

INSPECTION REPORT

EASTROP INFANT SCHOOL

Swindon

LEA area: Swindon

Unique reference number: 126272

Headteacher: Mrs Sue Marshall

Lead inspector: Mrs Jean Harding

Dates of inspection: 16th – 18th May 2005

Inspection number: 266776

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4-7
Gender of pupils:	Mixed
Number on roll:	145
School address:	Eastrop Highworth Swindon
Postcode:	SN6 7AP
Telephone number:	01793 763772
Fax number:	01793 766528
Appropriate authority:	The governing body
Name of chair of governors:	Ms Sandra Green
Date of previous inspection:	1st February 1999

CHARACTERISTICS OF THE SCHOOL

This small infant school serves a small town on the outskirts of Swindon, but a significant percentage of pupils travel to the school from outside the area. Almost all pupils are white, and no current pupil speaks English as an additional language. The number of pupils who are eligible for free school meals is below average. Children's attainment on entry to the reception classes is average, overall, and this is a change from the time of the previous inspection, when attainment on entry was higher than average. However, relatively high levels of mobility mean that groups are not the same over their time in school. The number on roll has been falling, for demographic reasons. The school has identified an above average percentage of pupils to have special educational needs, and two pupils have a statement of special educational needs, which is average; the percentage of pupils with special educational needs is higher than it was in 1999. The range of special needs is wide; most pupils with special educational needs have learning difficulties, but recently the school has had on roll a few pupils with very significant behavioural problems.

During the inspection a sizeable extension to the building was under construction.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21378	Mrs Jean Harding	Lead inspector	English Art and design Religious education Special educational needs
8971	Mrs Judith Hesslewood	Lay inspector	
22856	Mrs Kath Campbell	Team inspector	Mathematics Information and communication technology Music The Foundation Stage curriculum
17263	Mr Andy Bond	Team inspector	Science Personal, social and health education Design and technology Geography History Physical education English as an additional language

The inspection contractor was:

Criterion School Inspections

*Juniper House
23 Abbots View
Abbotswood
Cinderford
Gloucestershire
GL14 3EG*

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

6-8

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

9-12

Standards achieved in areas of learning and subjects
Pupils' attitudes, values and other personal qualities

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

12-16

Teaching and learning
The curriculum
Care, guidance and support
Partnership with parents, other schools and the community

LEADERSHIP AND MANAGEMENT

16-17

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

18-29

AREAS OF LEARNING IN THE FOUNDATION STAGE

SUBJECTS IN KEY STAGE 1

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This effective school provides a good quality of education for its pupils. Pupils achieve well because they are, generally, taught well. Standards in English, mathematics and science are above average overall. The effective management procedures have ensured a good, interesting curriculum and good care for pupils. The headteacher and governing body provide good leadership for the school and ensure good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics, science, religious education and music are above average and pupils of all abilities achieve well in these subjects during their time in the school.
- Children in the reception classes and pupils through Years 1 and 2 have very good attitudes to school and their behaviour is good.
- Pupils' learning is good because the teaching is good, overall, but the quality of teaching, although satisfactory, is not as high in Year 1 as it is in the reception classes and in Year 2.
- A broad, rich curriculum is provided that caters well for the needs of all pupils.
- The school is led and managed well by the headteacher, staff with management responsibilities and governors; financial planning is strong.
- The school's partnership with parents, the community and other schools is very good; parents greatly appreciate the good care and support provided for their children.
- Although there are good systems in place to evaluate all that is done, the procedures to ensure consistency in the quality of teaching, although satisfactory, are not totally effective.
- The assessment of pupils' progress is good overall, with very good aspects in some subjects, but there are no formal procedures to assess pupils' achievement in speaking and listening.

The school has made good improvements since the previous inspection, especially in the provision for children in the reception year, and good improvements continue to be made. Concerted efforts have been made to improve pupils' writing and these have been effective, although work remains to be done for the school to be totally satisfied in this respect. Pupils' attainment in music is higher than it was. There is less difference in the attainment of boys and girls, and the responsibilities of senior management are more equitable. Improvements have been made to the building and the current building work is planned to improve facilities even further.

STANDARDS ACHIEVED

Achievement is good, overall.

Children start at the school with skills that are as expected for their age. They achieve well during their time in the reception classes, especially in their personal, social and emotional development and in their skills of speaking, listening, writing and mathematics. In other areas they make at least satisfactory and often good progress, and they start in Year 1 with a good base for learning.

Through Years 1 and 2 pupils achieve well, overall; progress is satisfactory through Year 1 and good through Year 2. For the pupils currently in Year 2 standards in speaking, listening, reading, mathematics, science, religious education and music are above average. In writing and other subjects for which there is sufficient evidence to judge, standards are as expected and pupils' achievement is at least satisfactory, but there are clear strengths in some creative activities, such as dance. There was insufficient evidence to make firm judgements about attainment in art and design, design and technology, geography, history and personal, social and health education, but indications are that pupils' progress in these subjects is at least satisfactory. Pupils with special educational needs, those who are more able, and those who are of non-white ethnic origin do as well as other pupils. Pupils use their key skills of literacy and numeracy well in other subjects.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	B	C	B	C
Writing	C	D	B	D
Mathematics	C	D	B	C

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with a comparable proportion of pupils entitled to free school meals.*

The variation in the national test results in 2003 and 2004 reflects the differences in the abilities of the two year-groups and transience. The school has identified writing as a weaker area in pupils' work and is addressing it successfully. Boys' attainment is currently about the same as that of girls.

