

INSPECTION REPORT

Ladycross Infant School

Sandiacre, Nottingham

LEA area: Derbyshire

Unique reference number: 112614

Headteacher: Mrs Anne Hooley

Lead inspector: Mr Martin Lester

Dates of inspection: 15th - 17th March 2004

Inspection number: 264059

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Community
Age range of pupils:	3 – 7
Gender of pupils:	Mixed
Number on roll:	230
School address:	Victoria Road Sandiacre Nottingham
Postcode:	NG10 5JD
Telephone number:	0115 9397379
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Tony Watcham
Date of previous inspection:	02/11/1998

CHARACTERISTICS OF THE SCHOOL

This large infant school is located in Sandiacre, close to the M1 motorway and almost midway between Derby and Nottingham. The main building is approximately 100 years old and has had many alterations and additions in recent years. National indicators point to the area in which the school is located being slightly disadvantaged. The 255 pupils on roll comprise 122 boys and 133 girls. Almost all speak English as their first language and, with the exception of a tiny number of mixed race, Asian and black pupils, they are of predominantly white British heritage. Their attainment on entry to the nursery is wide-ranging, but is well below average overall due to poor social skills and very poor speaking and listening skills. The percentage of pupils (22.1) eligible for free school meals is above average in comparison with similar schools. The proportion of pupils with special educational needs (6.8 per cent) is below average, as is the proportion with a statement of special educational needs (0.8 per cent).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20596	Martin Lester	Lead inspector	Mathematics, information and communication technology
14083	Andy Anderson	Lay inspector	
8655	Eileen Leech	Team inspector	Foundation Stage, science, art and design, design and technology, music, physical education
21235	Marjorie Graham	Team inspector	English, geography, history, religious education, special educational needs

The inspection contractor was :

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This effective school provides a good quality of education for its pupils. Standards are broadly average overall and pupils of all backgrounds and abilities achieve well in lessons as a direct result of good teaching. Its strong ethos of care has a positive influence on the personal development of the pupils. The recently revised senior leadership team is bringing about improvement following a period of decline. The school is now providing good value for money.

The school's main strengths and weaknesses are:

- Pupils of all abilities and backgrounds achieve well overall
- Children in the Foundation Stage benefit from a very good start at school
- Standards in mathematics are below average for pupils in Year 2
- Teaching is good across the school and very good in the Foundation Stage
- Teachers' marking does not consistently indicate how pupils can improve their work
- There is a caring and inclusive ethos reflected in the harmonious relationships between the adults and the pupils who are enthusiastic and hard working
- Better use of the assessment data is now beginning to have a positive effect on standards in Years 1 and 2
- Partnerships with parents, the community and other schools are good and contribute well to the quality and range of the provision

Overall, there has been good improvement since the previous inspection. The school has responded constructively to the issues raised in the last report. As a result, more of the teaching is now good and is found more consistently throughout the school. Standards in writing and information and communication technology have improved and are now in line with expectations. Furthermore, the enhanced links between the nursery and reception classes ensure continuity in the children's learning.

STANDARDS ACHIEVED

Throughout the school, children of all abilities and backgrounds are working hard and achieving well. In the Foundation Stage, the children achieve very well and make very good progress overall. Consequently, most are on course to reach the expected goals in all areas of learning by the end of their reception year. Currently, in Years 1 and 2 standards in the core subjects are average, with the exception of mathematics in which attainment is below average. The quality of the pupils' work in art and design is good throughout the school.

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

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

The results of the National Curriculum tests have fallen in recent years and in 2003 were well below average. This is partly explained by the differing characteristics of the cohorts, but nevertheless until recently the progress in Years 1 and 2 has been unsatisfactory. However, the current Year 2 pupils are predicted to achieve broadly average test results, except in mathematics, and the current Year 1 pupils are predicted to achieve at least average results in reading, writing and mathematics in 2005.

The inspection findings confirm that the pupils in Years 1 and 2 now make good progress in lessons and that standards are in line with expectations in most subjects.

The **pupils' personal qualities, including their spiritual, moral, social and cultural attributes, are good.** This is a direct consequence of the good provision made by the school. The pupils have very good attitudes to learning, respect each other and behave well. Consequently, the school functions as an orderly community. The pupils are always ready at the start of lessons and listen carefully to their teachers. The school has good procedures for promoting regular attendance, but nevertheless the levels of attendance are below average.

QUALITY OF EDUCATION

The **quality of education provided by the school is good.** The teachers prepare interesting lessons that motivate and engage the children. The additional support provided by the teaching assistants is effective in enhancing the learning of all pupils. The care, guidance and support offered to the pupils are good overall and boost their self-esteem. The use of assessment to promote higher standards in Years 1 and 2 is now beginning to take effect. The **teaching is good** throughout the school and the pupils respond well, work hard and learn effectively. However, the quality of the marking of the pupils' work is inconsistent.

The curriculum is inclusive and well planned. The provision for the pupils with special educational needs is good. The curriculum for the Foundation Stage is very well organised and ensures that the children enjoy a very good start at school. In particular, the improved links between the nursery and reception classes now ensure continuity of the children's learning. The partnerships with the parents, other schools and the community are good and contribute well to the range and quality of the provision both during the school day and in extra-curricular activities.

LEADERSHIP AND MANAGEMENT

The **leadership and management of the school** have renewed focus and are **effective.** The governors help to provide the strategic direction for the school and are careful to comply with the statutory requirements. The headteacher is particularly successful in developing a caring ethos that promotes equality and inclusion for all pupils and adults. The current senior leadership team, which includes a deputy headteacher for the first time in five years, is successfully bringing about improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents and pupils alike have positive views of the school. They find the adults caring, approachable and helpful.

IMPROVEMENTS NEEDED

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

- Raise standards in mathematics by the end of Year 2
- Consistently mark work so that the children have a clearer picture of how well they are doing and how they might improve
- Continue to make improving use of assessment data to support the further raising of standards

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Throughout the school, children of all abilities and backgrounds are working hard and achieving well overall. In all of the Foundation Stage areas of learning and in reading, writing, science and information and communication technology (ICT) standards are broadly average.

