

INSPECTION REPORT

PARKLANDS INFANT AND NURSERY SCHOOL

Long Eaton, Nottingham

LEA area: Derbyshire

Unique reference number: 112583

Headteachers: Mrs G Mansfield and Mrs J Meller

Lead inspector: Mr A Bond

Dates of inspection: 22nd – 24th September 2003

Inspection number: 259806

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Nursery
School category:	Community
Age range of pupils:	3 – 7 years
Gender of pupils:	Mixed
Number on roll;	227
School address:	Wilsthorpe Campus Derby Road Long Eaton Nottingham
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs L Coates
Date of previous inspection:	9 th November 1998

CHARACTERISTICS OF THE SCHOOL

Parklands is an average size infant school with 227 pupils on roll, including 80 children receiving part-time nursery education. The school serves an area which includes owner-occupied and council house properties. Social and economic factors are broadly average. Children enter school with levels of attainment that are below average.

The vast majority of pupils are of white United Kingdom heritage, but there are a small number of pupils of Asian and Black Caribbean descent.

Almost five per cent of pupils have special educational needs; the majority of these pupils have speech, behaviour and moderate learning difficulties. There are no pupils with a statement of special educational needs. Eight pupils are at an early stage of learning to use English. There is little movement of pupils part way through the school year.

The school received awards for achievement in 2002, and the Basic Skills Quality Mark 2001. There are two headteachers who share the role on a part-time basis.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17263	Mr Andy Bond	Lead inspector	English Art and design Design and technology Music Physical education
19664	Mr John Bayliss	Lay inspector	
22841	Miss Pat Jackson	Team inspector	Mathematics Information and communication technology Areas of learning in the Foundation Stage English as an additional language
20230	Mrs Jenny Clayphan	Team inspector	Science Geography History Religious education Special educational needs Personal, social and health education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Parklands infant and nursery school is an effective school, which gives very good value for money.

Standards are above average by the end of Year 2 and pupils' levels of achievement are good. Teaching and learning are generally good. The leadership of the two headteachers and the teamwork in the school are very good. Pupils have very positive attitudes to their work and there is a very good school ethos. Pupils and parents express a high degree of satisfaction with the school's provision. The school budget is spent wisely.

The school's main strengths and weaknesses:

- Pupils achieve well throughout the school and reach above average standards by the end of Year 2.
- The quality of teaching and learning is good in the Foundation Stage¹ and Key Stage 1².
- Pupils are very enthusiastic and behave well in lessons.
- The school is well led and managed.
- There is a very positive caring ethos, which permeates school life.
- There are no significant weaknesses in the school's provision, but time in lessons in Key Stage 1 could be used more effectively, and programmes of work could be more detailed in some subjects so that pupils gain skills more rapidly.

The school has become much more effective since the previous inspection in November 1998. Standards have risen in reading, writing, science and, quite significantly, in mathematics; faster than the national average. Pupils are now achieving well. Weaknesses identified in the last inspection have been addressed very well. The curriculum provision is now much better, assessment procedures are now very good and facilities for information and communication technology are much improved. The school's priorities are now clearly identified in its development planning. All statutory requirements are now met.

STANDARDS ACHIEVED

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

*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*

Achievement levels are good throughout the school. Children in the Foundation Stage achieve well and reach the expected goals by the end of the reception year. In Key Stage 1, pupils' achievement levels are also good and the present standards in reading, writing and science are above average by the end of Year 2. Standards in mathematics are well above average and have improved significantly in recent years. In other subjects, where a judgement could be made, standards are broadly average. The recently confirmed test results for 2003 show that standards are well above average in writing and mathematics and above average in reading. This particularly able group has a high percentage of higher-attaining pupils. Compared with similar schools, standards are well above average in reading, writing and mathematics.

¹ The Foundation Stage caters for children from the age of three to the end of the reception year.

² Key Stage 1, sometimes referred to as the infants, caters for pupils aged between 5 and 7 and refers to pupils who are in Years 1 and 2.

Pupils' personal development is very good. Their moral and social development is fostered particularly well. Good support is provided by the school for pupils' spiritual and cultural development. Pupils' attitudes to school are very good and behaviour in lessons is usually good. Attendance has improved and is now in line with national averages. Systems for monitoring attendance are very rigorous. Punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are generally good overall. Planning is detailed and effective and teachers insist on good behaviour. However, time in some lessons could be used more effectively to increase the pace of learning. Pupils apply themselves to their work and learn well. Literacy and numeracy skills are taught well throughout all curriculum areas. Pupils with special educational needs and those who use English as an additional language make the same good progress as other pupils in their classes. All pupils are included fully in all aspects of school life and are given equal opportunities to learn. Assessment systems are very good and this helps to give pupils guidance on how to improve.

The curriculum is sound, but better guidance could be given to developing pupils' skills in the school's programmes of work for science and the non-core subjects³. Personal, social and health education is well integrated into the curriculum and a good range of enrichment activities, including extra-curricular clubs, is also provided. Care, guidance and support procedures are very good. There are well directed support arrangements and pupils have very good access to advice and guidance. The school's partnerships with parents and the local community are good. Good quality information is provided for parents and consultation arrangements are effective.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The two headteachers give very good leadership and management systems are effective. The evaluation and monitoring of performance and the building of a strong school ethos are particular strengths. The leadership of the key subject areas is good. The work of the governing body is satisfactory. They fulfil their statutory requirements and support the school well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think that the school is very good and they are supportive of what the school is doing. Pupils like school and try very hard to do their best.

IMPROVEMENTS NEEDED

The school has no major weaknesses, but further improvement could be made:

- in lessons, by using time more effectively, so that the pace of learning is quickened and activities are more varied, in order to sustain pupils' interest; and,
- in science and the non-core subjects, by identifying, clearly, the order in which skills are to be taught progressively within the Key Stage 1 curriculum.

³ Non-core subjects are information and communication technology, art and design, design and technology, geography, history, music, physical education and religious education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are generally **above average** in the core subjects of English, mathematics and science by the end of Year 2 and results are improving faster than the national average. Achievement levels are **good** in the Foundation Stage and Key Stage 1.

Standards are generally **average** in information and communication technology, history, geography and physical education. It was not possible to make judgements in art and design, design and technology, music, and religious education because there was insufficient evidence available during the inspection period.

Main strengths and weaknesses

- Standards are above average in reading and writing and well above mathematics at the end of Year 2 and are improving faster than the national rate.
- Teaching and learning are good throughout the school.
- Pupils have positive attitudes to work, which ensures that pupils achieve well.
- Leadership and management of the core subjects, special educational needs and the Foundation Stage are good and are well focused on raising standards, especially through the analysis of performance data.
- Assessment procedures are very effective and used well to target improvement in pupils' performance.

Commentary

1. Test results in 2002, for pupils at the end of Year 2, were generally above average. In reading, they were average, but in writing and mathematics they were above average. Compared with similar schools, where pupils are drawn from similar backgrounds, results remained average for reading, but above average in writing and mathematics. In science, teachers' assessments indicated broadly average standards, that is, almost 90 per cent of pupils reaching average levels, but well above average for those pupils attaining the higher level 3. The test results in 2003 for pupils in Year 2 were even better. Standards in reading were above average and standards in writing and mathematics were well above average. The inspection found that standards in the present Year 2 classes are above average in reading, writing, and science, and well above average in mathematics. There was limited evidence in a number of non-core subjects, so no judgment on standards can be made on art and design, design and technology, music and religious education. Standards in all other subjects are broadly average overall.

Standards in national tests at the end of Year 2 – average point scores in 2003⁴

Standards in:	School results	National results
Reading	17.0 (16.1)	15.9 (15.8)
Writing	16.1 (15.0)	14.8 (14.4)
Mathematics	17.8 (17.0)	16.4 (16.5)

There were 63 pupils in the year group. Figures in brackets are for the previous year

2. The school's performance in national tests at the end of Year 2 in reading, writing and mathematics has improved at a faster rate than the national average. The table below shows that using the average point score per pupil, reading has improved by 1.7 points, compared

⁴ **Average Points Scores:** The average points scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing this total by the number of pupils with a test result. This calculation is carried out for each subject tested.

with national 0.7 points, writing by 2.2 points compared with the national 1.1 and mathematics 3.7 points compared with the national 1.4 points between 1998 and 2003. Boys' performance is particularly notable; it has risen since 1998 from 13.2 to 16.9 in 2002. This is twice the improvement rate of the national average. The reason stems from very good analysis of data by senior staff, generally good teaching throughout the school, the very effective assessment procedures and pupils' positive attitudes to learning. The performance of boys and girls in mathematics tests are now fairly similar.