Pupils' personal development is good. The school provides well for pupils' spiritual and cultural development and very well for their moral and social development. Provision is good, overall. Relationships are good. Pupils have very good attitudes to learning and behave well. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good, overall, but are better in the reception classes and Year 2 than in Year 1; the teaching in Year 1 is, however, satisfactory. Lessons are more interesting and lively in reception and Year 2, and teachers' challenge of pupils is greater than in Year 1 where, at times, the pace of lessons is a bit slow. Staff use a good range of effective strategies in their teaching and manage their pupils well. Pupils' work is marked well. Across the school assessment is good, especially in the reception classes and in mathematics, but there are no formal systems to assess pupils' achievement in speaking and listening. There is a good, rich curriculum, which promotes pupils' good achievement and their enjoyment of learning. Pupils are cared for well and the school involves them well in its decision-making. There is very good support and guidance based on effective monitoring, and pupils have productive, trusting relationships with adults in the school. The school's partnership with parents, the community and other schools is very good.

LEADERSHIP AND MANAGEMENT

The leadership and management are good. The good leadership of the headteacher ensures that there is a clear focus on raising standards and broadening the curriculum to motivate pupils. Very effective procedures to include pupils of all backgrounds and abilities have been put in place. The management of staff with subject responsibilities is good. The governing body is well involved in running the school and is effective. All statutory requirements are met. The planning for improvement is good and financial planning is tight; governors and staff have done well to acquire funding for the extension to the building and to cope with the inevitable disruption that this has caused. Some very good systems to evaluate standards and performance have been devised and are often effective, but the monitoring of teaching is not focused enough to ensure that all teaching is at the same high standard as the best.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Almost all parents have a very high regard for the school and consider that it copes very well for the academic and social needs of their children. Pupils love school and enjoy their work.

IMPROVEMENTS NEEDED

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

- ensure that pupils' achievement is consistently good throughout the school;
- apply more rigour to the systems of monitoring of the teaching to enhance teachers' performance, especially in Year 1;
- devise appropriate assessment procedures to check on pupils' progress in speaking and listening.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good, overall, and standards are higher than expected in several subjects. Progress is good in the reception classes and Year 2 and satisfactory in Year 1.

Main strengths and weaknesses

- By the end of Year 2 pupils have achieved well in speaking, listening, reading and mathematics and also in religious education and music, due to the good teaching they receive.
- Children in the reception classes make good progress in nearly all areas of development; their achievements are particularly good in writing, listening and speaking, and in their mathematical development.
- The achievement of pupils in Year 1, although satisfactory, is not as good as in Year 2 as the teaching is not as good.
- Pupils of all abilities and backgrounds make good progress, overall.

Commentary

1. Children in the reception classes achieve well, especially in communication, language and literacy and mathematical development. They make at least satisfactory progress in reading, creative, and physical development and in their knowledge and understanding of the world, and often their achievements are good. By the time children start in Year 1 almost all are working at, or above, the levels expected in all subject areas which is roughly the same situation as was reported at the previous inspection.
2. Pupils' achievement through Years 1 and 2 is good, overall, and similarly good progress was reported at the previous inspection. There has been an improvement in the grades achieved in the national tests since 2000, in line with national trends, even though, overall, pupils are less able when they join the school. There was a dip in 2003 reflecting the particular difficulties of the pupils in that year-group, and significant movement in and out of school. The rise to above average grades last year was because that group was a more able cohort. In comparison with similar schools, in the past the school had few scores above average, and writing has been consistently the weakest area of learning. However, in comparison with their attainment on entry, last year's pupils had made good progress. The main factor in constraining the school's overall grades, however, was not the percentage of pupils getting the higher grades, but the number of less able pupils not attaining the expected level, and the school was aware of this and has taken appropriate action.

Standards in national tests at the end of Year 2 – average point scores¹ in 2004

Standards in:	School results	National results
Reading	16.8 (15.7)	15.8 (15.7)
Writing	15.3 (14.4)	14.6 (14.6)
Mathematics	17.0 (15.8)	16.2 (16.3)

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

3. The school has instigated several good procedures to teach writing, and pupils' achievement has improved, and is now good. The school's very detailed tracking documents show that pupils currently in Year 2 have made good progress since entry to the school and inspection

¹ **Average Point Scores.** The average point 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 the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

evidence of the good achievement in writing this year confirms this. As it has such good tracking procedures, the school sets realistic targets for the national tests and is on course to achieve them.

4. Pupils' achievement in Year 1 is not as good because the teaching is not of the same high quality as it is in Year 2. Although the procedures for assessing pupils' attainment are good, the information acquired is not always used well enough in Year 1, for pupils to make the best progress; the fact that several pupils are reading books that are too easy is evidence of this. Progress speeds up in Year 2.
5. Pupils' attainment in listening, speaking and reading is higher than expected by the end of Year 2, and pupils use these skills well in their learning of other subjects. The development of speaking and listening has been a current priority for the school, and the extra efforts that staff have made to improve pupils' communication are paying off. Pupils are also good at applying their learned mathematical skills across the curriculum. The use of their skills in information and communication technology, although satisfactory, is not as well developed as in literacy and numeracy, as their access to computers is restricted, although standards in information and communication technology are in line with national expectations.
6. Standards in science, religious education and music are high because of the breadth of the work provided in these subjects and the good quality of teaching in Year 2. Standards in music are higher than they were at the previous inspection. Insufficient work in any aspect of physical education was observed for clear judgements about overall standards to be made, but records suggest that standards are in line with national expectations, and the quality of the dance seen was high. No definite judgements about pupils' achievement in art and design, design and technology, geography or history can be given, because these subjects were not a focus for this inspection; however, indications are that standards are at least satisfactory.
7. The school has effective tracking systems and these help to ensure that individual pupils achieve well. There is no difference in the attainment of pupils of different ethnic origin or background. In the past the national tests have shown that girls achieve better than boys, especially in English; the school is aware of this and has adopted several effective strategies to improve boys' attainment. There is no overall difference in the attainment of boys and girls in the current Year 2; in fact, boys are doing better than girls in some subjects, such as mathematics. Pupils with special educational needs make good progress and their parents are very pleased with this. More able pupils are given sufficiently challenging work and so achieve well.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour is good and their attitudes to learning are very good. Personal qualities are developed well; provision for spiritual, moral, social and cultural development is good, overall. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- The school stimulates in pupils the desire to learn, and so pupils' attitudes are very good.
- Pupils' relationships with each other and with staff are good and often very good.
- The social skills and moral framework necessary for living harmoniously in a community are reinforced constantly and consistently.
- The provision to broaden pupils' knowledge and understanding of their own culture and those of others is good and shows improvement since the previous inspection.