Main strengths and weaknesses

- Achievement is very good in the Foundation Stage, and good in Years 1 and 2
- Standards in writing and ICT have improved throughout the school and are presently in line with expectations
- Standards in mathematics in Year 2 are below average: they should be higher
- Standards in art and design are good across the school

Commentary

1. There is a general trend of improvement throughout the school, but it has yet to be fully realised in Year 2. Boys and girls of all backgrounds and abilities show positive attitudes to learning and achieve well. The quality of education provided in the Foundation Stage has improved considerably since the previous inspection and ensures that the children have a very good start at school. In particular, the improved links between the nursery and reception classes ensure continuity of the children's learning. Consequently, although the children enter the nursery with low levels of attainment they make very good progress in both the nursery and reception classes and most reach the expected goals in all six areas of learning by the time they transfer to Year 1.
2. The rate of progress across Years 1 and 2 has been unsatisfactory in recent years but is now improving. These pupils are currently attaining broadly average standards in reading, writing and science. However, standards in mathematics remain below average due to gaps in the pupils' subject knowledge and to a lack of confidence when calculating. Nevertheless, the quality of teaching, in the lessons observed in Years 1 and 2 during the inspection was good and enables the children to make good progress and to achieve well. The evidence from the school-based assessments of the pupils' attainment is that progress across Years 1 and 2 is beginning to accelerate for pupils of all backgrounds and abilities. This is an improvement for pupils with special educational needs (SEN) who were judged, at the time of the last inspection, to be making only satisfactory progress.
3. In the areas where the school has focused on improvement, it is clear that standards have risen. This is most noticeable in writing and ICT in which standards have improved from below average at the time of the last inspection to average. This focus on improvement has been carefully planned, managed and resourced, thereby enabling the staff to increase their subject knowledge and confidence. However, this approach has yet to be applied to the same effect in mathematics.
4. Between 1999 and 2003, the National Curriculum test results in Year 2 showed an overall downward trend, though the results in 2000 were high. In 2003, the results in reading, writing and mathematics were well below average in comparison with all schools. When compared to similar schools the results were well below average in reading and below average in writing and mathematics. Nevertheless, in 2003 more pupils attained the expected Level 2 than did so in 2002.
5. Significant staff changes appear to have hampered the aim of sustaining the good results achieved overall in 2000. However, the recently revised school leadership team has energy

and direction that are resulting in improvements in achievement and attainment in Years 1 and 2. For example, the current Year 2 pupils are predicted to achieve broadly average test results, except in mathematics, and the current Year 1 pupils are predicted to achieve at least average results in reading, writing and mathematics in 2005.

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

Standards in:	School results	National results
Reading	13.7 (14.7)	15.7 (15.8)
Writing	13.4 (12.3)	14.6 (14.4)
Mathematics	15.0 (16.3)	16.3 (16.5)

There were 58 pupils in the year group. Figures in brackets are for the previous year

- In art and design, the pupils build on their experiences in the nursery and reception classes to develop their techniques and skills in a systematic way. They enjoy a wide variety of activities and can explain in some detail how they have completed their work. Art work is often supported by ICT and linked effectively to learning in other subjects, such as science and mathematics. Good displays of art work contribute to the stimulating learning environment created in the school.

Pupils’ attitudes, values and other personal qualities

The pupils behave well in lessons and have very good attitudes to learning. They arrive at school in good time for the start of the school day, but their attendance is below average overall.

Main strengths and weaknesses

- The pupils behave well in lessons and around the school
- The provision for the pupils’ social, moral spiritual and cultural development is good
- The pupils’ relationships with adults and with each other are very good
- The school has good procedures for monitoring the levels of attendance but not all parents make sufficient effort to ensure the attendance of their children

Commentary

- The pupils have very good attitudes to school. They do their best in lessons and enjoy the well-planned and varied activities. They are confident to try new challenges and are developing independence in their learning. They behave well in lessons and at playtimes and lunchtimes, and have very good relationships with adults and other children in school. Consequently, the school functions as an orderly and productive community.
- The personal, social and emotional development of the children in the nursery and the reception classes is very good. The children achieve very well in this aspect of their learning. They settle quickly into the nursery and they establish very good relationships with each other, their teacher and the teaching assistants. This situation is maintained in all subsequent year groups. The older pupils have a well-developed knowledge and understanding of their roles and responsibilities in the school community. They talk confidently about the “playground buddies” initiative and have an empathy with the younger children.
- The school has good procedures for monitoring attendance levels, but overall they are below average. Absence is mainly caused by illness and the relatively high number of children who are withdrawn for annual holidays during term time. The unauthorised absence relates to a tiny minority of persistent offenders.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.0
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

10. The provision for the pupils' social, moral, spiritual and cultural development is good. The children co-operate in lessons and work well together both as a class and in smaller groups. They are taught to respect each other and everyone understands the difference between right and wrong. An awareness of other cultures is effectively promoted and developed across the curriculum. For instance, the pupils paint while listening to Jamaican music and they celebrate festivals such as the Chinese New Year. They have good opportunities to reflect in religious education lessons, but this is a lesser feature of the whole-school assemblies.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of the education provided is good. The curriculum is inclusive and enriched through good partnerships with the parents, other schools and the community.

Teaching and learning

Throughout the school, good teaching enables the pupils to learn effectively. The procedures for assessment are satisfactory, but the influence of the resulting information on raising standards in Years 1 and 2 is only just being felt.

Main strengths and weaknesses

- More good or better teaching is found across the school than at the time of the last inspection
- Teachers prepare interesting lessons that motivate and engage children of all ages, abilities and backgrounds
- The quality of the teaching in the Foundation Stage is very good
- The identification of challenging targets for improvement is not secure across all subjects
- The additional support provided by the teaching assistants is effective in enhancing the learning of pupils of all abilities and backgrounds
- Although there is some very good practice throughout the school, the quality of the marking of the pupils' work is inconsistent

Commentary

11. The proportion of good, very good and excellent teaching has increased. At the last inspection, the teaching was good in 43 per cent of lessons and very good in a further 13 per cent. At this inspection 66 per cent of the lessons were good and another 23 per cent were either very good or excellent. In the Foundation Stage all lessons observed were either good or better: approximately half of them were very good and one fifth were excellent.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (6%)	6 (17%)	23 (66%)	2 (6%)	2 (6%)	0 (0%)	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.