Comparison of point scores Parklands and the national trend

	1998	1999	2000	2001	2002	2003
Reading points	15.3	16.0	15.7	16.6	16.1	17.0
National averages	15.2	15.5	15.6	15.7	15.8	15.9
Writing points	13.9	14.3	13.7	15.7	15.0	16.1
National averages	13.7	13.9	14.1	14.3	14.4	14.8
Mathematics points	14.1	15.3	15.9	16.1	17.0	17.8
National Averages	15.0	15.4	16.0	16.2	16.5	16.4

Point score increases

		1998 to 2002	1998 to 2003
Reading	National	0.6	0.7
	School	0.8	1.7
Writing	National	0.7	1.1
	School	1.1	2.2
Mathematics	National	1.5	1.4
	School	2.9	3.7

Standards in the Foundation Stage

Personal, social and emotional development	Above average
Communication, language and literacy	Average
Mathematical development	Average
Knowledge and understanding of the world	Average
Physical development	Above average
Creative development	Average

- The majority of children enter school with levels of attainment, especially in language and literacy and mathematical development, which are below average. However, by the end of Year 2, almost all pupils are reaching average standards and a large proportion attains the above average level in reading, writing, mathematics and science. Pupils achieve well and make good progress over time.
- Achievement in reading, writing and science in Key Stage 1 is good and it is very good in mathematics, where pupils make rapid gains in their learning and attain well above average standards by the end of Year 2. Children in the nursery and reception classes achieve well because teaching is good. Lessons are well planned and matched well to their needs. There is a positive learning ethos in which staff form good relationships with children and have high expectations of their performance. The good start made in the Foundation Stage is further enhanced with good teaching in Years 1 and 2. Teachers' planning continues to be a strength of the provision and pupils learn well, making gains in their knowledge, skills and understanding. Pupils' attitudes to learning are very good. In both the Foundation Stage and Key Stage 1 they are eager to learn and usually sustain concentration well in lessons. They are enthusiastic about activities and behave well. These positive personal and social attributes are an important factor in enabling pupils to achieve well.
- None of the pupils who use English as an additional language are in the early stages of learning to speak English and all are able to have full access to the curriculum. They make similar progress to other pupils, some of them achieving very high standards, particularly in mathematics. This is because they have good command of English for their age. Pupils with special educational needs attain at lower levels than their classmates. They achieve well

during their time in school because they receive good quality support in an atmosphere conducive to learning, and lessons are adapted to their precise needs.

6. Assessment procedures are very good. Teachers have a clear view from an early age of the attainment levels of pupils, by collecting a range of performance information. This information is used effectively to plan lessons which challenge different ability groupings, to modify curriculum plans and set targets for improvement. Teachers make it clear to pupils what they need to do next to improve. The assessment of pupils with special educational needs is also very effective. From the information gained, programmes of work are shaped to suit the particular needs of pupils. They are reviewed regularly to ensure sufficient progress is being made. Because of this good provision, pupils with special educational needs also achieve well.
7. The school has very good systems for analysing performance data. The test results from each year are analysed question by question, and weaknesses elicited by senior staff. This information is circulated to teachers who modify their teaching programmes to ensure weaker areas receive a sharper focus. The headteachers also take a leading role in teaching selected groups of pupils who need extra tuition to boost their performance. This analytical approach has been very successful in pinpointing weaknesses in performance of groups of pupils, especially boys, and then taking concerted action to raise standards.
8. The leadership and management of senior staff, the headteacher, co-ordinators of the core subjects, the Foundation Stage co-ordinator, assessment co-ordinator and special educational needs co-ordinator have also had a significant impact on improving standards and achievement levels. Their expertise, enthusiasm and well-structured approach have gradually brought about improvements in their own specific areas of responsibility.

Pupils' attitudes, values and other personal qualities

Throughout the school pupils' attitudes to learning are **very good**. Pupils' personal development is **very good overall**, with moral and social development being **very good** and spiritual and cultural development **good**. Behaviour is **good**. In the nursery and reception classes behaviour is **very good**. Attendance is **satisfactory** and punctuality is **good**.

Main strengths and weaknesses

- Pupils are keen to come to school, enjoy it and try very hard to do their best.
- The high standard of behaviour in classrooms, in the playground, when moving about the school, and when eating their lunch, contributes significantly to the quality of learning.
- There are very good procedures for raising attendance levels and for promoting good behaviour.
- The school is very successful in the promotion of pupils' personal development including their spiritual, moral, social and cultural development, through assemblies and in other areas of the curriculum.

Commentary

9. The pupils' very good attitudes to school contribute significantly to the way in which they achieve. In the Foundation Stage children's attitudes are very good. By the end of the Reception year children are reaching above average standards in their personal and social education. Boys and girls are equally enthusiastic about school activities, trying hard and endeavouring to do their best. When talking to inspectors, pupils in Year 2 expressed a liking for hard work, one saying 'It's more interesting and you learn things better than if it's easy'. Though still quite young when given the chance to be responsible or display initiative, the pupils happily volunteer, undertaking the activities diligently and with enthusiasm. They relate easily with adults, although never in a disrespectful way. The pupils are taught to be polite to visitors and to other members of the school community and to show an awareness of the needs of those less fortunate than themselves, when, for example they involve themselves in charitable activities. They listen carefully and courteously to teachers, almost all willingly participating in question and answer sessions, doing so in a sensible and mature way. There is a keenness to collect rewards for good behaviour and effort. Inspectors confirm the view of parents that

through its strong social development programme, the school ensures that the pupils are successfully helped to become mature and responsible individuals.

10. All staff promote the understanding of right from wrong consistently. The school has very high expectations about how its pupils should behave, and, with very few exceptions, the pupils rise to meet these. This clear moral code provides a firm basis for the ethos of good behaviour that is reflected in the pupils' behaviour in classrooms, in the playground, when moving about the school, and when eating their lunch. This is good overall and is often very good, especially in the nursery and reception classes. Rewards and sanctions are well understood and accepted by the pupils. Pupils have some concerns about the behaviour of some of their classmates, in particular, pupils in Year 2 recognise that, occasionally, some of their class can be 'naughty', but, overall, they find other pupils friendly and well behaved. Attendance levels for pupils with special educational needs are generally satisfactory. Pupils usually show good levels of enthusiasm and confidence during activities, and their behaviour is usually as good as their classmates.
11. Through assemblies and class discussions the pupils are taught to reflect on their own actions and those of others, to show consideration for others, to listen to others and to learn to respect their views. Harmonious, social relationships exist throughout the school community. The pupils work well on their own, or in groups, readily taking turns and offering to help each other. Break times are pleasant, social occasions when the pupils behave very well; boys and girls of all ages playing happily together. There is no evidence of any form of oppressive behaviour. However, some unsatisfactory behaviour was observed in one class where the teacher's management strategies were not secure, but elsewhere no unsatisfactory behaviour, other than of a very minor nature, was observed. It has not been necessary to exclude any pupils in recent times.
12. The school's arrangements for pupils' spiritual development, including collective worship, have improved since the school was inspected previously and are now good. In assemblies and the best lessons the pupils are given time to reflect and consider what they have learnt and how it impacts on their daily life.
13. Pupils' cultural development is good. Pupils are provided with a range of opportunities to appreciate their own cultural traditions and those of others. Much of this is delivered through the curriculum, for example through stories from other cultures and religions, religious education lessons, history and geography lessons, and the work of a range of artists. A variety of musical styles, presented at the start and close of assemblies, stimulates pupils' interest. These enhance pupils' awareness of customs and traditions in their own lives and those of others, preparing them well for life in a multi-cultural society.
14. Historically, attendance has been in line with that achieved nationally, but dipped in 2001-02 to well below average. It recovered last year, although unauthorised absence was high because of the school's rigorous approach to recording it, including recording as absent anyone arriving later than 15 minutes after registration. Punctuality in the morning is good. When instances of lateness occur, they are of a minor nature and are not disruptive to lessons. Attendance procedures are very good. Registration procedures are efficient. Records of attendance are properly completed and monitored. There are very good procedures to deal effectively with any unexpected absence. The rigorous recording of absence adversely affects the school's published attendance statistics when compared with those for many similar schools nationally.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.8	School data:	0.8
National data:	5.4	National data:	0.5

The table gives the percentage of half days (sessions) missed through absence for 2002/03 compared with the national statistics for 2001/02, the latest year for which they are available.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The quality of teaching and learning are generally **good** and the assessment of pupils' work is **very good**.