Commentary

8. Judgements in this aspect are similar to the positive judgements of the previous inspection, with some improvements in pupils' attitudes and personal development. Pupils are happy and enjoy coming to school. Their attitudes to school and learning are very good. They take

pleasure in singing during assemblies. In lessons, pupils are attentive and settle quickly to their work. Exciting, interactive lessons and the rich curriculum stimulate pupils' eagerness to learn. Pupils' behaviour is good in most lessons and when moving around the school. Staff consistently expect and give praise for high standards of conduct. While in assemblies and eating lunch, behaviour is often very good. The personal and social development of children in the reception year is good. Children behave very well and enjoy school. Relationships between adults and children are very good enabling children to grow in confidence.

9. The exclusions reported in the previous school year were valid and appropriate, and reflected the very significant difficulties displayed by a very few pupils.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	88	3	
White – any other White background	5		
Mixed – White and Asian	1		
Mixed – any other mixed background	1		
Asian or Asian British – Indian	1		
Any other ethnic group	3		
No ethnic group recorded	7		

The table gives the number of exclusions, which may be different from the number of pupils excluded.

10. Relationships between all members of the school community are good because a nurturing family ethos is actively encouraged and developed very well by all adults. Pupils from all cultural backgrounds are well integrated in this inclusive school. Parents indicate that incidents of bullying, for example, 'name calling' and 'you're not our friend' between girls have been dealt with very quickly and to their satisfaction. The introduction of the 'Friendship Stop' has enabled them to make new friends and play better together during breaks.
11. Provision for pupils' cultural development, particularly an understanding of other cultures, has improved since the previous inspection. The 'One World' event provided an effective focus for teaching about other people's daily lives, their cultural traditions, clothes and artefacts. In addition, the Tsunami appeal, harvest festival and other charitable appeals are used effectively as teaching and learning activities. A visit by artists from the Royal Ballet created a vast array of stimulating activities for all and also resulted in some fine work and extended writing by pupils in Year 2. Good-quality play equipment for use during breaks positively influences social and moral development.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.6	School data	0.1
National data	5.1	National data	0.4

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

12. Attendance, although at a similar level to the previous inspection, is now just below the average range for primary schools. However, this is an infant school and pupils of this age group are prone to all the usual childhood illnesses, which can result in greater time away for medical reasons. Attendance figures are also adversely affected by long-term illness, and absence due to holidays taken during term time. The school actively promotes the educational, social and moral value of good attendance in all its correspondence to parents. Holidays taken

in term time are actively discouraged. Absence is monitored closely and early contact is made with parents if children are absent without explanation.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Pupils of all abilities learn well because the teaching is good, overall. The assessment of pupils' attainment is good. The curriculum is good and enriched by an interesting range of activities. The staffing, accommodation and resources are good for the reception year and satisfactory in Years 1 and 2. Pupils are cared for well and are provided with very good support, which is based on staff's very good knowledge of their needs. There are very good, productive links with parents, the community and other schools.

Teaching and learning

The teaching and learning are good, overall. Teaching is good, and often very good in Year 2, good, overall in the reception classes and satisfactory in Year 1. The school's procedures for assessing pupils' attainment are good.

Main strengths and weaknesses

- The teaching in Year 2 is particularly effective and so pupils' progress in their last year at school is good.
- Learning in the reception classes is good because activities are planned well to meet children's individual needs.
- The procedures for the assessment of pupils' progress are good in many subjects; they are very good in the reception classes and for mathematics.
- The teaching in Year 1, although satisfactory, is not as good as in the rest of the school.
- Support staff and extra, part-time teachers provide well for more and less able pupils.
- There is no on-going assessment of speaking and listening.

Commentary

13. The teaching is good; it was also reported to be good at the previous inspection. However, there is clear evidence of much more consistently strong teaching in Year 2 and less consistency in Year 1. Across the school staff plan their lessons well and give good encouragement to their pupils; pupils, therefore, want to learn. Teachers employ a good range of effective strategies and insist on high standards of behaviour. A major strength is the way that teachers plan for pupils of all abilities and so pupils try hard and can work on their own or with small groups. A current focus for the school is to develop pupils' listening and speaking skills; some effective work was observed during the inspection with many good opportunities taken, especially in Year 2, to extend pupils' vocabulary and to encourage them to express themselves in a more mature way. Homework is used well; it is planned specifically for individuals, and parents are happy to become involved.
14. In all year-groups, organised and well-trained classroom assistants give good support to teachers and play a positive role in helping pupils, especially those with special educational needs. Throughout the school, pupils with special educational needs are taught well by teachers and support assistants. The separate extension lessons given to more able pupils are very effective and play a good part in the good progress made by these pupils.
15. There is a difference in the quality of teaching between the year-groups. Teaching and learning are good in the reception classes. Staff work closely together and plan well, enabling children to develop secure basic skills. Evidence from the planning and work in pupils' books shows that, over time, not just in the lessons observed, the teaching in Year 2 is of good quality, and much of it is very good. Lessons in these classes excite pupils and are based on good relationships and high expectations of pupils' work. Staff who teach pupils in Year 2 show enthusiasm in their teaching and pupils respond accordingly.