12. In the nursery and the reception classes, the staff use praise and encouragement well, thereby rewarding effort and promoting confidence and self-esteem. The children respond very well to the consistent routines and have positive attitudes to their learning. The teachers in these classes plan and assess outcomes very well together, and this ensures continuity for the children in their learning. The teachers and the assistants value all the children and work successfully to meet their individual needs. For example, the children with special educational needs progress very well and at the same rate as other children in their class. The children are eager to participate in the wide range of exciting activities provided for them. Most are confident to make choices and they concentrate well on their chosen activity. When teaching is very good the teachers successfully utilise their keen understanding of how young children learn as they offer activities that provide a balance between pupil discovery and reflection and direct teaching input. In the two excellent lessons the teachers managed to do this so successfully that all the children were totally involved and engrossed in their learning. In Years 1 and 2, the teachers continue to set high expectations about behaviour and they plan their lessons thoroughly. There is a shared commitment to providing the pupils with activities that interest, stimulate and challenge them. This often involves practical activities that link learning across several subjects. It is evident, for example, when the pupils apply ICT to support writing in religious education and taste food that might have been eaten at the Last Supper. Throughout the school, the teachers' understanding of how learning in one area can support learning in another enhances the quality of their teaching.
13. The pastoral care offered to the pupils is very good and boosts their self-esteem. The support, advice and guidance based on monitoring are satisfactory overall and good in the Foundation Stage. The use of assessment in the Foundation Stage is systematic and has a positive effect on the learning and progress of individual children. However, in Years 1 and 2 the use of assessment to promote higher standards has only just begun to take effect. The current work of the headteacher and her recently appointed deputy is speeding up this process. This is most notable in English, which has been the main area for development. The teachers' awareness of what the pupils can do and what they need to do next enables them to plan their lessons to meet a variety of needs. The regular updating of improvement targets based on evidence from monitoring is having a positive effect on standards in writing, but not so far in mathematics.
14. Throughout the school, the effective deployment of the well trained teaching assistants adds to the quality of education provided, and enables the inclusion of all pupils. For instance, information from close observation is frequently shared between the staff to ensure that pupils of different abilities are challenged appropriately. Frequently, the teaching assistants are deployed effectively to support the children with SEN, most notably in providing additional practice of literacy and numeracy skills. This is an improvement since the previous inspection when teaching for these pupils was generally satisfactory.
15. The teachers keep detailed records of the pupils' attainment and progress in English and mathematics, but do not fully utilise the marking process to advise the children. It is evident that the teachers check the children's work because during the inspection they were regularly observed providing helpful oral feedback. However, the quality of their marking of work is inconsistent. Where practice is very good there are helpful comments that indicate what has been achieved and how the work might be improved. In other cases, the pupils receive few written comments or contextual notes that will remind the teachers and inform the parents when particular skills and techniques were mastered. Often, there is little more than brief comments about effort. As a result, the pupils are not always clear about either how well they are doing or how they might improve their work. This is particularly noticeable in mathematics.

The curriculum

The curriculum is good. The pupils have regular opportunities to apply their literacy, numeracy and ICT skills to other subjects and to extend their skills and understanding in the arts, humanities and sporting activities.

Main strengths and weaknesses

- There is very good provision for the pupils in the Foundation Stage
- The pupils with special educational needs are supported well by their teachers and the teaching assistants
- There is good provision for the pupils' personal development
- There is a good range of enrichment opportunities

Commentary

16. The curriculum is planned well to meet all the statutory requirements and to meet the needs of all the pupils. The curriculum for the Foundation Stage is very well organised and ensures that the children receive a good introduction to the early skills of literacy and a satisfactory introduction to numeracy. In particular, the improved links between the nursery and reception classes now ensure continuity of the children's learning. The national literacy and numeracy strategies and the linked intervention programmes are used effectively to support the pupils' learning. The recent focus on improving the curriculum for English has been successful and had a positive effect on the standards attained. The recent additions to the ICT resources have resulted in the provision of a more relevant and challenging curriculum that has led to the raising of standards.
17. The school is committed to inclusion and to ensuring that all the pupils have access to the full curriculum. It makes good provision for those with SEN. They are supported well and this is an improvement since the last inspection. The teaching assistants play a significant part in this good provision and the school has established effective working relationships with external agencies, such as the educational psychology service. There is a whole-school system for the identification of pupils who have SEN and individual education plans (IEPs) are prepared for them. The IEPs have clear targets and are used in the planning of activities that are closely matched to pupils' individual needs in lessons. The small steps in learning are measured, acknowledged and celebrated. The range of support is considered carefully within a balance of whole class teaching, small group work and individual attention to areas of difficulty. This approach enables these pupils to make good progress and attain standards that reflect their individual targets.
18. The school has an effective programme for the pupils' personal, social and health education. Good induction procedures and a supportive environment enable the children to settle happily into the nursery. The teachers enable the pupils to express their views about sensitive issues, aspects of social awareness and behaviour. They use "Circle Time" effectively where the pupils sit together and share their views and concerns. Discussions with the pupils indicate that they develop an understanding of the need for rules in school and in the wider society. All the members of staff are good role models. They demonstrate the importance of respect for each other's views and feelings and this helps the pupils to develop an understanding of what is involved in belonging to a community. They work sensitively with the children when they first enter the school and when they transfer to the junior school.
19. The school makes good provision for the enrichment of the curriculum and satisfactory provision for extra-curricular activities. For instance, the curriculum is supported by a programme of visits to places of historical, geographical, scientific and cultural interest. Furthermore, subjects and areas of learning are often appropriately linked to enhance learning. The active involvement of the school in the local cluster of schools also ensures that the pupils participate in a broad range of interesting activities.

Care, guidance and support

The care, welfare and safety of the pupils are very good. The provision for their support and guidance is based on careful monitoring and is satisfactory. The school involves the pupils in a satisfactory manner by seeking and acting on their views on various issues.

Main strengths and weaknesses

- The arrangements for the induction of the pupils into the school are good
- The teaching assistants provide good support for the teachers and pupils

Commentary

20. The school provides very effective care for its children. The headteacher and her staff are very approachable, caring and committed to the children in their charge. Every child has a very good and trusting relationship with one or more adult in the school. Good induction procedures and a supportive environment enable the children to settle happily into the nursery. The parent questionnaire responses indicate strong appreciation of the efforts made by staff to settle children into school and to become mature and independent.
21. The school's child protection procedures are secure and fully understood by all members of staff. The governing body and headteacher take their health and safety responsibilities very seriously. All the required checks and inspections, including comprehensive risk assessments, are regularly carried out and properly recorded. The standard of supervision at breaks and lunchtime is very good. Consequently, the children work and play in a safe and secure environment.
22. The teaching assistants provide good support for the teachers and pupils. All members of staff consistently demonstrate a very good knowledge and understanding of the school's welfare procedures. The academic support for the pupils is well intentioned, but it lacks a consistent approach based on systematic application of assessment information to further raise standards.