Main strengths and weaknesses

- Teachers plan their lessons well and provide challenging, well matched activities that enable pupils to acquire knowledge, skills and understanding.
- They insist on good behaviour in lessons and ensure that pupils concentrate and apply themselves to tasks.
- The pace of some lessons in Key Stage 1 is only moderate and teachers do not provide enough variety of activities to sustain all pupils' interest.
- Assessment procedures are very good and teachers provide pupils with good guidance on how they can improve.

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5	11	8	2	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

15. Teaching and learning are good in about two-thirds of lessons, and almost a fifth is very good. The majority of very good lessons are in the Foundation Stage. Teachers in this phase are skilful and use effective methods to challenge and inspire children. Two unsatisfactory lessons were seen. These were due to inappropriate class management approaches in Key Stage 1, which led to unsatisfactory behaviour by a small group of pupils. Overall, the quality of teaching and learning has improved, since the last inspection, from satisfactory to good. The percentage of good and very good teaching has risen quite markedly, although unsatisfactory teaching has increased slightly. Teaching and learning in the key areas of English and mathematics are good. Teachers have good subject knowledge and provide pupils with good technical information, which enhances their learning. The regular use of literacy and numeracy skills in other subjects also enhances pupils' performance.
16. Teachers plan their lessons well. They set clear objectives for what they want pupils to learn and often share these with pupils at the start of the lesson. The planned activities take into account the different levels of ability within each class. The tasks set are usually well matched and challenge pupils in order that each group acquires good levels of knowledge and understanding and improve their skills. Homework is also used effectively to support learning. In the nursery some novel strategies are employed, such as setting out fruit to promote good examples of colour and texture. Children feel the prickly skin of the pineapple or the smooth surface of a peach, before drawing and painting their selected items of fruit.
17. There is usually a good learning ethos in classrooms. All pupils are fully involved in learning, including those from ethnic minority backgrounds. Pupils are eager to learn because teachers use positive management strategies of praise and encouragement. They make it clear what is expected of pupils at the start of the lesson, as in a games lesson in Year 1, when safety and organisation rules were explained clearly. As a result, when the teacher said 'stop', everyone held their ball still and listened. Pupils concentrate well in lessons. They apply themselves well and keep on working, even when the teacher is paying attention to another group in a different part of the classroom. Teaching assistants make a valuable contribution to lessons by supporting pupils' learning; this is especially the case in the Foundation Stage.

18. Most lessons move along at a reasonable pace, but some teachers in Key Stage 1 spend too long over the introduction and this limits the time available for completing tasks. Although teachers' descriptions are clear, and question and answer sessions aid the learning process, pupils find this monotonous after a time and become fidgety. Skilful teachers vary their approach and introduce paired discussion and opportunities to make jottings on whiteboards in order to retain good levels of pupils' interest. Time reminders are not used enough to spur pupils on to complete their work within the allotted time.
19. Teachers plan well for pupils with special educational needs. There is very good support, which ensures that pupils retain good interest and learn and achieve well. Teachers write good quality individual education plans with clear, short-term targets and update them regularly. Appropriate literacy and numeracy tasks are set, and pupils receive good support, which ensures that they retain interest in what they are doing. Assessment is very good and carried out regularly and frequently this enables pupils to make good progress like their classmates.
20. There are a small number of pupils in school who use English as an additional language. Most of these pupils enter school in the Foundation Stage and have had the benefit of a good start to their education, especially in communication, language and literacy. There is no specialist support for these pupils but teachers identify their needs through very good assessment procedures and tailor their teaching styles to meet their particular needs.
21. The school has made great strides in improving its assessment procedures. At the last inspection these were judged to be unsatisfactory. Evidence now indicates that they are very good. Children are assessed from a very early stage in the nursery, both formally and informally. Wherever possible, the school tries to make assessment part of the normal teaching and learning programme. Teachers keep informal jottings in their notebooks, make pertinent comments on their planning sheets and write informative comments in reading-homework diaries and on work produced in pupils' exercise books. These help to build a picture of pupils' attainment levels, what is being achieved well, or what has not been learnt. There is formal assessment in most subjects. In writing, pupils' work is annotated by teachers and 'levelled' to compare pupils' attainment with nationally expected standards. From this wealth of information teachers are able to set targets for further improvement. Predictions for pupils' attainment at the end of Key Stage 1 are modified, depending on the progress made by pupils. Additionally, careful analysis of national tests enables the school to improve its curriculum provision and ensures that pupils reach their full potential by the end of Year 2.

The curriculum

The school provides a **satisfactorily broad** and balanced curriculum with several strengths. There are **good** opportunities for enrichment activities and the quality and quantity of accommodation and resources is **satisfactory**. This represents **good** improvement since the last inspection.

Main strengths and weaknesses

- Pupils with special educational needs are provided for well throughout the school.
- The school promotes pupils' personal, social and health education well.
- All pupils are treated fairly, with high levels of respect, and they have good opportunities to participate in activities.
- There is good provision for children to move confidently from the Foundation Stage to Year 1, and from Year 2 to the nearby junior school.
- There are good opportunities for pupils to take part in extra-curricular clubs and in art and design activities.
- The steady development of skills is not emphasised clearly in teachers' medium and short term plans.

Commentary

22. Clear planning in all subjects ensures that the required areas of the National Curriculum and religious education are covered satisfactorily. The school Foundation Stage curriculum covers

all the specified areas of learning thoroughly. There are useful policies and schemes of work for all subjects which detail topics from the nursery to the end of Year 2. This rectifies a previous weakness, but there is still insufficient, regular reference in planning to the systematic development of pupils' skills. Collective worship is well adapted to the needs of young children and meets statutory requirements.

23. The school is acutely aware of the pupils who have special educational needs. Teachers' planning, especially for literacy and numeracy lessons, refers clearly to the targets in pupils' individual education plans. Pupils work in small groups at appropriate levels and receive good support from teachers and assistants. Activities are planned in other subjects which ensure that pupils with special educational needs are able to participate fully. A particularly successful feature is the help that parents give in completing small projects at the weekends. These reinforce what pupils know and build their confidence well. Individual education plans are reviewed regularly, and pupils and parents are involved appropriately. The small number of pupils who use English as an additional language are catered for well. Few are at an early stage of learning to speak English. Where necessary, teachers adapt set tasks to suit their particular needs.
24. Provision for personal, social and health education is good and permeates all aspects of school life. A clear programme delivered through regular short class discussions and assemblies, combined with high expectations by adults, develops pupils' personal and social skills well. Older pupils, through discussion, become aware of leadership and the responsibility of organising others. In science, pupils learn about babies and the reproduction of plants, and the dangers and benefits of medicines.
25. There is a very good ethos of mutual respect and thoughtfulness so that pupils feel safe, confident and happy in school. All pupils, especially those from ethnic minority backgrounds are included properly in curriculum activities and their cultures are shared with other class members. Pupils are well known to staff who constantly analyse how well they are doing and amend their plans accordingly for English, mathematics and science. However, there is limited evidence that this happens systematically in all other subjects. Staff select groups of pupils in order to boost their performance. These sessions take place outside lessons so that pupils do not miss basic learning opportunities.
26. Staff visits within the school, and from the junior school, and visits by children to their new classes, help pupils to make a smooth transition from one stage of their education to the next. Children in the Foundation Stage are prepared well for their move into Year 1, and arrangements are in place for lower attaining pupils to continue to work at appropriate levels. All schemes of work include a full range of learning opportunities from the start of Foundation Stage to the end of Year 2. Detailed and very useful assessment information is updated frequently and is passed to new teachers.
27. The school regularly updates the curriculum and improves learning opportunities. Breakfast and after-school clubs have been set up and an interesting, well-attended variety of clubs have been established since the last inspection. Pupils go on educational visits, and visitors, such as artists, and Derby County football coaches, come into school and enrich the pupils' skills.
28. There are a good number of appropriately qualified teachers in the Foundation Stage and a satisfactory number in the main school. Many teachers are part time, but this does not detract from the overall quality of teaching. There is a satisfactory number of qualified nursery nurses, who give good support throughout the school. Resources are adequate. The open-plan nature of the school and small size of the teaching areas makes the accommodation only satisfactory overall, but the outside facilities, including the wildlife garden and the Foundation Stage play area are spacious, well maintained and delightful. There is easy access for pupils with disabilities.

