about what happens when water is frozen and when ice is warmed. Children were excited to see what happened to water in an ice tray left in the freezer overnight, and the effect of touching the ice cubes with their warm hands the next day.
43. Teaching in reception, although satisfactory, is less well prepared. In a lesson introducing children to animals and their babies, the chosen story did not relate well to the animals discussed. Instead of using the very good wall posters on display to illustrate common domestic, farm and wild animals, the teacher used soft woolly toys which distracted the children. In another lesson, the domestic artefacts and tools added interest to thinking about differences between now and the past. However, the pace, although mostly satisfactory, slowed on occasions and some children became restless.

## PHYSICAL DEVELOPMENT

44. Insufficient teaching was seen in reception to make a judgement on provision. Teaching in the nursery is good. Outdoor physical play and resources are well planned to develop specific skills through positive play, using large wheeled toys, small games equipment such as bats and balls and portable climbing equipment. Children have time in the hall to develop an awareness of their bodies

in space and explore different ways of moving around. There are good opportunities for activities to develop children's manipulative skills.

45. Outdoor provision for reception children is unsatisfactory. There are no wheeled toys or equipment to explore climbing, sliding and balancing through play and they do not have access to the good, though restricted, nursery provision. There is photographic evidence of formal lessons in the hall using the large apparatus. Teachers' planning and the timetable indicate opportunities for dance.

## **CREATIVE DEVELOPMENT**

46. It was not possible to make a judgement on provision. During the inspection children were observed painting and modelling plastic dough in the nursery. In reception, children created greetings cards by cutting and sticking different materials chosen by themselves. Work on display and photographic records indicate that children have at least satisfactory opportunities to engage in imaginative role play and respond to music as well as using art and craft materials.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Standards are above average and pupils are achieving well.
- Teaching is good because it has pace and interesting and varied activities are used.
- Pupils with special educational needs receive good support and also achieve well.
- New initiatives to support reading and the development of phonics are having a positive effect and leading to good achievement.
- Planning does not always identify activities which challenge the higher attaining pupils.
- The subject is well led and managed.

#### **Commentary**

47. Satisfactory progress has been made since the last inspection. Standards in last year's national tests were lowered because the year group contained more pupils with special educational needs. However standards for the current Year 2 should be better and boys' performance should improve as teachers are addressing well the under-performance of boys in reading.
48. By the end of Year 2, standards are above average in writing, speaking, listening and reading. Achievement is good as these pupils entered reception with average standards. Girls are doing slightly better than the boys. Teachers provide all pupils with a range of opportunities to write, both in English lessons and across the curriculum. Pupils progress well in their reading. New resources for guided reading are having a positive effect on standards. Pupils are provided with a good range of opportunities to speak in class and they listen well to instructions.
49. Teaching is good. Teachers have a very secure knowledge of the curriculum and the National Literacy Strategy and consequently lessons are well structured. Lessons have good pace. Teachers ensure that tasks are allocated carefully to meet the needs of different groups, but they do not always offer high levels of challenge to the higher attaining pupils. The recently introduced use of "Jolly phonics" in Year 1 is having a positive effect on standards. This is a teaching technique which links each letter of the alphabet to its sound and in turn these are linked to a series of hand movements. Together they help pupils learn how words are spelt and help them become proficient in recognising how words are made up of a series of letters and sounds. In a good lesson seen this was put to good effect where pupils chanted the letters of the alphabet to music in the form of a "rap".

50. A further good feature of all teaching is the use of support staff. Teaching assistants, students and other voluntary helpers are well used during group activities to support the needs of a range of individuals. However, better use could be made of support staff to guide individual pupils when the teacher is speaking or leading a discussion. Pupils throughout the school with special educational needs are well supported by an effective team of teaching assistants. Learning is supported in small groups, either as targeted literacy support or through short term withdrawal sessions used to focus on specific needs. As a result, these pupils achieve well.
51. Leadership and management are good. The subject co-ordinator monitors and evaluates teaching and through this identifies issues that need further development with individuals or across the school. The school has recently invested in a guided reading scheme and this has been well introduced and is having a very positive effect on reading. Similarly new resources for the teaching of phonics have been purchased and are being enthusiastically introduced in Year 1. There are adequate numbers of reading books and dictionaries. The school library has been attractively refurbished and is now a well used feature of the school entrance area.