Partnership with parents, other schools and the community

The partnerships and links with the parents, the community and other schools are good overall.

Main strengths and weaknesses

- Most parents hold the school in high regard and support their children's learning
- The school provides good information for parents

Commentary

23. The school's links with the parents are good overall. The majority of parents are pleased with most aspects of the school. The headteacher and her staff are available, approachable and welcoming to parents. Most parents support their children's education at home and in school. There is good support for home reading and homework. The school has a good number of regular parent helpers in the classrooms, and others willingly respond to specific requests for assistance, for example, with supervision of the children on out-of-school trips. The parent support group is very active and has raised considerable funds for the school.
24. There is good provision of information about all aspects of school life. The prospectus is attractive and informative. The governors hold an annual meeting with the parents and publish an annual report. However, the latest annual report omits some of the statutorily required information about pupils with disabilities and the school's accessibility plan. This was brought

to the headteacher's attention during the inspection. The parents receive very good day-to-day information by way of monthly newsletters and regular letters about specific events and activities. Curriculum forecasts are sent out at the start of each term. The parents also receive informative annual progress reports and are offered the opportunity to attend appropriate consultation evenings each year. However, the current reports do not include subject specific targets for improvement.

25. The school uses the community well. The pupils are taken on appropriate trips and many visitors enrich the curriculum and support their personal development. The school is actively involved in the local cluster of schools. Its good relationship with the main receiving junior school ensures that the pupils have a smooth transition to the next stage of their education.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The governors help to provide the strategic direction for the school and the headteacher, supported by the senior management team, leads effectively.

Main strengths and weaknesses

- The headteacher is particularly successful concerning the development of a caring ethos that promotes equality and inclusion for all pupils and adults
- The current leadership team is bringing about good improvement to the quality of teaching
- The governing body is committed and supportive
- The Foundation Stage is led and managed very well
- The leadership now makes good use of assessment data to sustain improved standards across the Foundation Stage and in English, but this approach is not well established in other subjects

Commentary

26. The governors provide good support for the work of the school and have a good knowledge and understanding of its finances. They have recently appointed a deputy headteacher to support the headteacher in raising further the quality of education provided and the standards achieved. The early indications are that this has been a very good appointment. Most governors are in contact with the school on a regular basis, either helping in class or carrying out informal monitoring visits. This enables them to have a good understanding of the day-to-day working of the school, but they have yet to establish rigorous systems for holding the school to account, particularly for the outcomes achieved. Otherwise, they fulfil their statutory duties effectively and ensure that the school meets all the requirements, for example, in respect of its race equality policy and health and safety. There are, however, minor omissions from the governors' annual report to parents.
27. The headteacher provides a very good role model for the staff and pupils by the equitable and inclusive manner in which she leads the school. This results in harmonious relationships based on mutual trust that underpin the school's positive ethos. The headteacher shows a strong commitment to both the successful induction and the continuing professional development of all staff. The current members of staff feel valued and are keen to play an important role in the whole-school team. In turn, this generates common attitudes and values that are clearly appreciated by the pupils and parents. Furthermore, the parent questionnaire responses indicate strong appreciation of both the approachability and effectiveness of the headteacher and her staff.
28. The leadership team has faced some challenging personnel issues in recent years. However, the necessary staffing changes have been managed effectively by the headteacher. She has been supported well by the governing body and some key members of staff. Strong collaborative leadership is now emerging and it is noteworthy that through a period of significant change the leadership has managed to improve the provision for the Foundation

Stage and the overall quality of teaching throughout the school. The Foundation Stage is now very well led and managed whereas at the time of the previous inspection the provision for the youngest children was a key issue for action. Consequently, this group now has a very good start at school and the improved links between the nursery and reception classes ensure continuity in the children's learning. Together, the Foundation Stage co-ordinator and the new deputy headteacher provide a very good role model as teachers. In addition, the monitoring of lessons in some subjects has enabled the leadership to identify good practice and to extend it throughout the school.

29. The new leadership team has carried out a thorough review of teaching, learning and assessment in English and consequently is taking effective steps to ensure that improvements in standards in writing that began last year are sustained. However, the same amount of time and attention has not been devoted to mathematics. The leadership is aware of the need to consolidate the use of assessment to promote higher standards in Years 1 and 2.
30. The day-to-day management works well. The parents are welcomed and the administrative procedures run very smoothly. The school is committed to the principles of best value and all its spending is carefully monitored by the headteacher, administrative staff and the governing body finance committee.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	£507,720
Total expenditure	£484,222
Expenditure per pupil	£1,899

Balances (£)	
Balance from previous year	£15,191
Balance carried forward to the next	£23,498

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

31. At the time of the inspection the Foundation Stage comprised the nursery and three reception classes. The nursery contained 26 part-time morning pupils and a similar number in the afternoon. From September 2003 two reception classes admitted pupils whose 5th birthday fell before the end of March 2004. The third reception class opened in January 2004, and comprises the children who will be five between March and September 2004.
32. The provision for the children in the nursery and reception classes has improved since the last inspection and is now very good. Good induction procedures and a supportive environment enable the children to settle happily into the nursery. The parent questionnaire responses indicate strong appreciation of the efforts made by staff to settle children into school. On entry, the children show a wide range of ability, but their attainment is low overall. Their personal and social skills are under-developed and they begin with very limited skills in speaking and listening and poor mathematical ability. However, they are taught very well and make very good progress in all aspects of their learning. Their effort is rewarded and they achieve very well. The teaching in the three reception classes is consistently good and on occasions is very good. The nursery and reception teachers plan and assess outcomes very well together and this purposeful collaboration ensures continuity in the children's learning. The teachers and the support staff value the work of all the children. Consequently, the pupils who have special educational needs progress at the same rate as the other children in their class. By the end of the Reception year, the children are broadly achieving the standards expected in all areas of their learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for the children's personal, social and emotional development is very good.