Care, guidance and support

The way in which the school provides for pupils' care, welfare and health and safety is **very good**. The school is able to offer **very good** support, advice and guidance to its pupils to help them learn, because of its very good assessment strategies. There is **satisfactory** involvement of pupils in the work of the school.

Main strengths and weaknesses

- The school provides a warm, orderly, caring and safe environment in which all pupils flourish.
- The school meets its obligations for child protection and for ensuring pupils' welfare very well.
- Parents are very happy with what the school provides for their children.
- The school's very effective support enhances the quality of education provided by ensuring that pupils can work in secure and happy surroundings.
- Very good induction arrangements ensure that children starting school settle into their school life quickly and happily.
- Teachers know the pupils well, as individuals, and this ensures pupils have very good access to appropriate support, advice and guidance.

Commentary

29. As at the time of the previous inspection the school undertakes its responsibility for ensuring that its pupils work in a healthy and safe environment very well. There is a consistency of approach that results in well-ordered, stimulating and pleasant surroundings in which pupils are able to learn effectively.
30. Regular risk assessments and effective supervision, both in class and at playtimes, ensure that statutory requirements are met and the physical wellbeing of all is protected. All pupils are treated fairly, and their learning is helped by the way in which their welfare needs are met, whatever their age, sex, background or special needs. The pupils are happy at school and confidently turn to adults when they want help or advice, knowing that they will be listened to sensitively and with respect. Pupils' views are respected and taken notice of, a situation that is intended to be further developed as the school implements its plans for a school council later in the term. Pupils in Year 2 find nothing of significance that they would change and tell inspectors that the school is a good one because the teachers 'look after us'. This is recognised and appreciated by parents. Pupils with special educational needs receive the same high quality support as other children. Although there is no specialist support for pupils who use English as an additional language, teachers ensure that their needs are fully met.
31. There is very good support for children joining the school or starting their school life and they benefit from the school's good induction arrangements that include home visits by members of staff and sensitive discussions with parents to ensure that the transition is as smooth as possible. The success of this strategy is seen in both the nursery and reception classes, where the children have already settled happily into school life.
32. Procedures for child protection are very good. Staff are fully aware of their responsibilities and are attentive and conscientious in their approach to the proper support of the pupils in their charge.
33. Even at this early stage in the school year, teachers and support staff already know their pupils well, due to effective liaison between year groups. All staff respond sensitively and positively to individual needs. The school is successful in including everyone and harmonious and caring relationships exist both in and out of the classroom. Teaching assistants are conscientious in fulfilling their role in support of the teachers. There is good support during lunchtimes that has a positive effect on behaviour and safety. First-aid arrangements are very good and the school's procedures for dealing with minor accidents are very well organised.
34. The school's arrangements for the monitoring and support of pupils' personal development are very good. Both formal and, more particularly, informal exchanges of information between teachers and support staff ensure that they are aware of pupils' individual needs. The high

quality of assessment information that results means that there is very good recognition of how well pupils are doing and what support is appropriate. This ensures that pupils' have ready access to well-informed support, advice and guidance to help them achieve their best and do not 'get lost in the system'. The school is successful in helping the pupils mature into well-rounded individuals as they progress through their school life.

Partnership with parents, other schools and the community

The school's links with parents, with the community and with other schools are **good**. They contribute well to pupils' learning.

Main strengths and weaknesses

- Parents are supportive of what the school is doing. They think it is a very good one.
- Good information is provided for parents, and this has some very good features.
- Information for parents about the curriculum, although satisfactory, could be improved.
- There are good consultation arrangements and parents are fully involved.
- Good links with the local community and adjoining partner schools, as well as a lot of business involvement.
- Parents generate significant funds through a range of activities.

Commentary

35. The school recognises the importance of good relationships with parents and works hard to promote its partnership with them. The family room is a positive feature of how the school provides for them. Parents feel that the school is a very good one that works closely with them. They have few concerns about what the school provides for their children.
36. The school's partnership with its parents is good. It reaches out to them and encourages them to be involved in the work of the school, valuing their views and involving them in its planning. Those able to help make a positive contribution to their children's learning. Parents appreciate the help given to ensure a smooth start to school life for their children and the guidance they are given about how they can support the work of the school at home. Parents and other helpers are always made welcome, whether visiting the school seeking information and guidance, or to support the school by offering to help in its day-to-day activities. Many do so, making a significant contribution to the work of the school. There is a supportive 'Friends' group that fosters relationships between home and school. Its activities provide opportunities for parents, staff and pupils to socialise and raise funds that provide much welcomed additional financial support to the school.
37. The overall quality of information provided formally by the school is good. The school prospectus and governors' annual report to parents have improved since the school was last inspected and now meet statutory requirements. The prospectus is a well-organised, very comprehensive document enlivened by effective use of photographs and samples of pupils' work. Class letters, newsletters, parents' meetings, questionnaires, pupils' annual reports and curriculum evenings provide parents with a wide range of information about school activities and the progress made by their children. However, more information could be given to parents about the topics being covered by classes on a termly basis. This would enable parents to give their children more support in their learning. There is no reason for parents to feel ill informed about any aspect of their child's or the school's activities and achievements, providing they take advantage of the opportunities presented to them.
38. Parents are informed of their child's progress and development at formal parents' evenings throughout the year and, annually, through a written report, which parents like, judging them to be individual, 'not just box filling'. The quality of reporting is satisfactory overall. Parents are presented with reports that give them a generally good view of what their children know and can do, although some subject reporting is quite brief and the information provided on how attainment matches that expected is not always consistent. There is good use of a general progress section, with well focused and objective comments, and indications of areas for development, both academically and personally, that is clearly the result of teachers taking

time and trouble to make these reports truly individual. Parents of pupils with special educational needs are well involved in their children's education and give valuable support at home.

39. There is a constructive relationship with partner institutions, with the school benefiting from its association with other schools in the campus group by sharing experiences and best practice. The school's links with the local and wider community are good. Educational visits to the local and wider community, considerable support from the business community, the after school and breakfast clubs, The Toddler Group, the 'buddy' reading initiative with the local secondary school, and a variety of visitors to talk of their experience of the world of work, enrich the curriculum by extending pupils' knowledge and appreciation of the world outside school.

LEADERSHIP AND MANAGEMENT

The headteachers give **very good** leadership and are well supported by senior staff and curriculum leaders. The management of the school is **good**. There are no particular barriers which affect achievement. The governance of the school is **satisfactory**.

Main strengths and weaknesses

- The leadership of the headteachers is very good. They are key figures in school improvement and in the raising of standards.
- Senior staff and subject leaders provide good leadership and management.
- The school monitors and analyses its performance very well and uses financial resources wisely.
- The governors fulfil their role satisfactorily and support the school well but they could monitor school development in a more structured manner.

Commentary

40. The school has made great strides under the leadership of the former substantive headteacher since the last inspection in November 1998. She has built up a strong, dedicated staff team who have tackled weaknesses in the school rigorously and raised standards in the core subjects at a rate faster than the national average. The school's present success is a legacy of the very good foundation laid down after the last inspection. Earlier weaknesses, such as strategic planning, curriculum provision, information and communication technology, and assessment have been addressed well. Existing strengths have been maintained in care procedures, pupils' attitudes to work and the provision for personal development. The prevailing positive ethos and the way in which the school ensures that everyone is treated equally are still key features evident in the school philosophy. The new arrangements for leadership, shared by two part-time headteachers, appear to be working well. The former deputy headteacher is making a promising start to headship, bringing her particular expertise to the role and sharing responsibility for the school. There are positive signs that the new arrangements will work because both headteachers are open-minded, are aware of the pitfalls and eager for the school to make further progress.
41. The senior staff and curriculum leaders manage their areas of responsibility well and give good leadership. There are particular strengths in the leadership and management of mathematics, English, science, the Foundation Stage, assessment and special educational needs. The area of special educational needs is well led and managed by an experienced co-ordinator who is ably supported by the headteachers. Support staff are all well trained and are placed where their help is most needed. In other subject areas there are fewer opportunities for development, because the school has concentrated, quite rightly, on the core subjects, but nevertheless purposeful audits, monitoring and financial planning are undertaken effectively. The school ensures that over time subjects are brought to the forefront and reviewed in the light of school and national developments.
42. A key factor in school improvement has been school self-evaluation, monitoring, sharp analysis and taking effective action to address perceived weaknesses. A very good example is

revealed in mathematics. In 1998, National Curriculum test results were below average in mathematics. School data showed poor performance, especially by boys. Test results were examined in detail and target areas for improvement identified. The headteachers gave extra tuition to pupils to boost their performance in their weak areas of learning. The strategy has paid off, as the 2003 test results in mathematics are well above average and boys are performing at the same level as girls. This very good approach extends to the analysis of performance of all groups, including ethnic minority pupils. This enables all groups to achieve well and reach their full potential. School resources and finance are channelled effectively into key priorities. In recent times, provision for information and communication technology was regarded as a weakness. Finance has been used wisely to buy computers and to re-furbish a former kitchen area as a computer suite. These initiatives have contributed to a rise in standards in the subject. The school's budget share is below average, when compared with schools nationally, and staffing costs are quite high, so the senior staff have to think carefully about budget decisions.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	445,141
Total expenditure	432,692
Expenditure per pupil	1,888