### **Language and literacy across the curriculum**

52. Teachers make satisfactory links to other curriculum areas. For instance, in Year 2, pupils have produced sentences to accompany pictures of the Great Fire of London. In one lesson a group of pupils produced their story using a word processor. Speaking forms a large part of a number of subject areas and pupils listen well to their teachers and classmates in all areas of the curriculum. The school has an adequate range of non-fiction books that are well used in all subject areas.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

#### **Main strengths and weaknesses**

- Assessment procedures are used well to identify and support lower attaining pupils so they achieve well.
- Planning does not sufficiently target challenging work for the average and higher attaining pupils.
- Insufficient attention is paid to presentation and the correct formation of numbers.
- The satisfactory teaching is not strong enough to raise standards further.

#### **Commentary**

53. Satisfactory progress has been made since the last inspection. Standards in the current Year 2 classes have recovered from the dip in recent years. They are average for both boys and girls, although the girls are still doing a little better than the boys. Overall achievement is satisfactory as standards were also broadly average at the start of Year 1. The average and higher attaining pupils are achieving satisfactorily and the pupils with special educational needs are doing well. However, achievement is not yet consistently good in all classes because teaching is mostly satisfactory and does not have the pace or challenge found in English.
54. Teaching and learning are satisfactory overall. All teachers manage pupils well so behaviour in lessons is good; pupils pay good attention and work hard. Whilst teachers take into account the needs of different groups of pupils, planning is not sufficiently detailed to ensure that the average and higher attaining pupils always build on what they know and can do as well as they might. Provision for pupils with special educational needs is good. Classroom assistants are used effectively to support these groups under the guidance of the class teacher. Their personal and learning needs are well known. Consequently, they are given work which challenges them and receive much encouragement.
55. Although there is good consistency between the programmes of work for parallel classes, there are inconsistencies between them in the amount of work pupils produce. There are examples of very

good practice in Year 1 where the teacher used the computer very effectively as both a teaching tool and for a small group of pupils. The plenary session was used particularly well to develop the lesson through problem solving linked to the current literacy story. In a Year 2 lesson the teacher became aware that pupils were insecure in their understanding of place value and adapted the planned lesson to practise the concept. The examples of good practice could usefully be shared across the school. There are good reference displays and examples of pupils' work in classrooms to support learning, especially for shape and measures. Although marking in pupils' books is satisfactory, oral feedback during lessons is good.

56. Leadership and management are good but some of the positive initiatives recently introduced have yet to fully impact on standards. The co-ordinator has introduced good assessment procedures. As well as tracking pupils' progress, the process also identifies any areas of the curriculum requiring more general focus. The tracking process is helping to raise standards as teachers are now focusing much more closely on what individual pupils need to do to get better. This is especially true of the lower attaining pupils and boys. Teaching and learning are monitored well through lesson observations.

### **Mathematics across the curriculum**

57. Mathematics is used satisfactorily in other subject areas of the curriculum. In Year 1, pupils use shapes to create a street of houses in geography and odd and even house numbers are added. In religious education, ordinal numbers are identified when learning about the creation story. In Year 2, pupils use simple coordinates to locate features on a large-scale map. Measuring skills are used in design and technology when making models and in science investigations.

### **SCIENCE**

Provision in science is **satisfactory**.

#### **Main strengths and weaknesses**

- Pupils have a well developed scientific vocabulary and enjoy their practical work.
- Regular tests provide a spur to pupils' learning although they do not provide accurate enough information to help teachers plan more challenging work for pupils.
- Teachers' subject knowledge is sometimes inaccurate and so misconceptions are passed onto pupils.
- Planning ensures the curriculum is covered well but lesson planning does not focus well enough on the needs of different pupils within each class.
- Information from assessment does not allow teachers to pinpoint what pupils need to do to get better or provide pupils with clear targets to work towards.