Main strengths and weaknesses

- The teachers have high expectations and the children behave very well
- There are well-established routines and the children achieve very well
- The children's very good relationships with the staff enable them to settle well and become confident learners

Commentary

33. In the nursery and the reception classes, there is a calm, well-organised environment. All members of staff use praise and encouragement well, rewarding effort and promoting confidence and self-esteem. The children respond very well to the consistent routines and have very positive attitudes to their learning. Their behaviour is very good and they are eager to participate in the wide range of exciting activities provided for them. Most are confident to make choices and they concentrate well on their chosen activity. In the nursery, they learn to co-operate when working with other children and to take turns with the ride-on toys. They play well with the large construction equipment and willingly tidy up at the end of the sessions. By the time they reach the reception classes, the children play very well together. They are beginning to take responsibility and are keen and interested in their work. They persevere with tasks and are very sensible when playing with sand and water. They are able to dress and undress themselves before and after physical education lessons and they know that it is important to wash their hands before eating and after visiting the toilet.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for enhancing the children's communication, language and literacy skills is very good.

Main strengths and weaknesses

- The children listen very well and are confident to speak to adults and to each other
- The teachers provide a wide range of stimulating experiences to develop the children's reading and writing skills
- The classroom displays are exciting and the role-play areas offer opportunities for the children to use language and to try out their ideas

Commentary

34. The children in the nursery enjoy listening to stories and rhymes and they concentrate very well. They recognise the initial letter sound of familiar words and are acquiring the confidence to speak with adults and other children. The teachers plan activities in which the children can express and develop their ideas. During the inspection, for instance, the children in the nursery and reception classes listened to the sound of rain in a "rain-stick" and this stimulated discussion. The older children progressed to writing their "rain words", forming the letters correctly and achieving well in this activity. They used their knowledge of letter sounds to spell their words and made a good attempt at words like "splash" and "thunder".
35. The children enjoy looking at books and handle them carefully. The teachers choose texts appropriately and read them to the children with good expression and emphasis. This helps the children to appreciate the story and provides a good model for their own reading. This was clearly evident in inspection week when the children in one of the Reception classes were sequencing the story of "Mr Gumpy's Outing". Across the Reception classes, children are recognising words in other familiar texts and are reading at the level expected for children of their ability.

MATHEMATICAL DEVELOPMENT

The provision for the children's mathematical development is good on balance.

Main strengths and weaknesses

- Most of the children recognise the numerals from one to ten and can count up to at least twenty
- Imaginative teaching ensures that children achieve well in recognising and naming shapes
- A significant number of children in the reception classes cannot add two numbers, and they are not being effectively challenged
- Mathematical learning is linked well to practical everyday situations

Commentary

36. Many children enter the nursery with few mathematical skills and limited experience of counting. They make good progress in this aspect of the work in the nursery and the reception classes and they achieve well. In the nursery, the children are very well supported in counting activities. For example, they play games with dice and cubes and confidently work through computer programmes that extend their counting skills appropriately. They continue to make good progress in the reception classes and the higher attaining pupils can count accurately up to twenty and beyond. They enjoy playing in the flower shop and apply their counting skills when selling the blooms to their friends. Most children are able to name and recognise simple shapes. They enjoy building three-dimensional models with the large construction toys and can identify cubes, spheres and cylinders even when they are blindfolded. By the end of the

Reception year, the children's skills at adding two numbers are unlikely to be sufficiently developed for them to achieve the standards expected. Although the higher ability children spend a lot of time practising these skills, they are not adequately challenged in this area of their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for the development of the children's knowledge and understanding of the world is very good.

Main strengths and weaknesses

- The children use the computer very well and are confident in their learning
- The activities planned by the teachers are exciting and engaging for the children
- The children have access to a wide range of resources that stimulate their curiosity

Commentary

37. The children achieve very well in developing their knowledge and understanding of the world in which they live. The nursery provides a rich and exciting environment for them to explore and investigate. For instance, there was great excitement when a group of children noticed that more tadpoles had emerged from the frogspawn, and their teacher asked good questions about the changes they were observing. The children enjoy the role play opportunities and in the week of the inspection, the "Vets' Surgery" helped them to develop their co-operative skills and their understanding of the need to care for sick animals. Another activity provided the opportunity to watch the effect of water on different materials and to link this to rainy days. In the reception class, this experience was extended and the children were testing umbrellas and waterproof coats, and making decisions very appropriately. Working very well together as a group, they made "rain sticks", that they then used to listen to the sounds of "rain". The children play well in the large trays of natural materials in both the nursery and the reception classes. The nursery children enjoy filling pots with soil and planting seedlings, and understand that they need water to grow. Similarly, the reception children were observed discovering mini-beasts under pine cones, leaves and bark chippings. They recognised the differences in the insects they had found and could talk confidently about their characteristics.
38. The children's skills in the use of information and communication technology are developing well. They are able to operate simple programmes on the computer and show good co-ordination and control in using the mouse to move pictures around on the screen. The teachers use the digital camera well to record the children's activities. The investigations with umbrellas provided a very good opportunity for the children to understand how the images in the camera could be transferred to the computer screen. They were excited when they recognised themselves and this stimulated some excellent discussion.

PHYSICAL DEVELOPMENT

The provision for the children's physical development is good.

Main strengths and weaknesses

- Good sessions in the school hall build the children's confidence, skills and co-ordination
- The opportunities for the children to move to music are very good
- The outside area is used to very good effect by the nursery children, but not so well by the reception pupils
- The children use a range of tools and equipment very well

Commentary

39. The children are learning to climb and to move effectively. The nursery children ride on the toys well and wait patiently for their turn. They co-operate well with each other and follow the instructions of their teacher carefully. Similarly, in an excellent dance lesson, the reception children were totally engrossed in moving to the music for their “Jack and the Beanstalk” story. They used the space effectively, changing speed and direction appropriately in movements that were controlled and very well co-ordinated. Throughout the nursery and the reception classes, the children also have good opportunities to develop their manipulative skills. They use scissors and pencils correctly, and they build well with Lego and other construction toys. During the inspection, the nursery children enjoyed “painting” an outside wall with water and demonstrated good control of the large brushes they used.
40. The outside learning area is used well by the nursery children and supports the development of their physical skills. This area is some distance from the reception classes and these children do not have access to it every day. The reception class teachers endeavour to overcome the relative inaccessibility of this play space as well as possible by providing regular periods for outside play to support the children’s learning. The range of apparatus provided for these sessions is adequate but not as exciting or challenging as that provided in the nursery.

CREATIVE DEVELOPMENT

The provision for the children’s creative development is **very good**.