Balances (£)	
Balance from previous year	28,557
Balance carried forward to the next	22,449

43. The governing body fulfils its responsibilities satisfactorily. All statutory requirements are met and the governors contribute effectively to the completion of information for the governors' annual report to parents and the school prospectus. The governors help to shape the direction of the school, through their involvement in school improvement planning. There is a close and fruitful professional relationship between the Chair of Governors and the headteachers. Major decisions are carefully considered and advice sought from various agencies before embarking on new initiatives. The recent appointment of two part-time headteachers, the former substantive headteacher and the former deputy headteacher, exemplifies this well-considered approach. It was conducted in a thorough and businesslike fashion, with all parties being fully consulted. The commitment of the members of the governing body is evident by the way in which they visit school regularly to support staff and pupils during the school day and in the positive relationships they have developed. They gain an informal impression of day-to-day school life through these visits. However, formal monitoring arrangements to assess the strengths and weaknesses of the school are less effective. At present, for instance, there are no specified governors for literacy and numeracy, and the school needs to replace the governor responsible for special educational needs when the full governing body meets later in the term. Monitoring systems could be more rigorous, in order to enable governors to form a more accurate picture of overall school performance.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**.

44. Children enter the nursery with attainment which is slightly below average in all areas of learning, except physical development which is broadly in line. They leave the reception classes with standards that are broadly in line with what is expected for their age in most areas of learning, but which are above expectations in personal, social and emotional development and in physical development. The children achieve well because the teaching is good in all the areas of learning and the curriculum is well planned. Both these areas have improved since the last inspection. Relationships between adults and children are a particularly strong feature. The large team of teachers and support staff are very well organised and activities generally well matched to the children's abilities, this is due to strong leadership. Careful assessment is made of children's achievements and these are regularly recorded so that progress can be monitored and targets set for the following year. This, too, shows good improvement since the last inspection. The very few children with English as a second language make good progress because of the individual attention given to their particular needs. All children are fully involved and included in the curriculum provision.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because the staff create a secure, purposeful atmosphere, setting high expectations of behaviour and responsibility.
- The very good daily routines, established when they start in nursery, help children become self-confident and achieve well.
- Detailed knowledge and understanding of the children's needs help staff provide good individual support.

Commentary

45. Through very good organisation, teachers and other staff ensure that children are purposefully employed in a rich variety of activities. This enables children to move confidently from task to task with very little opportunity to be bored or behave in an unacceptable way. Throughout the Foundation Stage, staff engage with the children very well, helping them to take turns and by encouraging sharing. The way in which adults talk with the children and show respect sets a very good example. Children make very good progress and by the time they move into Year 1 are mature, very well-behaved and able to work hard, both independently and within a small group. Children achieve well and reach above average standards in this area of learning.
46. Daily routines are well established in both the nursery and reception classes and this ensures that the children feel secure and confident and settle quickly. The transition from home to nursery is greatly helped by good links with parents, including home visits to new families. The calm, but busy, start to the day in nursery helps parents see their child register their own name and then happily engage in a chosen activity. It also provides an opportunity, if needed, for a word with a member of staff. New three-year olds quickly settle down following the good examples set by the older children. The more formal, but equally calm start in the reception classes enables the children to take greater responsibility for their coats, reading bags and lunch boxes and provides time for the children to chat to their teachers. In reception, children also change for physical education lessons with very little adult help, showing increasing responsibility for their own actions. In moving to the hall they line up very quietly and move sensibly, showing care and respect for others working in school. They delight in taking responsibility for holding doors open and ensuring they are securely closed behind them.

47. Very good systems are in place which enable staff to hold discussions with parents before the children join the school. From this secure knowledge base, staff have a good understanding of each child's needs and use this to provide very appropriate individual care. Children with special educational needs are identified at an early stage and relevant individual learning programmes are created for them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff use opportunities very well in most areas of learning to develop the children's language skills, but literacy skills are less evident. Teaching is good overall.
- Careful assessment of individual children and good planning of challenging activities enables the children to achieve well.

Commentary

48. Children's communication skills, that is speaking and listening, are very well developed through all activities. In the nursery, for example, all staff engage in meaningful conversations with the children, asking them open-ended questions which demand answers, not just replies of 'yes' or 'no'. As they get older, children in reception have further demands made on them as they are expected to explain their answers. In a very good physical education lesson the children were consciously taught the meaning of 'control' and were given opportunities to explain their actions and how they were 'controlling' the bean-bag. In addition, there are carefully structured activities which specifically develop reading skills, such as phonics (the sounds which letters make). Information and communication technology is also used well to reinforce reading skills. Using computers, a few very able children in reception really enjoyed matching simple rhyming words, like seeing the 'hat' go on the 'cat' when they selected the correct word. Some staff are less skilled when using group story times and miss opportunities to develop literacy skills, such as helping the children retell the story and talking about the main characters. Standards are average by the end of the reception year in this area of learning.
49. Whatever the activity, all staff make notes of the children's achievements and these are carefully recorded enabling children's progress to be monitored and appropriate activities to be planned for further learning. In the nursery there are daily, small group sessions in which children develop a love of stories and rhymes and these also help them to understand that printed text conveys meaning. Numerous opportunities are also provided for the children to make their own marks by 'writing' to convey their messages. By the time they leave reception, they can write their own names, their handwriting is mostly very well formed and many can independently write a number of simple, phonic words, such as 'can', 'bat', and 'dog'. Higher attaining children write simple sentences.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children's attitudes to mathematics are very good and they enjoy all aspects of mathematical development.
- Most activities are well matched to children's abilities and provide appropriate challenge, but a few of the more able children are not always sufficiently challenged.

Commentary

50. Teachers in the Foundation Stage make the learning of mathematics fun and consequently the children are excited and motivated to work hard and most achieve well. By the end of reception most children have achieved the early learning goals⁵. Adults question the children whilst engaged in a variety of tasks, constantly encouraging mathematical language and understanding. Counting rhymes and songs play an important part in reinforcing children's early concepts of counting and adding and subtracting. These are used well in both the nursery and reception classes. There is a good emphasis on using exciting practical activities. In a reception class the teaching assistant took a group outside to play skittles as a way of practising simple calculations and, particularly, to reinforce the children's understanding of 'zero'. The song 'Five little ducks went swimming one day' was also used very effectively to help a group of lower ability children in reception match numerals with objects.
51. Most activities are well planned and provide good assessments of the stage the children have reached in their learning, and these activities also reinforce and extend learning. In the nursery, as a group of four-year-olds were using dice to identify and count numbers to six, the teacher extended the task for a particularly able child by getting her to count and add together the dots on two dice. However, in a reception class lesson a few more able children were not challenged so well as the whole-class activity and group task, counting beyond 10, did not make enough demands on the children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Good planning ensures that this wide area of learning is covered well.
- The development of information and communication technology skills is good.

Commentary

52. Good planning, based on half-termly topics, ensures that children enjoy a wide range of experiences, which help them discover and understand about simple science, information and communication technology, history, geography and religious education. On starting in nursery, the majority of children have had very limited experiences, and overall their knowledge and understanding is below expectations. The rich curriculum they enjoy means that by the time they move into Year 1 standards are broadly in line, and children reach the early learning goals. Early scientific concepts were observed being encouraged in the nursery, as children experimented using two basic colours to create a third. During a lesson about babies, children in reception developed their understanding about caring for others and considered their own past history. Achievement in this area of learning is good.
53. Good planning is also significant in helping children make good progress in learning about information and communication technology. In both the nursery and reception classes children learn to control toys and equipment, and in reception, through good use of time in the computer suite, they are taught technical skills. In a very good lesson, the correct terminology for different pieces of equipment was reinforced and children were taught the correct use of a 'mouse'. Most made very rapid progress during the lesson and showed appropriate skills in manipulating the cursor and 'clicking' to select objects.