16. Although it is satisfactory, the teaching in Year 1 is not of the same high quality as that in Year 2. Records indicate that pupils' progress through Year 1 is satisfactory, but it is not as fast because the teaching lacks the life and pace of the other year-groups. No teaching that was better than satisfactory was seen in this year-group, but there is evidence of some good-quality teaching in pupils' books. Two unsatisfactory lessons were observed in Year 1, which, from the evidence in pupils' books, may not be typical. There is some evidence of less-than-secure knowledge and understanding of the subject matter in religious education, and some teaching was of slow pace, which suggests expectations of pupils that are too low. At times, in these classes, the work expands to fill the time available and good support staff are not used as well as they could be throughout the lesson.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6	7	12	2	0	0

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

17. The systems for assessment have improved since the previous inspection. In the reception classes assessment procedures are very thorough and constructive, and information is used well to plan for the next stages of development. In Years 1 and 2 assessment is good overall. Marking is now good, and often very good in Year 2; it is constructive and ensures that pupils know what to do to improve. Very good systems for tracking pupils' progress, especially in English and mathematics, are in place, and are, mostly, used well. However, at times, pupils are reading books that are too easy, which suggests that the good information acquired about pupils' progress in reading is not always used well enough to ensure that they are suitably challenged in their literacy skills. Assessment in science, information and communication technology and music is good, but there are no formal systems to check the developing standards of pupils' speaking and listening skills. As this aspect of English is currently a focus for the school, this is a weakness in the provision.

The curriculum

The curricular opportunities provided by the school are good. These are enriched well with a good range of interesting activities, which stimulate pupils' learning. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum is well planned and covers all subjects thoroughly.
- The provision for pupils with special educational needs is good and so they do well.
- The provision for personal, social and health education is being developed well.
- The school provides a good range of enrichment activities, especially in the arts subjects.
- There is some minor slippage of time during the school day.
- The accommodation has limited space, but improvements are being made.

COMMENTARY

18. The curriculum meets all statutory requirements and provides a good, broad education for all pupils, whatever their background. There has been a good level of improvement in curricular provision since the previous inspection. The curriculum is well planned and this, coupled with good teaching and learning, enables the school to attain above average standards. Pupils' literacy and numeracy skills are developed successfully in many subject areas, such as in history where they write freely about the 'Great Fire of London' or in science when graphs and pie charts are produced to record their findings. The curriculum for children in the reception classes is satisfactory. There is a good balance between adult-supported and independent activities. The purpose of some activities, however, is not always clearly defined; independent tasks, in particular, do not always match the needs of individual children. The provision for outdoor play for children in the reception classes has improved significantly.

19. The school's provision for pupils with special educational needs is good. A wide range of assessment is used to ensure that no pupil falls behind. Good intervention strategies for those with specific learning difficulties are in use. The provision for special educational needs is well managed and good systems of teaching and support have been devised.
20. Programmes for developing pupils' personal, social and health education are good. The teaching of sex and relationships and drug awareness is well integrated into the curriculum. Healthy living is promoted effectively by encouragement to eat sensibly and take regular exercise. Outside agencies, such as nurses and the local supermarket, help to reinforce the school's philosophy on health education. The school grounds provide regular opportunities for pupils to take exercise, with each class having access to the 'Trim Trail'.
21. A wide range of activities enriches the curriculum. The school is particularly successful in developing the arts. There are clubs for hand-bell ringing, singing, recorders, drama and French. There have been designated days for science investigation, design and technology and a mathematics workshop in the recent times. All these activities enhance pupils' achievement as well as their enthusiasm for school.
22. The school meets the recommended amount of time allocated for teaching and learning within the school day. However, there is some slippage of time, especially at the end of playtimes and when changing for physical education lessons. On these occasions valuable time is lost which could be used profitably for learning.
23. The accommodation has limited space. Classrooms are of a reasonable size, but there are few extra areas for small-group tuition, and low-level noise from each teaching area can affect the teaching in the next class. However, builders are in the process of completing the conversion of the former school kitchen into offices, group activity rooms and a reception area; this will create more space within the main building. There are sufficient and suitably qualified staff to deliver the curriculum effectively. A good feature is the use of experienced job-share teachers who liaise well with each other and bring a wide range of expertise to the curriculum. Learning resources are generally satisfactory, with the exception of those for music, which are good.

Care, guidance and support

The school provides well for the health, safety, care and welfare of pupils. It provides very good support, advice and guidance for pupils, based on the monitoring of achievements and personal development. The school involves pupils effectively in its work and development.

Main strengths and weaknesses

- All staff pay good attention to the welfare and individual needs of all pupils.
- Personal and academic development is guided and supported very well through the school's meticulous assessment, monitoring and record-keeping systems, and by the setting of appropriate and achievable targets.
- Pupils' views are valued and taken account of.

Commentary

24. The school provides a very caring, trusting and supportive environment in which pupils can learn and develop well, achieving success in its aim *'to make our school a happy and caring place'*. Each pupil is valued for who they are and what they can contribute to the school. Staff have a very good understanding of the background and personal needs of individual pupils. Parents and pupils are in agreement that staff treat pupils fairly. A warm, welcoming, stimulating learning environment has been created, and the available space is used imaginatively to enhance learning experiences. A good range of effective health and safety procedures are followed, however, three minor health and safety issues were brought to the attention of the governing body. Child protection procedures are good. The governing body is

up to date with its responsibilities on safeguarding children from harm. Good attention is paid to pupils' medical needs and first aid.

25. Comprehensive systems for tracking individual pupils' progress and personal development are used effectively to monitor progress, set individual achievable targets in English, mathematics and science and plan appropriate work. Attendance records, achievements such as 'listener of the week', responsibilities as monitors or helpers, and individual achievements outside school such as swimming, dancing awards etc are celebrated, recorded, monitored and reflected back to pupils to raise their self-esteem. Pupils are appropriately involved in formulating class rules, decisions over use of 'Golden Time'² and in the development of facilities in the playground.
26. The school makes good arrangements for the induction of new pupils. Effective liaison between pre-school groups and school, together with a strong commitment to ensuring parents are involved as partners in education, ensures that the youngest pupils are successfully integrated into full-time schooling.

Partnership with parents, other schools and the community

Links with parents are very good. Links with the community are very good as are links with other schools and colleges.