#### **Commentary**

58. Satisfactory progress has been made since the last inspection. Standards are average at the end of Year 2, for both boys and girls. Pupils with special educational needs are doing well and average and higher attaining pupils are achieving satisfactorily. Pupils are reaching similar standards in their knowledge and understanding of different areas of science but some of the higher attaining pupils are not good enough at starting to identify how to set up a fair test and make simple predictions.
59. By the end of Year 2, achievement is satisfactory. The curriculum is well rooted in the National Curriculum and is planned to ensure most pupils reach Level 2, which is the level expected for this age. Practical work, which pupils enjoy, results in pupils making sound gains in their knowledge and understanding and developing sound attitudes towards scientific enquiry. There are several reasons why achievement is not consistently good. Teaching does not sufficiently challenge the average and higher attainers, the system of assessment is insufficiently robust to identify the next steps needed in pupils' learning, and occasionally teaching is inaccurate.

60. By the end of Year 2, teaching and learning are satisfactory and not yet strong enough to raise standards further. Teachers plan using clear objectives and work is made interesting for all pupils. This ensures they are included in all activities and work productively. However, the tasks and learning goals are insufficiently varied to provide good challenge to average and higher attaining pupils. Pupils learn safely. Questioning is a general strength and through this a good emphasis is given to pupils learning correct vocabulary. In the lessons seen the key vocabulary was shared with the pupils and reinforced through discussion. However, there is little evidence of this being supported through class displays. In those classes where there are more boys care is taken to include them, ensure they behave well and keep on task. Most teachers have a secure grasp of scientific ideas themselves but occasionally make slips which lead to pupils getting the wrong idea about what they are learning. For example, in one lesson taught, the misconception was put across that a man-made material was the same as a manufactured one whilst in another lesson the idea that magnets attract all metals came over to pupils.
61. Regular tests have been introduced. Although they help pupils develop a sense of doing well, they are too simple and do not provide teachers with the information they need to pinpoint what individual pupils are good at and where they need to improve. In addition, no information is gathered on how well pupils are doing in scientific enquiry. Consequently they are unreliable in helping teachers to judge standards accurately and plan work which provides good challenge and set learning targets for individual pupils.
62. The joint arrangements for leading the subject are satisfactory but there is no plan to ensure good achievement. Although leadership and management of the subject are satisfactory overall, procedures are not secure enough to ensure the equitable achievement of all pupils and that average and higher attaining pupils consistently achieve well. The curriculum is enhanced by a range of enrichment activities such as the environment surrounding the school and links with visits from several local firms. Resources are adequate but there are few which help to enliven the curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers have a good knowledge of ICT and confidently and regularly incorporate it into pupils' learning.
- Some teaching assistants lack confidence in using ICT, which limits the support they can give.
- The tight budget is restricting further improvements to the ICT resources.

### **Commentary**

63. Satisfactory improvement has been made since the last inspection. By the end of Year 2, standards are average. Achievement is satisfactory.
64. Curriculum planning has ensured that most pupils are working comfortably within average levels for their age. Pupils in Years 1 and 2 enjoy using computers to find things out, share ideas and present their work. They understand that information can be extracted from books and CD-ROMs, use software to label a battery and to draw, and are starting to write sentences using a word-processor. They have experiences of using a programmable toy and can discuss some of their experiences of ICT inside and outside school. Many pupils have access to home computers, which helps to develop their skills, but there are no opportunities to use computers in school either at lunchtime or after school. The curriculum and the way experiences are planned are insufficiently adapted to provide good levels of challenge to average and higher attaining pupils. Consequently achievement is satisfactory rather than good.

65. Teaching and learning are satisfactory. Ideas about ICT and specific skills are introduced through whole class sessions and then followed up by pupils having access to the class computers through the week. Training has helped teachers become more confident in planning and using ICT more regularly. Although teaching assistants generally provide good support to pupils they lack confidence in supporting pupils in their ICT work. The reduction in their hours has led to less time being available for this form of support.
66. A unified system of assessment has recently been introduced which is helping staff to map out what pupils have achieved and track progress. The current system is helping staff to ensure that all aspects of the curriculum are appropriately covered but insufficient emphasis is given to evaluating what individual pupils can and cannot do and so plan challenging work for them. This is a further factor restricting good achievement.
67. Levels of resources are satisfactory. Some computers were stolen last year, which impeded pupils' ICT experiences. However, new computers of good quality are now available in all classrooms. In addition, pupils also have planned access to other ICT equipment such as a programmable toy (Roamer), a video and tape recorders. However, the tight budget is restricting the purchase of more equipment such as interactive whiteboards and laptop computers for classroom use that would enhance the curriculum, learning and pupils' achievement.
68. The co-ordinator is ensuring that the subject is making sound strides forward. Day-to-day management is also satisfactory and ensures staff are kept up to date, work is regularly planned across the curriculum and the resources and equipment are kept in good working order. However, insufficient time is made available to monitor teaching.