⁵ The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

PHYSICAL DEVELOPMENT

Provision for physical development is **very good**.

Main strengths and weaknesses

- Children's achievements in learning are good; they move with control and co-ordination.
- Teachers' knowledge and understanding, leads to good planning and high expectations.

Commentary

54. Many of the children in reception are already reaching the standards expected by the end of the Foundation Stage. In the hall, children in reception move and balance on different parts of their bodies, showing very good awareness and control. In particular, their skills of throwing and catching are developing very well, due to good teaching. Levels of achievement in this area are good.
55. Children come into the nursery with skills which are broadly in line with those expected for their age. These are recognised and built upon by good teaching and especially good planning. The outside play area is used well and teachers interact meaningfully with the children, encouraging them to try new ways to go over, under and through climbing apparatus. Fine manipulative skills are also developed well through good provision of activities in which children practice using small tools, such as scissors, paint brushes, pencils, and through threading, as well as playing with construction toys. In reception, the teachers continue to challenge the children and have high expectations of their physical ability. As a result, children show good control and a good awareness of space. Children in one reception lesson worked amazingly hard when challenged to throw a bean-bag in front of them so accurately that they would be able to move forward and catch it. Several of them thought they would not be able to do it, but, in the end, were thrilled to have succeeded.

CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Planning of a good range of activities, which provide the children with opportunities to explore and experiment.

Commentary

56. Each day children in the Foundation Stage experience a wide range of activities, many of which provide good opportunities for them to use their imagination in a variety of ways. In the nursery, paint and drawing equipment is always available and there is an area for role-play. Specifically planned activities, such as one seen using a range of fresh fruits, enabled the teacher to engage the children in conversation as they explored colour, texture and shape and learn the names of the fruits. Singing sessions are planned as a regular feature in both the nursery and reception. Children really enjoy these sessions and join in enthusiastically. They are helped to improve their singing by varying the volume and speed. In this area of learning children achieve well and reach average standards.

SUBJECTS IN KEY STAGE 1

ENGLISH

The English provision within the school is **good**. Literacy skills are promoted well and consolidated effectively.

Main strengths and weaknesses

- Standards are above average in reading, writing and speaking and listening, and pupils achieve well. Overall the standards are improving at a faster rate than the national average.
- Leadership and management are strong, especially the evaluation and analysis of performance.
- Teaching and learning are good but time in lessons could be used more effectively.
- Assessment procedures are very good and make a valuable contribution to improving pupils' overall performance.
- Pupils' attitudes are very positive. They are keen to learn and do their best.

Commentary

57. Standards in English at the end of Year 2 are above average in reading, writing and speaking and listening. The 2003 national tests show a fairly similar picture with above average standards for reading and well above average standards for writing. Compared with similar schools standards are well above average; this confirms the upward trend of standards in English since the last inspection. Standards have improved faster than the national average since 1998, as is shown in the table below, which compares the school's points with national averages:

	1998	1999	2000	2001	2002	2003
Reading points	15.3	16.0	15.7	16.6	16.1	17.0
National averages	15.2	15.5	15.6	15.7	15.8	15.9
Writing points	13.9	14.3	13.7	15.7	15.0	16.1
National averages	13.7	13.9	14.1	14.3	14.4	14.8

58. Standards are above average in speaking and listening because pupils are given opportunities to practise their skills at the beginning and end of lessons. They are encouraged to speak clearly and respond to questions confidently, often with full sentence answers. In reading, there are well structured reading sessions and good support from parents at home. Phonic skills, which enable pupils to break down words into separate parts, are taught well. There is a good match of reading material to pupils' stage of development. Pupils are taught to write in a lively style with an appropriate focus on punctuation. Regular practice and guidance on handwriting enables higher-attaining pupils to form a joined legible style by the end of Year 2. Pupils achieve well because teaching is well structured and concentrates on the basic skills. The school's assessment system also identifies pupils who need additional support and those who need further challenge. Focused groups are formed from the resulting information and the headteachers concentrate on teaching the important elements of English that will raise the attainment levels of selected pupils. Pupils with special educational needs are catered for well. Well-matched programmes of work and expert support staff ensure that they achieve well considering their poor attainment. Those pupils for whom English is an additional language also make good progress. Most of those children begin school in the nursery and are taught basic English at an early stage so that, by Year 1, they are capable in reading, writing and speaking and listening.
59. The leadership and management of the subjects are very good. Teaching and learning are monitored regularly by senior staff and the evidence that is unearthed is used to modify the curriculum and teachers' planning. The co-ordinator analyses test results systematically in order to pick out strengths and weaknesses in the school's provision. Once these have been identified and agreed with staff, a curriculum programme is put into place to rectify any perceived weaknesses. The curriculum leader is enthusiastic, knowledgeable and provides a good role model for staff and pupils.

60. The quality of teaching and learning are good. Teachers have a good knowledge of the subject; they plan well for different ability groups and insist on good standards of behaviour in lessons. All pupils are given opportunities to make progress by acquiring the skills, knowledge and understanding, as laid out in the National Literacy Strategy, to match their capability. There are few weaknesses in teaching and learning, but teachers could use time more effectively by spurring pupils on in lessons to complete tasks by a set time. There are occasions too when the introduction to lessons is too long and relies too much on question and answer sessions. Pupils with poor concentration become fidgety and start to lose interest because there is little variation in teachers' approaches.
61. Assessment procedures are very good. Teachers have several very effective strategies for monitoring pupils' performance on a daily, weekly and termly basis. They make simple jottings in notebooks and on planning documents, which indicate how well pupils are achieving. This is used to modify planning and provide suitably matched work. Termly writing tasks are analysed by staff and 'levelled' to enable teachers to compare the school standards against the national picture. From the wealth of information gained, teachers have a clear picture of pupils' performance and what they need to do next to improve. A set of improvement targets are shared with pupils so that they know what the next step of learning is to be.
62. Pupils are enthusiastic learners. The positive school ethos that has evolved over the years encourages pupils to try hard. They listen well and follow the text carefully when teachers use 'the big book'. There is obvious enjoyment in reading. Smiles appear on pupils' faces as the plot unfolds and becomes more humorous. Pupils settle to tasks well and usually concentrate hard. Relationships are good in the classroom and pupils support each other well, as in a spelling activity in Year 2. Behaviour is almost always good. In the main, work is well presented.

Language and literacy across the curriculum

63. Literacy skills are taught well and pupils have a good level of competency. The good teaching in English lessons is supported by interesting activities in other curriculum areas. For instance, in history when pupils in Year 2 wrote as eye witnesses at the Great Fire of London. The work was well punctuated and embellished with lively language. There is evidence of the use of information and communication in English for word-processing, but this is at an early stage of development.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Very detailed analysis of test data is used to identify and address weaknesses. This has made a significant contribution to the rapid rise in standards since the last inspection and they are now well above average by the end of Year 2.
- The subject leader is extremely knowledgeable and uses her expertise to provide excellent leadership. Good monitoring has improved the quality of teaching, which is now consistently good.
- Very good assessment and recording systems enable appropriate, challenging targets to be set for individual pupils. This is a major improvement since the last inspection.
- The development of numeracy in other subject areas is improving, but this is not reflected in planning or evident in many lessons.

Commentary

64. Standards achieved by pupils in the 2003 national tests were very high in relation to their attainment on entry, showing that they made very good progress in both Year 1 and Year 2. Pupils in the current Year 2 are also achieving very well, though test results may not be quite so high next year due to the lower starting point of several pupils. The careful and extremely

detailed analysis of test data by the co-ordinator is a very significant element in the high achievement of all pupils. The analysis identifies which areas of mathematics and the type of questions pupils find difficult, as well as revealing common, recurring mistakes. It also highlights how different groups of pupils, for instance boys and girls, perform with different styles of questions. This valuable information is shared with class teachers and subsequently used to improve teaching and to target weaker areas. The table below demonstrates the school's improvement over time, by comparing its results with the national average.