Main strengths and weaknesses

- Parental support for the school, including significant financial support, is very strong.
- Parents are provided with very good information about the school and pupils' progress.
- Parents make a significant contribution to their children's learning at home and by helping in school.
- The involvement of parents in the school, through seeking, valuing and acting on their views is very good.
- Links with the church enhance involvement with the local community, which together help develop pupils' understanding of the wider world.
- There is a strong, effective collaborative working partnership with other schools.

Commentary

27. The school has improved on its previously reported good links with parents and the community. Parents are very supportive of the school and its work. They feel welcome, well informed about their children's progress and happy about how well the school seeks their views. Good attendance at the parents' meeting and a high percentage of returned questionnaires together with the school's own questionnaire evaluation, all confirm this positive view. The Parents Association and 'FOCUS' committee are supported well in their social and fund-raising events, contributing over £4,000 to benefit pupils.
28. Very good communication with parents, both oral and written, is a strong feature of the school's partnership approach. The governors' report to parents is inclusive in tone, giving good, well-presented information. The reduction in unauthorised absence is highlighted, and parents' efforts in this area praised. This, together with an informative prospectus, school website, regular newsletters, three parents' evenings a year, workshops and curriculum information, informs parents effectively about the school and its work. In addition, as parents and carers deliver their children to school in the morning, they have daily contact with staff who record and action any parental requests or concerns ensuring a smooth start to the day and comfort for young children. Partnership with parents of children in the reception classes is very good.

² 'Golden Time' is a period when pupils are allowed to choose their own activities.
Eastrop Infant School - 15

29. Reports to parents about their children's progress have improved since the previous inspection. They report on what children know and can do and include targets for improvement in most subjects. Parents are aware of their children's targets and the progress they make to achieve them. Where parents help at home or in school, pupils' learning is enhanced. Views of parents are regularly sought both formally through questionnaires from the governing body and informally in day-to-day contact. Any concerns are promptly investigated and parents are happy with the school's response.
30. Links with the local and wider community have improved since the previous inspection. Links with the local church and vicar have been particularly successful in increasing community collaboration in joint events, for example charitable fund raising. During the creative arts and book weeks, local people shared their skills with the children. In addition, visiting musicians and dancers broaden pupils' experience of the ballet, music and art.
31. Very good links with local pre-schools and receiving junior schools ensure consistency of assessment procedures, curriculum continuity and a smooth transfer for pupils. Effective links through 'schools clusters' enable staff and subject co-ordinators to work together better, and participation in innovative pilot projects has a beneficial effect on the education of the pupils at Eastrop.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are all good. The headteacher leads the school well.

Main strengths and weaknesses

- The good leadership and management of the headteacher have ensured continuing improvement.
- The leadership and management of many subjects and aspects of the school are good.
- The governors are well involved in the school, and their management of the finances is good.
- Strategic planning for improvement is effective.
- The monitoring of teaching is not sufficiently rigorous to ensure consistency in the quality of teaching.

Commentary

32. There has been a satisfactory improvement to the good quality of leadership and management found at the previous inspection. There is a more equitable delegation of responsibilities on the senior management team. Also, the systems for assessment, marking, moderation of pupils' performance and monitoring of teaching and results have all improved; as a consequence standards in all subjects remain high or continue to rise. Since her appointment, the headteacher has put in place good systems for evaluating all that goes on, and she knows what is happening and why. She has fostered good relationships with outsiders and very good teamwork on the staff; parents, staff and governors are unanimous in their faith in her, with justification.
33. The provision for pupils with special educational needs, for able pupils and for children in the reception year is led and managed well and so these pupils achieve well. The leadership of many subjects is good, and the leadership and management of mathematics and music are very good; pupils, therefore, are able to achieve well in these subjects. Satisfactory procedures for induction of new staff and for performance management are in place. The teaching in all subjects is monitored regularly and, generally, valid judgements are made about the quality of the teaching. However, although the senior staff know what the deficiencies are, it is not always made clear to teachers how they might improve. It is for this reason that the teaching is not as strong in Year 1 as in Year 2.

34. Led by an effective chair, the governors provide good leadership for the school. They ensure continuing improvement and a culture of support, including an overt commitment to extending the academic and personal skills of pupils of all abilities and backgrounds, and to care for them well. The governing body ensures that all statutory requirements are met and that there are secure systems in place to eradicate any bullying or possible racial tension. Parents appreciate this.
35. Governors' detailed strategic planning provides a clear direction about where the school is going and how it is going to get there. Financial management is tight. The governors have planned well to fund the new extension and to equip it. Their decisions about ensuring the best value in spending are very good. Their thinking about the sort of staff they wish to employ and the funding for these is valid. They have planned well to cover a possible shortfall in funds if the numbers on roll continue to fall, and for essential workforce reform. It is for these reasons, as well as to fund the refurbishment of the building, that the amount carried forward for the last two years is higher than is recommended. The amount spent per pupil is relatively low for an infant school. Therefore, given the good standards achieved by pupils and the good quality of education provided, the school gives good value for money.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	456,447
Total expenditure	461,485
Expenditure per pupil	2,780

Balances (£)	
Balance from previous year	43,236
Balance carried forward to the next year	38,198*

*Further capital sums are carried forward to pay for the building.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE³