Main strengths and weaknesses

- The teachers provide a good range of activities in this area of learning
- The resources are appropriate and readily accessible to the children
- The teaching assistants provide good support for the development of children’s creative skills

Commentary

41. The nursery and reception teachers provide a wide range of creative experiences that are enjoyed by the children. They explore the sand and water, and use the role-play areas very imaginatively. The nursery children have good opportunities to experiment with paint, and by the time they enter the reception classes they know how to mix a range of colours. They paint with enjoyment and skill in using a range of techniques, such as drizzling and splattering paint. They print with a good range of natural materials, including segments of fruit and vegetables. In the nursery and reception classes, the children have well developed observation skills and make good attempts at drawing what they see. They know the words of some simple action songs, and they sing enthusiastically and move well to music.

SUBJECTS IN KEY STAGE 1

ENGLISH

The provision for English is **good**.

Main strengths and weaknesses

- Standards are improving and pupils of all abilities are achieving well
- The teaching is good, but the marking of the pupils’ work is inconsistent
- The subject is managed well overall

Commentary

42. The standard of the work in English is broadly average. This is an improvement since the previous inspection when standards in writing were below average. The majority of the pupils make good progress in speaking and listening, and this enables them to take part purposefully in conversations and class discussions. They listen carefully to their teachers and to each other and are increasingly confident about giving their opinion and expressing their point of view. For example, in a Year 2 lesson, studying a traditional tale from Russia, the pupils expressed their views about the characters and offered their alternative endings to the story.
43. The pupils make good progress through a structured reading programme supported by the systematic teaching of phonic skills. They enjoy books and stories, and by the end of Year 2 respond to books by re-telling the stories and describing the characters and events. The more able pupils are independent and enthusiastic readers who explain clearly why certain books appeal to them. They use books and computer programs for research in other subjects, such as geography, history and religious education. The home-school books provide the teachers and the parents with information about the pupils' progress, and allow the teachers to suggest how the children can be helped with any difficulties. The 'story sacks' contain toys and games linked to the books, which make the system effective in encouraging the pupils to read at home with their parents
44. The focus on writing is having a positive effect on the pupils' knowledge of grammatical structures and the processes of writing in different styles for different purposes. In Year 2, the pupils make good progress in presenting their ideas in a sequence of punctuated sentences, and they now use connecting words effectively to link ideas and create sustained writing. The writing of the more able pupils is organised, imaginative, contains speech marks and is punctuated correctly. They write narrative, factual pieces, instructions and poetry. There is also ample evidence that the pupils have a wide range of opportunities to use their writing skills in other subjects.
45. Throughout the school, the pupils with SEN make good progress and attain standards that reflect their individual targets. They benefit from a balance of whole-class teaching, small group work and individual attention to their areas of difficulty. The teaching assistants' effective guidance and support play a significant part in this good provision. The school has used effectively the intervention programmes of the National Literacy Strategy, such as the Early and Additional Literacy Support materials and methods.
46. Most pupils have very positive attitudes to their learning and enjoy their lessons. They are well behaved and try to do their best at all times. During discussions, they are attentive, make relevant contributions and respect the ideas and opinions of others. They are clear about the teachers' high expectations of their work and their behaviour. The subject makes a good contribution to their spiritual, moral, social and cultural development as they begin to understand the power of words to create moods and atmosphere, to pose questions and encourage empathy.
47. The quality of teaching observed was good. All the members of staff, including the teaching assistants, have a good knowledge and clear understanding of the subject. The teachers plan the work carefully, explain clearly what they want the pupils to learn and set targets with them. They employ their questioning skills effectively to establish the pupils' understanding and then use the answers to support and extend the learning. The assessment and recording of the pupils' progress has improved since the last inspection and the information is used to plan future work for all ability levels. The teachers discuss the targets with the pupils, and ensure that in reading and writing they are well matched to individual abilities and needs. The teachers mark the pupils' work regularly and offer praise, but the quality of the marking is variable. It is most effective when the pupils are given advice about how they can improve their work and guidance about the next steps in learning.

48. The subject is managed well overall: this responsibility is shared by two of the teachers. The quality of the teaching and learning is checked by the co-ordinators observing lessons, looking at the plans and the pupils' books and analysing the results of tests. The recent focus on improving the curriculum for English has been successful and had a positive effect on the standards attained.

Language and literacy across the curriculum

49. The pupils use their literacy skills well to support work in other subjects. Their skills in speaking and listening are used across the curriculum in support of class and group discussions in subjects such as mathematics, science and religious education. The pupils are encouraged to retrieve and collate information from a range of sources to support history and geography topics, and their writing skills are developed well in most other subjects. Throughout the school, the pupils make use of ICT for research and of word processing to enhance their written work.

MATHEMATICS

The provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards in mathematics are below average for pupils in year 2
- The quality of the teaching and learning is good and the pupils achieve well in lessons
- The teachers' marking rarely indicates to the pupils how they can improve their work
- Assessment data is gathered, but its use to support the raising of standards is underdeveloped

Commentary

50. In Year 2, standards in mathematics are presently improving, but are still below average. The current cohort contains more children than in recent years who are on course to attain the higher level 3 but fewer pupils who are likely to reach the expected level 2 or above. However, the current Year 1 cohort has more children both achieving and exceeding the expectations for pupils of their age. In several of the lessons seen across Years 1 and 2, the pupils were reluctant to discuss their mathematical thinking. This reflected their lack of mathematical knowledge and understanding rather than an inability to speak and listen. For example, although the higher attaining Year 2 pupils can add two 2 digit numbers reasonably accurately by partitioning the numbers and looking for numbers that add up to ten, they cannot do this quickly. Nevertheless, Year 1 pupils are showing a reasonable understanding of the concept that subtraction is the inverse of addition. Furthermore, the presentation of written work across the school varies and does not consistently indicate the ability to use a ruler to draw a straight line or an awareness of lines and boxes on a page.
51. The quality of teaching is now good and the pupils make good progress and achieve well in lessons. The children behave well and apply themselves to good effect in lessons, but they do not show confidence in their abilities to calculate and to solve problems. The teachers usually provide precise descriptions of what the children are expected to learn, structure the lessons sensibly and manage the work of different ability groups effectively. Overall, the lessons combine lively mental warm-up activities, good direct teaching, challenging tasks, good support for all groups and reflective whole-class sessions that enable the teachers to assess how well the pupils have learned. This was seen to good effect in a Year 1 lesson about the concept of subtraction as the inverse of addition. When teaching is very good the activities are very well chosen and organised so that almost all pupils are fully involved and engrossed in their learning. This was observed in a Year 2 mathematics lesson concerning the concept of division as sharing equally. The contribution made by the teaching assistants, particularly in

support of group working, has a good effect upon the rate of progress made by many of the pupils. The pupils with special educational needs, supported by the teachers and teaching assistants, achieve as well as their classmates. Boys and girls of different abilities and backgrounds are currently making similar progress. However, the marking of their written work seldom gives the pupils any indication of what they must do in order to improve.