	1998	1999	2000	2001	2002	2003
Mathematics points	14.1	15.3	15.9	16.1	17.0	17.8
National averages	15.0	15.4	16.0	16.2	16.5	16.4

65. The co-ordinator provides excellent leadership. Her knowledge and expertise has ensured that teaching and planning is carefully monitored, and as a result teaching is consistently good throughout the school, and occasionally very good. Teachers show a good understanding of the National Numeracy Strategy, and use it successfully. Information and communication technology is used occasionally in lessons, but is not yet completely imbedded in the provision. However, teachers are usually clear about what they want the pupils to learn in mathematics, and carefully plan challenging tasks for different ability groups. Whole-class sessions at the start and end of lessons are, at times, less challenging for the full range of abilities. For example at the start of a lesson, using simple, small numbers, pupils in Year 2 were taught a very good strategy to quickly find the difference between two numbers. Well-matched individual tasks enabled them to practise this, using numbers relevant to their ability. The most able pupils used the strategy to find the difference between numbers, such as 179 and 186, whilst the least able, including some with special educational needs, were given good support by the teaching assistant to work with numbers to 20. At the end of the lesson, whilst reinforcing the strategy, the teacher only made reference to low value numbers. Overall, the very good management of classes and pupils' eagerness to learn and make progress are key factors in pupils' very good development of knowledge, skills and understanding in mathematics.
66. Pupils' achievements are regularly assessed and recorded. Very good tracking systems are now used to monitor individual levels of attainment of all groups of pupils, including ethnic minority groups. From this tracking, it is predicted what standard each pupil should reach by the end of the year and targets are set to help reach this. Progress is reviewed termly and targets adjusted, often needing to be raised because of the good progress made. Where insufficient progress has been made, reasons are carefully explored and adjustments made to the planning and teaching. This shows very high quality care and provision.

Mathematics across the curriculum

67. Progress has been made in developing numeracy across the curriculum since the last inspection and there are examples of good practice, for instance in science where graphs are used regularly, and in a Year 1 lesson, when pupils were observed comparing their heights. However, it is generally incidental and not carefully planned to link with work in mathematics lessons.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The percentage of pupils who attain above average levels is very high.
- Teachers ensure that all strands of the National Curriculum programme are given equal emphasis.
- Assessment is thorough and teachers use it well.
- Leadership and management of the subject are clear.
- Pupils do not always have the opportunity to engage in individual research during investigations.
- The skills that pupils are to learn are not shown clearly in medium- and short-term planning.

Commentary

68. Teachers' assessments in science show that pupils' attainment at the end of Year 2 is above average. This has been at similar levels during the past two years, with a very high percentage of pupils attaining above the expected level compared to similar schools. Analysis of pupils' work from last year and very early evidence from this year confirms that many pupils attain at expected and above average levels, and that their understanding is good. There is limited written evidence that pupils attain above expectations, because emphasis last year was placed on developing pupils' verbal skills. These are good and pupils use scientific vocabulary confidently. For example, a pupil in Year 2 during a lesson about the effect of adding water to substances, used the term 'reverse' correctly and explained its meaning clearly. Pupils in Year 1, use a wide vocabulary as they discuss how to measure each other, and wonder whether differences in their ages would affect the results. Pupils in Year 2 apply vocabulary they have learned in previous weeks, as they observe the changes that occur when materials such as potatoes and chocolate were heated. Pupils' achievement is good because they enter school with average attainment for their age and last year's work shows that pupils are beginning to build a sound base of scientific skills and acquire interesting knowledge about living things, materials and forces. Pupils with special educational needs make similar progress to their classmates, but at lower levels. They work in groups with more able pupils and receive good support from adults. The constant emphasis on a wide, appropriate vocabulary helps to ensure that pupils who speak English as an additional language have good understanding and make good progress.
69. During the inspection, teaching was satisfactory, with several important strengths. Teachers plan clearly and share the learning objectives with pupils so that they understand what they are going to do from the start of the session. This focuses the pupils' interest well. Teachers use questions skillfully, which stimulate pupils to apply their knowledge and extend their thinking further. Teachers place high importance on pupils' observations and suggestions and this maintains their confidence and sustains good levels of interest. Resources are chosen carefully and used well. In lessons where the teaching is good, pupils are encouraged to devise and participate in investigations which give them opportunities to learn through trial and error, but evidence from pupils' work shows that this does not happen often enough. Relations are usually very good between teachers and pupils, but in one lesson a few pupils prevented satisfactory learning from taking place by their disruptive behaviour.
70. There is good emphasis throughout the school on promoting pupils' speaking and listening skills in science, but some opportunities are missed for pupils to record their findings in simple tables or to practise their writing skills. Pupils use their mathematical skills for measuring and drawing block graphs. The use of information and communication technology in science is being developed steadily. Although curriculum provision is sound, overall, more emphasis could be given to the identification of skills development in teachers' planning.
71. Strengths at the time of the last inspection have generally been maintained. There is good leadership and management, with a clear focus on maintaining high levels of attainment. Good, detailed assessment is now in place which heightens teachers' awareness of how well their pupils understand completed topics, but is not used to form targets for pupils or to forecast attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- The improved use of information and communication technology across all areas of the curriculum.
- A good, catalogued range of software to support all subjects, co-ordinated by the subject leader.
- The systematic teaching of skills is still in the early stages of development.

Commentary

72. Standards in information and communication technology are average by the end of Year 2 and pupils' achievement is satisfactory. Those pupils who use English as an additional language make similar progress to other pupils, because few are in the early stages of learning to speak English. Pupils with special educational needs, although their attainment is at a lower level, also make good progress when taking into account their lower starting points. The creation of a computer suite provides good opportunities for pupils to develop appropriate skills and these are now being planned for and taught systematically. As this is a recent improvement, teachers' expertise is wide ranging and, as yet, there has been little monitoring of teaching to improve weaknesses. Good assessment procedures to monitor pupils' progress are, however, in place and beginning to be used effectively.
73. The subject co-ordinator has worked hard to research and set up an impressive bank of suitable computer software for most subject areas. This enables teachers to provide the pupils with good learning opportunities and significantly enhances their work. The quality of teaching and learning is sound overall and, as a result, pupils make appropriate progress in lessons. They are given good support by teaching assistants and work sensibly together, sharing discoveries with each other.

Information and communication technology across the curriculum

74. Teachers are now planning for, and using, information and communication technology well in most other subjects. For example a Year 1 literacy lesson was taken in the computer suite and, after a whole-class introduction, about half the pupils were able to use computers for individual follow-up work. The program had been carefully selected to reinforce their reading skills and understanding of phonics. In another lesson in Year 2, the teacher made good use of a CD-ROM to help pupils learn about life in Mexico.

HUMANITIES

Geography

Provision in geography is **good**.

Strengths and weaknesses

- Activities are interesting and cover a wide range of topics.

Commentary

75. A study of pupils' work indicates that attainment is in line with expectations at the end of Year 2, and that some pupils attained beyond the expected level. Teaching is usually good and ensures that pupils start to have a sound base of geographical skills. For instance, pupils decided on what they liked and disliked about an island and used geographical vocabulary correctly when they described street furniture. In addition to using local and world maps, some pupils learn to use simple co-ordinates and compass directions. Pupils' achievement is satisfactory.
76. The pupils currently in Year 2 are studying Mexico in interesting detail and attain at expected levels. They were fascinated to see fajitas being made, and are well aware of similarities and differences between their lives and those of provincial Mexicans. Pupils in Year 1 show good understanding of simple plans. Pupils with special educational needs and those who use English as an additional language make satisfactory progress. They follow lessons easily, because of the good use of CD-ROMs and resources which bring sessions to life, and the constant emphasis which is placed on precise geographical vocabulary. One lesson was observed and the quality of teaching was satisfactory overall. The effects of clear planning and careful preparation were lessened by an uneven pace to the lesson. There is satisfactory use of written skills to record pupils' findings, and appropriate use of mathematical skills in work with co-ordinates. The use of pupils' information and communication technology skills is still

being developed and at present is not much in evidence. Leadership and management of the subject are satisfactory. The subject is not a priority in school improvement planning, at present, and fewer opportunities are given to develop the subject. Assessment is completed regularly and supports teachers' planning.

History

Provision in history is **satisfactory**.

Strengths and weaknesses

- The required topics are covered thoroughly.
- The topics have not been analysed to show which skills are to be the focus for learning.