36. Provision for children in the reception classes is **good**. There has been good improvement since the previous inspection and many positive features, such as very strong links with parents, have been retained.
37. Children enter school in the September of the academic year in which they are five, with younger children moving from part-time to full-time education in the spring term. There are currently 49 children in two reception classes. All have received pre-school educational experience. Good induction procedures ensure a smooth transition into school. Attainment on entry, though wide ranging, is similar to other children of this age. Children of all abilities are taught well and make good progress. The vast majority achieve the early learning goals⁴ in all six areas of learning. Where there is most emphasis, in personal, social and emotional development, communication, language and literacy and mathematical development, children exceed the early learning goals. Children receive a good start to their education and enter Year 1 with secure foundations for their future development.
38. The teaching is good; it has many strengths. Teachers and support staff plan well together and provide a good range of activities that capture children's interest. Children make good progress because learning is fun and they want to succeed. All staff have high expectations of behaviour and pay very good attention to including children of all abilities. Occasionally, teachers do not make the best use of support staff, who sit unoccupied during introductions to lessons. Assessment procedures are very good and information is used well to plan the next stages of learning for each child. Provision for children with special educational needs is good.
39. The curriculum is satisfactory. It provides a well-balanced range of activities across the six areas of learning, with good opportunities for enrichment. Activities sometimes lack purpose, however, and do not meet individual needs. Lengthy literacy and numeracy lessons are not always appropriate for younger children who lack maturity and concentration. Provision for outdoor play has improved significantly.
40. The accommodation is spacious and stimulating. Displays are vibrant and create a very positive climate for learning. The reception classes are well-resourced and the outdoor learning area provides an effective additional working space.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Standards exceed expectations because children's personal, social and emotional development is an important part of all work.
- Staff provide very good role models.

Commentary

41. Children display high levels of trust as they arrive each day, confidently leaving parents and helpers. Staff value children as individuals, enabling them to gain confidence from the care and attention shown to them. Consistently good teaching results in children exceeding the early learning goals. Achievement is good. Children quickly learn classroom routines and take responsibilities, such as returning the register to the office, very seriously. Behaviour is very

³ The Foundation Stage caters for children from the age of three to the end of the reception year.

⁴ The early learning goals set out what children should achieve by the time they reach the end of the reception year in primary school.

good, and children are kind and courteous to each other. They work with good levels of co-operation and know they are an important part of a tightly-knit school community.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- As a result of good teaching, children achieve well and exceed the early learning goals.
- Group-work sessions are used effectively to develop speaking and listening skills.
- Early writing skills are taught very well.
- At times children read books that are too easy.

Commentary

42. In most activities there are opportunities for children to develop their language and literacy skills. Children acquire good listening skills through, for example, appreciating the rich variety of music on offer in the classroom or awaiting instructions during 'Brain Gym' sessions. Staff develop children's speaking and listening skills effectively during group activities, when discussion is lively and animated. Even the most reticent child is confident and articulate in a small-group setting. Children make very good progress with developing writing skills through a balanced programme of learning letter sounds and trying to write independently. Reading is fun and children of all abilities love books. Routines for reading, both at home and at school, are well established. Children sometimes do not make as much progress as they could, however, when they read books that are too easy.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Achievement is good because children enjoy their work.
- Basic number skills are reinforced well.

Commentary

43. As a result of good teaching, children of all abilities achieve well, and many exceed the early learning goals by Year 1. Children learn through a good range of activities, well matched to their ability. Number rhymes and songs feature in many lessons. Adults make effective use of registration time to extend counting skills. Staff take every opportunity to consolidate learning during group discussion. Whether counting spots on a ladybird or writing addition sums, children enjoy their work and make good progress. Many children are confident with numbers beyond 30, and some develop an understanding of addition and subtraction. Very occasionally, more able children are held back when activities are too easy for them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching and support staff make effective use of the outdoor learning area.
- Computer skills are developed well.
- Independent activities sometimes lack purpose.

Commentary

44. Children make good progress from a sound base. They develop understanding through an exciting range of purposeful activities, such as pretending to be 'habitat detectives', when working in the outdoor area. Consistently good teaching enables most children to reach the early learning goals by Year 1. Adult-supported activities promote good learning, but independent activities are not always as purposeful. Sometimes children wander around the classroom during 'choosing' time because activities do not interest them or match their needs.
45. Children learn about their own and other religions through an appropriate range of experiences. They use discussion time well to express thoughts and feelings. Computers are an integral part of daily work and most children develop secure independent mouse and keyboard skills when, for example, creating mini-beast paintings on screen. Numerous visitors make a strong, positive contribution to learning. Visits to places such as the Cotswold Wild Life Park enable children of all abilities to gain good knowledge and understanding of the world around them.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The introduction of an outdoor play area has had a positive impact on provision.
- Activities are interesting and fun, enabling children to achieve well.
- Some activities lack purpose because there is no structured outdoor play programme.

Commentary

46. Children achieve well through good teaching. Adults provide an exciting range of activities, such as 'Brain Gym'. Improved outdoor provision enables children to develop good confidence in all aspects of their physical development. There is, however, a need for a structured outdoor play programme to enhance provision further. Currently, children tend to ride aimlessly around the playground. Children have regular access to the school hall for physical education lessons. They demonstrate good control and co-ordination and a growing awareness of space. Teachers offer a wide range of independent activities, such as painting ladybirds, enabling children to develop good control with glue spreaders, pencils and paintbrushes. Most children achieve the early learning goals in this area of learning.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Teachers develop children's creative skills well through good-quality imaginative play.
- Music is used very effectively in children's creative development.
- Some activities are over directed.

Commentary

47. Through sound teaching, children make satisfactory progress and reach the early learning goals by Year 1. They experience a good range of adult-supported activities, enabling them to develop confidence and expression in their work. They use music very effectively through, for example, painting how they feel in response to a piece of music. They know a wide range of songs and rhymes. Role-play areas, such as 'Eastrop Vets', provide good opportunities for imaginative play and contribute very effectively to literacy and numeracy. Although children have reasonable access to a range of tools and equipment, they do not always have enough

opportunities to explore and create for themselves. In addition, when tasks lack purpose, or are over directed, they stifle creativity.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in speaking, listening and reading are above average by the end of Year 2 because of the strong emphasis on these skills.
- Literacy skills are developed effectively across the whole curriculum.
- The school has correctly identified areas for improvement and is tackling them well.
- The teaching is good, overall, but some weaker practice in teaching has not been addressed.
- Overall, the assessment of achievement in English is good, but there is no on-going assessment of pupils' speaking and listening skills.