52. The coordinator has drawn up a reasonable action plan for improvement, and the teachers hold an increasing amount of helpful data about their pupils' attainment. However, evidence of ongoing adjustments to the improvement targets, based on the monitoring of the pupils' progress, is scarce. The school should carefully consider how to best apply the lessons learned from the recent successful measures taken to improve standards in writing to the raising of standards in mathematics.

Mathematics across the curriculum

53. The application of mathematics across the curriculum is satisfactory. The pupils use mathematics as part of their work in other subjects and consequently develop an appreciation of the practical uses of these skills. For example, they measure the distance travelled by toy cars when studying forces in science. When designing model homes in design and technology, they apply their knowledge of both two-dimensional and three-dimensional shapes to produce good quality products. In their artwork, the pupils use ICT as they apply their knowledge and understanding of tessellation and symmetry to create attractive patterns. When studying the local environment in geography, they use tally charts to record the number of different vehicles using a road within a set time. They combine mathematics and ICT skills to produce computer generated graphs when gathering data about favourite colours and toys.

SCIENCE

The provision for science is **satisfactory**.

Main strengths and weaknesses

- The teaching of scientific skills has improved since the last inspection
- The pupils are beginning to use scientific vocabulary confidently
- The recording of the outcomes of experiments and investigation is inadequate
- The marking of the pupils' work is unsatisfactory

Commentary

54. The pupils are reaching the standards that are expected for their age and achieving well. In lessons and in the work seen during the inspection, good attention was given to the teaching of scientific skills of enquiry and investigation. This is an improvement since the last inspection.
55. The pupils have well-developed observational skills and they discuss the outcomes of their investigations confidently. They understand the need for tests and investigations to be fair. The work on materials has been well taught and the pupils confidently talk about the differences and characteristics of wood, metal and plastic. They use words like flexible and transparent appropriately in their discussions. They understand that heat changes substances, such as chocolate, and explain what happens when liquids cool down. In their work on forces and movement, the Year 1 pupils enjoyed identifying "pushes and pulls" not only in their classroom activities, but also in a visit to a playground in the local park. The older pupils used their knowledge to ascertain the force that was required to move cars down a ramp and along a carpet. However, the pupils' ability to accurately record the outcomes was limited and this made it difficult for some to determine which car had travelled the farthest.

56. The quality of the teaching is generally good. The teachers are ably supported by the teaching assistants and voluntary helpers in managing practical tasks. This ensures that all pupils have the opportunity to take part in investigations and consequently they behave well. The teachers ask good questions to build on the pupils' previous knowledge and understanding. The pupils can, therefore, describe what happens in their experiments and higher ability pupils are able to explain the reasons. The methods used by teachers to support learning are usually varied and interesting. In some lessons, however, prepared worksheets are used and this restricts the opportunities for the pupils to record independently the results of their experiments.
57. The teachers give all pupils good support and encouragement and provide good feedback during the lessons. However, their marking does not always concentrate on the scientific content of the work and rarely gives the pupils any indication of what they need to do to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Standards have improved and pupils now attain the expected levels across the school
- The curriculum and resources have been improved and support good learning

Commentary

58. The standards achieved have improved since the previous inspection when they were judged to be unsatisfactory. The children achieve well and now reach the expected levels as they move through the school. For example, most Year 2 pupils can save, print and retrieve their work. In word processing, they highlight, delete and insert words before saving the changes. With an art programme, they use different paint tools and brush sizes to achieve reasonable effects. They control a floor turtle to make quarter and half turns and are just beginning to understand about the use of a sequence of instructions.
59. The pupils now receive a broader curriculum than that reported at the time of the previous inspection. The co-ordinator has also drawn up an appropriate action plan to promote greater use of ICT to support learning across the curriculum. The teachers have received relevant training and are generally confident about the curriculum they need to teach. There are PCs in all classrooms and in addition a set of ten laptops has been provided. The laptops are used appropriately to teach key skills to the children. There is currently one interactive whiteboard in the school and this is used appropriately to demonstrate procedures on a large scale. However, it does require careful timetabling to ensure availability and minimise disruption. A digital camera is often used to good effect to record the children and their work. Whenever computers are used around the school, there is usually an adult present to provide guidance and advice as needed. Consequently, pupils of all ages enjoy using ICT and are given regular opportunities to acquire and apply their skills.

Information and communication technology across the curriculum

60. The use of ICT across the curriculum is satisfactory. During the inspection, regular use was seen of ICT outside the direct teaching sessions. The pupils use their classroom computers to complete programs that consolidate numeracy skills in mathematics, for writing tasks in English, to record science investigations, to research topics and to create artwork. On other occasions, ICT successfully encompasses work from more than one subject, for example, when linking the understanding of rainbows in science to produce artwork. The digital camera is used sensibly to record children working and the pictures are then used to support further learning. This was observed to good effect in work about the rain and waterproof clothing and

in a study of forces encountered when the pupils were using play park equipment. In both cases, the children were enthralled at seeing themselves in the photographs and this brought the class-based activities to life. Good examples of this range of work were also seen in the displays around the school.

HUMANITIES

During the inspection no **history** lessons were seen. Consequently, there was insufficient evidence available to make a judgement about the provision and standards. Two lessons in geography and four lessons in religious education were observed. Additional evidence was gathered from the teachers' plans, the pupils' work and discussions with the coordinators.

Geography

The provision for the teaching and learning of geography is **satisfactory**.