Commentary

77. History is not on timetables this half-term, so evidence has been gathered from work completed during the past year. Attainment is at expected levels by the end of Year 2, and pupils have started to build a satisfactory base of skills and a solid body of knowledge. They are well aware of differences between old toys and the ones they play with today, and between old fashioned and modern kitchens. Pupils studied the Great Fire of London and understood why it started and how hard it was to control. They learned about Florence Nightingale and became aware of the progress of medical care since then. There is, however, no evidence that pupils recognise differences in the way the past can be presented. Pupils with special educational needs and those who use English as an additional language make good progress and show sound understanding of the topics. All pupils achieve well during their time in school.
78. Because no history lessons were seen, no substantive judgement can be made on the quality of teaching, however, by looking at samples of work from last year it would appear that teaching is satisfactory, with some good features. Some teachers provide good opportunities for pupils to develop their writing skills. Timelines heighten pupils' awareness of chronology, and the co-ordinator emphasised that discussion is used to promote speaking and listening skills throughout the school. During the last school year, all classes were a mix of either Year 1 and Year 2 pupils, or Year 1 and children in reception. There was limited evidence that work had been systematically adapted to cater for each age group, or that teachers had planned closely together to ensure that pupils had similar experiences. Information and communication technology is used adequately in this subject area to develop pupils' learning.
79. Leadership and management of the subject are sound. The programme of work is taken from a recommended scheme, but has not been amplified to show which skills are to be the focus for learning, nor have learning objectives been identified. Assessment is satisfactory and reveals how pupils perform, but it is unclear what use is made of the information.

Religious education

It was not possible to make a judgement of provision in religious education, because lessons were timetabled towards the end of the week, and written evidence from some classes last year was very sparse.

Commentary

80. Pupils who had recently moved into Year 2 had some recollection of stories from the Old and New Testaments. The school follows the locally agreed syllabus, and pupils are assessed at the end of each topic. There is an appropriate amount of time set aside on the timetable and the curriculum leader monitors pupils' progress through the scrutiny of work and by checking termly assessments. Although the main focus of the curriculum is Christianity and Judaism, other religions are recognised through special celebrations, such as Divali.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

There is insufficient first-hand evidence to make an accurate judgement on the effectiveness of the provision in art and design. It was not possible to observe teaching and learning in the subject, because lessons were timetabled for later in the inspection week.

Commentary

81. Discussions were held with pupils in Year 2 and the subject leader. However, there are good examples of pupils' art and design work displayed around the school. Pupils paint in the style of Van Gogh, Monet and Nolde and produce credible finished pieces of work. There are good links with other subjects, for example, weaving to simulate the design of Mexican blankets. Information and communication technology is used effectively to develop designs in the style of Mondrian. As well as examples of portraits, there is a good focus on colour mixing and printmaking. Pupils have also produced simple sculptures in natural materials and clay. Indications are that the curriculum is broad and being refined by the school to include the development of skills. Evidence from interviews with staff indicates that the leadership and management of the subject are sound.

Design and technology

It is not possible to make an overall judgement on the effectiveness of the provision because design and technology lessons do not take place until after half term.

Commentary

82. Discussions were held with pupils and the subject leader and the scheme of work was examined. Evidence from models produced during the previous school year shows that pupils have made simple musical instruments, such as maracas, tambourines and simple stringed guitars from recycled materials, and constructed winding mechanisms to illustrate 'Incey, Wincey Spider's' journey up a drainpipe. There is a recently completed scheme of work based on the national guidance, but the skills that pupils need to develop progressively are not clearly identified. Evidence points to sound leadership of the subject.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching and learning is generally good.
- Pupils have very positive attitudes. They are well behaved and keen to learn.
- Leadership in the subject is good.
- The school curriculum does not focus sufficiently on developing pupils' skills systematically.

Commentary

83. Teachers are well organised and teach physical education with enthusiasm. They give praise to pupils and encourage them to try new approaches and do their best. As a result, lessons are usually lively and stimulating occasions. Classes are well managed and expectations for behaviour are high. Teachers stress the importance of performing in a safe environment and ensure that pupils use the space sensibly to reduce the risk of accidents. Learning resources are used well and tasks varied so that pupils' interest is maintained.

84. Teachers select pupils as good exemplars to demonstrate to the rest of the class and this inspires others to higher levels of performance. However, teachers do not encourage group or paired evaluation enough in order to help pupils make their own assessments. Standards are average at the end of Year 2 and achievement levels are satisfactory overall. All pupils make appropriate progress over time and are included in activities. Pupils with English as an additional language have sufficient command of English to follow instructions satisfactorily, because teachers are alert to the requirements. The small number of pupils with special educational needs are not disadvantaged and make the same progress as their classmates. Activities are arranged in such a way as to ensure that pupils work at suitable levels, based on their prior attainment. Assessment procedures have improved since the last inspection and are now satisfactory.
85. Pupils are eager to learn and they tackle tasks with controlled enthusiasm. They behave well and enjoy physical activities, which are well structured and interesting. Concentration levels are very good, considering the age of the pupils; they listen well to instructions and sustain interest in set tasks. All pupils, including those from ethnic minority backgrounds, are fully involved in lessons.
86. The co-ordinator is well qualified to lead the subject. She is knowledgeable, a very good practitioner herself, and has a clear vision for developing physical education in the school. It has priority status in the school improvement plan, with a sharp focus on developing a suitable scheme and increasing staff expertise in games teaching. The recent initiative of providing pupils with hoops, balls, bats and skipping ropes at playtimes has also brought benefits in terms of improving pupils' performance in games. The leadership and management of the subject have improved since the last inspection, when it was reported that there was no co-ordinator or scheme of work.
87. The school is improving their curriculum provision, by seeking suitable schemes of work to support the development of physical education. There is an appropriate balance of activities covering the three major areas of gymnastics, games and dance. Sufficient time is given to each area on teachers' timetables and an appropriate focus on the development of knowledge to be acquired, and understanding to be gained in lessons. However, although skills are taught well in lessons, there is no systematic approach, over time, to build on pupils' previous learning.

Music

There was insufficient evidence to make an overall judgement on the effectiveness of the provision in music. It was not possible to observe teaching and learning, because lessons are timetabled at the end of the school week. However, discussions were held with pupils and the subject leader.

Commentary

88. The school recognises the need to develop this subject area and it has been given priority status on the school improvement plan for 2003-04. There is a scheme of work in place to guide teachers in their planning, which covers the knowledge and understanding required in the reception and Year 1 and 2 classes. However, insufficient emphasis is placed on developing pupils' skills progressively in these year groups. The school lacks a specialist musician, but does its utmost to provide a broad, stimulating curriculum by inviting a parent who is a pianist to play in assemblies, by ensuring that pupils listen to a variety of music from different cultures, and by giving pupils opportunities to play instruments in lessons. A weekly extra-curricular recorder group also gives pupils an opportunity to learn how to play an instrument. Singing is popular with pupils, and they sing enthusiastically in the weekly 'sing along' sessions. The quality of singing is sound but would benefit from musical accompaniment. The leadership and management of the subject are sound. The co-ordinator has a clear view of what is needed to improve the provision.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision for personal, social and health education is **good** and permeates all aspects of school life.

Main strengths and weaknesses

- The school ensures that pupils are made aware of healthy lifestyles.
- Good relationships and respect for members of the community are fostered well.

Commentary

89. The school has clear policies for sex and relationships, health and safety and drug awareness. These are translated well into the daily life of the school. Pupils are taught about body parts and the reproduction of plants and animals, and about the dangers and benefits of medicine in science. At break times, pupils choose from a variety of fruit, and sensibly dispose of the remains in the litter bins after eating. There are opportunities to use games equipment during playtimes. In physical education lessons, pupils learn about the effects of exercise on the body. Pupils are encouraged to dress appropriately for physical education, use space safely, and not to wear items of jewellery that cause injury. The importance of hygiene is reinforced as pupils wash their hands before lunch.
90. There is a very good ethos in the school, because pupils and adults get on well with each other and show mutual respect. At lunchtimes, pupils show respect for dinner supervisors, who reward good behaviour with praise and 'stickers'. The headteacher uses stories and role-play situations in assemblies to promote positive attitudes towards the care of others. Pupils know the difference between right and wrong and the steps that should be taken if bullying occurs. Teachers encourage good manners during the school day, using little pockets of time such as registration periods to reinforce little courtesies like saying 'please' and 'thank you'.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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