Commentary

48. Results of the national tests in reading and writing for the last few years have been variable, depending on the ability of each particular group. Standards are about the same as were reported at the previous inspection, but pupils' entry skills are now lower. There has been an improvement in standards over the last two years, and an especially good improvement in writing. Pupils in Year 2 last year, and the present group, have all made good progress since they were in reception, but progress has been faster through Year 2 than Year 1. Grades in the national tests were above average in reading and writing in 2004, and average in reading and below average in writing when compared with similar schools.
49. Currently, standards of speaking, listening and reading are above those expected and standards of writing are average. The school correctly identified writing as the weakest area of pupils' English skills, especially those of boys. It has put in place many good systems to improve literacy, which have been successful. Currently, the attainment of boys is about the same as girls in the school, overall, although there are more boys with special educational needs who need special help and whose language skills are below those expected. The staff have made concerted, and successful, efforts to raise the overall attainment of those pupils who were not quite getting to the expected level. More able pupils achieve well.
50. The school has raised pupils' achievement in speaking and listening by a good emphasis on language in every lesson. Pupils listen well; they do not need instructions repeated and demonstrate good understanding by their positive response to questioning. They speak well. Most speak to the group with relative assurance and few use one-word answers. Most staff are careful in not accepting a casual response, suggesting that a more complex sentence or more adventurous vocabulary is used. More able pupils are articulate; they converse well with appropriate selection of vocabulary, depending on the listener. Staff plan good opportunities to speak to partners in lessons, and drama is now a more prominent aspect of the English curriculum, although more could be made of this. Although the development of pupils' speaking and listening skills is currently a priority for the school, no formal assessments, apart from the assessments at the end of Year 2, have been devised, and this is an area for improvement.
51. Pupils read well, with good accuracy and fluency for their age. They read with expression and are good at sounding out unfamiliar words. They also demonstrate a love of books and reading, which is something that has been encouraged by the school over time. Even the youngest pupils can discuss an interesting range of children's authors. Pupils are heard to read regularly. Reading diaries are used consistently, and parents give good support to the school in this. Pupils have relevant reading targets and these are monitored carefully. Targets

are based on thorough assessment. However, a few pupils are reading books that are too easy, particularly the group readers, because they have made at least good progress and have not had their skills monitored for a few weeks.

52. The school uses a wide range of strategies to improve pupils' writing, and standards are improving. There are some good sessions set up to help pupils of lower attainment; well-trained classroom assistants give good support to pupils during these lessons. There are some particularly good sessions for those who are more able; pupils' achievement in these lessons is high and they show great interest and concentration. In both year-groups, good opportunities for extended writing are given but there are not that many examples of drafting and re-drafting, especially using the computer, in pupils' books. Generally, work is well presented and punctuation is accurate. Spelling is as expected, and is improving. The school has adopted the good strategy of only sending home totally relevant spellings for pupils to learn and then ensuring that these are practised.
53. Pupils' learning is good, because the teaching is good, overall, based on a good curriculum. The teaching is stronger in Year 2 where the lessons are sharper and time is used better. Almost all the work in pupils' books suggests teaching that is at least satisfactory and often good in Year 2. Work is appropriately differentiated for pupils of all abilities and is interesting. Some unsatisfactory teaching was observed in Year 1 during the inspection, in which the timings of the activities and the slow pace meant that pupils did not learn enough in the time available and more able pupils were not challenged. When lessons drag on after the time planned, the valuable time allocated for listening to stories is curtailed and compromises what is an essential part of the school's provision.
54. The leadership of the subject is very good. Some very good procedures for assessment of reading and writing, and tracking of progress, have been put in place and the whole emphasis is on improvement. Any pupil that is suspected of under-achieving is picked up and given extra help. The provision is better than it was at the previous inspection. Resources for teaching remain good, but the current library areas are a bit sparse and the storage of books has been a problem, soon to be addressed when the new extension is in operation. The management is satisfactory. Pupils' work has been monitored well, but the checking of pupils' reading could be tighter in some classes. The teaching has been monitored, and mostly valid conclusions have been drawn, but there has not been sufficient subsequent emphasis on the improvement to the lessons for some staff in Year 1.

Language and literacy across the curriculum

55. Pupils are given plenty of good opportunities to use their language and literacy skills in other subjects. They are encouraged to talk, using increasingly advanced vocabulary. They are expected to use dictionaries and look up information and to write in the best way they can in many other subjects, such as religious education and science.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Leadership and management are very good and ensure continuous improvement.
- The school uses tracking and assessment procedures very effectively.
- Progress in Year 2 is better than in Year 1 because the teaching is better.

Commentary

56. Results in the 2004 national tests indicate that standards at the end of the key stage were above average when compared to schools nationally and average when compared to similar schools. These results represent a rise in standards after a dip in 2003. Inspection findings

reveal that current standards are above average and that there has been satisfactory improvement to the provision since the previous inspection. The school regards the success of each pupil as paramount. It takes effective action to identify areas for development and remedy weaknesses. Its focus on tracking the progress of individual pupils has pinpointed those in most need very accurately. Greater emphasis on target setting, better use of high-quality data analysis, and more focused assessment have put the school firmly back on an upward track. Boys and girls achieve equally well, through good teaching. Boys are expected to outperform girls this year, reversing a trend of girls' better performance in the past. Provision for pupils with special educational needs is good, enabling them to make as much progress as their classmates.