### **Information and communication technology across the curriculum**

69. Satisfactory use is made of ICT across the curriculum. In English and mathematics it is used to help pupils develop their writing, punctuation and number skills. In science and topic work computers and the Internet are used to help pupils find out new information.

### **HUMANITIES**

*Religious education could not be inspected in full and so it is not fully reported upon. There was little retained evidence but one lesson was seen and provision was discussed with the co-ordinator. History and geography were not inspected.*

In **religious education** many lessons are taught through stories and discussion. Teachers say that discussion often reveals unexpected perception by pupils, especially those who regularly attend church or Sunday School. A discussion with the subject leader and scrutiny of teachers' planning indicates that provision is in line with the Derbyshire Agreed Syllabus. Religious education is taught as a discrete subject in reception. The headteacher monitors provision. Resources have been significantly improved recently and there is now a good supply of books, pictures, videos and artefacts for each year group. The religious education syllabus is extended through assembly themes and displays, such as the current display of Islamic artefacts, to include additional faiths. Pupils visit the local church. Their good social development indicates that they learn well from religious principles. There are links with other subjects, particularly English, through discussion, drama and comparing different versions of texts and stories.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

*There was not enough evidence to report on any of these subjects in full, either because not enough teaching was seen or there was not enough evidence to judge standards and achievement in each subject. However, one lesson was seen in each of design and technology, physical education and music. The views of the co-ordinators were also sought.*

70. In **art and design** planning shows that over the course of the year sufficient attention is given to ensuring that the curriculum is soundly covered. Although it is not a focus of work this term,



evidence around the school indicates that average standards are being reached. Pupils have drawn self portraits, painted pictures in the style of Pablo Picasso and drawn healthy meals. A good initiative has been the development of an “Art Gallery” in the school foyer. This shows to parents how well some pupils can do, especially those who might not shine in other subjects.

71. In **design and technology** care has been taken to ensure broad coverage of the curriculum. There are adequate resources to teach the curriculum, but they are tight and often have to be shared. In a satisfactory lesson seen in Year 2, pupils designed and made puppets out of card. Nearly all were successful in ensuring their puppets had features which were closely related to their initial designs. A variety of work around the school such as designing and making a simple meal or a toy car shows that most pupils are working within the expected level of the National Curriculum. This provides a good challenge for the pupils with special educational needs but there is little evidence of work being planned to challenge other pupils to work at a higher level.
72. In the one lesson seen in **music**, teaching was good. The teacher used a range of strategies, including listening to contrasting pieces of music to help pupils identify rhythm and distinguish between fast and slow pace. Pupils kept time when singing “The Grand Old Duke of York” at different speeds. At first several pupils found this difficult. By targeting these pupils, they gained confidence. By the end of the lesson all pupils confidently kept time in different ways. A discussion with the subject leader and scrutiny of teachers’ planning indicate that there is a good balance between singing, listening and responding to music. However pupils do not have opportunities to play simple tuned instruments, such as recorders, or to compose soundscapes or tunes using percussion instruments and then record them using informal notation.
73. In **physical education** a lesson was observed in Year 2. The class teacher was highly effective in teaching pupils to express themselves in dance with the support of a taped lesson that was used very sympathetically. Pupils explored movement to music individually and in pairs and by the end of the session they were able to put together a sequence of movement. As a result of the brisk pace and good use of the taped lesson, pupils made good progress. Gymnastics, games and dance are taught each week but no swimming takes place. The school has a large playing field and a hard play area and the school hall is big enough for activities to take place.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Personal, social and health education**

*There was not enough information to report on this area individually. No lessons were seen.*

A new curriculum has been introduced and each class has a designated weekly lesson. School assemblies are well used to develop this area of the curriculum. It has been in operation for two years and is having a positive effect on pupils’ personal development. There is a strong health education element. This is supplemented by pupils being offered fruit as a mid-morning snack. The governors have decided not to formally teach sex education.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*