Main strengths and weaknesses

- The pupils have opportunities to apply their literacy and ICT skills
- A range of visitors and visits enrich the pupils' experiences
- There is no system for recording the pupils' progress in their acquisition of key skills

Commentary

61. Standards at the end of Year 2 are in line with those expected nationally. The teaching was good in the two lessons seen. The planning is linked to the national requirements and an appropriate amount of time is allocated through the school's arrangements for a themed curriculum.
62. The pupils learn about the lives of people in other places and this is linked well with their history studies of people from other times. The work is planned carefully to stimulate the pupils' interest. Different landscapes and climates are presented imaginatively as the pupils follow the travels of Barnaby Bear and decide on the contents of his suitcases for holidays in Spain and Norway. They were supported in this by a visit to a local travel agent and by learning about the contents and status of a passport. They learn about the characteristics of the local area by drawing plans and making maps and carrying out traffic surveys in Sandicacre. They use their literacy and ICT skills well in this work. There are also good links with history as local residents visit to talk about the changes to the area that have taken place over the years. The subject makes good contributions to the pupils' social and cultural development as they develop an understanding of the human and physical features and the environmental issues that give localities their distinctive characteristics. Their experiences are enriched by a programme of visitors and visits to places of historical, geographical and cultural interest.
63. The co-ordinator scrutinises the teachers' plans and the pupils' work, but has not had any opportunities to observe lessons. The pupils' understanding is assessed at the end of each unit of work, but there is no system for recording their progress in the development of key skills.

Religious education

The provision for religious education is **satisfactory**.

Main strengths and weaknesses

- The pupils are developing an understanding of Christianity and other major religions
- The subject supports the pupils' spiritual, moral, social and cultural development
- There is no system for recording the pupils' progress in the development of key skills

Commentary

64. Throughout the school, the pupils' attainment is in line with the expectations of the Agreed Syllabus. All the pupils, including those with special educational needs, make satisfactory progress. The evidence from the teachers' plans and the pupils' work indicates that the expectations of the Agreed Syllabus for religious education are being met. The pupils learn about various important religious traditions, beliefs and practices and are taught about the significance of ceremonies, clothing and meals and the signs and symbols of particular forms of worship. They have studied the traditions of Judaism and they are currently learning about the signs, symbols and celebrations of Easter. This work provides good links with subjects such as art, geography, and history. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development as they reflect upon and make decisions about their personal responses to these meanings and values.
65. The teaching was good overall in the lessons observed during the inspection. These lessons were planned well and built on the pupils' previous knowledge and experiences. The teacher's good questioning promoted the pupils' speaking and listening skills and encouraged discussion to deepen their understanding.
66. The co-ordinator checks the quality of the provision by looking at the teachers' plans and the pupils' work, but has not had any opportunities to observe the actual teaching. The pupils' understanding is assessed at the end of each unit of work, but there is no system for recording their progress in the development of key skills.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

During the inspection no **design and technology** lessons were seen. Consequently, there was insufficient evidence available to make a judgement about the provision and standards. Two lessons in music and three lessons in physical education were observed. Art and design activities were observed within lessons involving other subjects. Additional evidence was gathered from the teachers' plans, the pupils' work and discussions with the co-ordinators.

Two lessons were observed in **music**: both were unsatisfactory due to the teachers' lack of subject knowledge and inadequate preparation of the material. No lessons were seen in Year 2 and no singing was heard in the assemblies during the inspection. Consequently, there was insufficient evidence to support a judgement about the provision and standards at the end of Year 2.

Standards in **art and design** are above average. Techniques and skills are developed in a systematic way, building on the experiences of the children in the nursery and reception classes. The pupils are introduced to a wide variety of activities to which they respond well and produce work of a good standard; for instance, in Year, 2 the pupils painted while listening to Jamaican music. They mixed paints well, and their finished paintings showed the use of a good range of colour. The pupils' have opportunity to observe natural objects and draw them in detail; for example, their good drawings of fruit segments were subsequently used as a basis in designs for fabric printing. They could explain in some detail how they had completed this work. The pupils have also investigated a wide range of materials to make collages and patterns, and these activities linked well to the science and mathematics curriculum. The work in art and design is displayed well and provides a stimulating learning environment for all pupils throughout the school.

Physical education

The provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The pupils have good opportunities to develop gymnastic skills

- The teaching and learning in dance lessons are good
- The pupils have inadequate opportunities to evaluate their performance
- The lack of a school field restricts the opportunities for outdoor games and sport

Commentary

67. The pupils are achieving the expected levels in physical education. They enjoy their lessons and achieve well. They work enthusiastically in gymnastics and are developing good co-ordination in their movements. The older pupils are linking balances and turns with increasing skill and control. They travel well on the apparatus appreciating the need to take turns and to co-operate with other pupils in their group. In dance lessons, they use the space well by moving appropriately to the music and listening carefully for changes in the mood. In these lessons, the girls respond well and imaginatively. The boys do not have the same level of control, but they use more energy in the warm up sessions, appreciating the effect this has on their muscles and heart rate.
68. The teachers have worked hard to improve their knowledge and understanding of the physical education curriculum and consequently the teaching of gymnastics and dance has improved since the last inspection. The lessons are well planned and move through a carefully structured sequence of activities that enables the pupils to make satisfactory progress. The teachers have good relationships with their pupils, who behave well and have positive attitudes to physical education. The teachers use praise very effectively to support achievement and they invite pupils to demonstrate good performance. However, the pupils have little or no opportunity to evaluate their own performance or the performance of others. This limits their understanding of how they might improve their work.
69. The school has recognised that the outside play areas constrain the development of the pupils' games skills. Good links have been made with the junior school and the infant pupils are taken to use the sports field. The lunchtime supervisors play ball games with the pupils and this is assisting with skills development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for PSHE and citizenship is **good**.

Main strengths and weaknesses

- The very good start made in the Foundation Stage is sustained well throughout the school
- The good relationships and ethos support the pupils' personal development
- There is a good range of opportunities for the pupils to express their opinions

Commentary

70. The teachers and support staff encourage the pupils to care for each other and to consider the effect of their words and actions. The pupils have a good understanding of the need for rules and maintain them well. There are planned opportunities for them to take part in discussions and to develop social skills such as learning to take turns, share, work and play together. During "Circle Time", the pupils discuss their thoughts and feelings and share their anxieties and concerns. This was seen to good effect in a session focusing upon how to cope with bullying. Through science and physical education lessons, the pupils learn about the importance of personal hygiene, diet and exercise. Sex education and awareness of drug and alcohol abuse are dealt with through science lessons and informally, with the pupils' questions always answered sensitively.

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	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
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	4
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	3
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).