57. The school has successfully maintained the high standards found at the time of the previous inspection. Arrangements for ability groupings in Year 2 have benefited pupils greatly. The organisation is excellent, ensuring pupils of all abilities achieve very well during mathematics lessons. Staff provide a high level of challenge for more able pupils, input for average pupils is more focused, and one-to-one attention for pupils with special educational needs helps them to succeed. By the time they leave, most pupils have a secure understanding across all aspects of the mathematics curriculum.
58. The overall quality of teaching and learning is good. Some very good teaching was observed during the inspection in Year 2. Teaching and learning have many strengths, including teachers' high expectations of pupils' behaviour, clarity of explanation, good development of speaking and listening skills and strong consolidation of basic numeracy skills. Teachers plan well for different abilities, enabling all pupils to make equally good progress over time. Pupils apply themselves well and want to succeed because work is interesting. Occasionally, some teachers spend too long giving instructions and do not make the best use of their teaching assistants. When used effectively, support staff make a positive contribution towards pupils' learning. The use of homework is effective, because work is tailored carefully to individual needs. Although the achievement of pupils in Year 1 is satisfactory, they do not make as much progress as pupils in Year 2 because they are not taught as well. Over-reliance on workbook-based activities sometimes results in a lack of challenge for more able pupils. In addition, there is some variation between the two year-groups in the quality, quantity and marking of work; it is more effective in Year 2.
59. The curriculum for mathematics is good. Information and communication technology is used well to support mathematical understanding. There are many good examples, ranging from programming a robot on the interactive whiteboard to constructing favourite fruit graphs.
60. Very strong subject co-ordination has been instrumental in moving the subject forward. The co-ordinator is a very good practitioner who knows what needs to be done and how to bring about change. She has a very clear sense of direction, a very accurate view of strengths and weaknesses and has developed an impressively good system for tracking pupils to ensure no-one slips through the net. Portfolios of previous work are also used well to track progress.

Mathematics across the curriculum

61. Pupils use mathematics effectively as part of their work in other subjects. There are numerous examples of mathematical skills being developed well through, for example, identifying symmetrical patterns in Islamic art or measuring wood for design and technology models. The school is in the process of building in cross-curricular links to ensure opportunities are planned even more effectively.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average because the teaching and learning are generally good; achievement is good overall, but stronger in Year 2 than in Year 1.
- The curriculum is planned well.
- The leadership and management of the subject are good, but the monitoring of teachers' classroom performance is not sufficiently focused on improving teaching.

COMMENTARY

62. Standards in science are above average by the end of Year 2. Teachers' assessments in 2004 showed that standards were above average and this position has been maintained in 2005. Overall, pupils achieve well, but the progress made in Year 2 is more rapid than in Year 1. This is because the teaching is more challenging and the pupils apply themselves well in lessons and produce a good volume of work in the time available. Pupils with special educational needs also achieve well because they receive good support from teachers and teaching assistants.
63. Teaching and learning are good overall, being more effective in Year 2 than in Year 1. Classes are managed well and pupils co-operate constructively in lessons. They are keen to learn and listen well to teachers' explanations. Teachers place a strong emphasis on the development of pupils' skills and ensure that all pupils are well integrated and participate fully. Opportunities for investigation are being developed well and they enhance pupils' learning. Assessment procedures are good. Teachers evaluate their lessons and modify their planning accordingly to suit the needs of pupils. Tracking systems, which monitor pupils' achievement, are well established and these are used to check that pupils are making sufficient progress over time.
64. The curriculum is good; it is planned well and covers all the elements of the National Curriculum. Health education is promoted effectively and information and communication technology is incorporated well into lessons. Pupils' literacy and numeracy skills are also enhanced in science lessons. Results of experiments are carefully written down and information tabulated on grids and in graphs.
65. The leadership of the subject is good. The co-ordinator is experienced, knowledgeable and enthusiastic. The results of tests and specially designed tasks to evaluate pupils' performance are analysed, and strengths and weaknesses identified. Action is taken to boost pupils' performance by setting targets for improvement. Planning is reviewed and pupils' work scrutinised to assess achievement. Lessons are also observed regularly, but the focus on improving teachers' classroom performance is not sharp enough.
66. The school has maintained above average standards since the previous inspection. The curriculum, however, has improved, especially in the area of scientific investigation. The role of the co-ordinator has also been strengthened.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils make sound use of their learned skills and cross-curricular links are developing well.
- Pupils are not totally secure with all aspects of the curriculum.

Commentary

67. Although it was not possible to observe any lessons in information and communication technology during the inspection, a judgement on provision is made based on other secure evidence, such as watching pupils working on computers, discussions with pupils, analysis of their work and talking to staff.
68. The school has made steady improvement in its information and communication technology provision since the previous inspection. Staff have kept pace with fast moving developments and successfully updated their expertise. There has been a good level of improvement in resources, which has helped pupils to improve their skills. Each classroom now has three networked computers, allowing Internet access. Digital cameras support learning well, enabling pupils to record evidence of completed work, and the interactive white board is used constructively.
69. No judgement on the quality of teaching was made as no direct teaching was observed. Examination of planning and portfolios of past work indicates that current standards are average and achievement is satisfactory. Pupils of all abilities make equally sound progress. By Year 2 pupils are confident working independently or with a partner when, for example, constructing graphs, designing pictures or word-processing stories. They make satisfactory use of information technology for finding things out and exchanging and sharing ideas. They are less secure when programming a floor robot, however, and do not have much experience of using computer simulations to explore what happens in real and imaginary situations. They show great enjoyment and regard information and communication technology as an important tool in helping them learn more easily. The leadership and management are satisfactory. Assessment procedures are good and identify areas for development well. Portfolios of pupils' work provide valuable additional evidence about progress and achievement.

Information and communication technology across the curriculum

70. The use of information and communication technology is already embedded well into several subjects, and pupils are happy to practise their learned skills. The school has identified the need to embed information and communication technology into all of the subjects, ensuring a more structured approach to the development of skills. The use of computers is already a good feature of subjects such as English and science but opportunities tend to happen incidentally. Pupils consolidate skills well through, for example, word-processing, identifying symmetrical patterns in Islamic artwork or constructing graphs and charts in their science and geography work.

HUMANITIES

71. **Geography and history** were not part of the focus for the inspection so the evidence gathered was limited to scrutiny of pupils' work, a review of displays throughout the school and a brief discussion with some pupils in Year 2. No teaching was seen and so no judgements can be made about the overall provision.
72. In both geography and history, the standards of work produced by pupils are broadly average. Pupils in Year 2 correctly name the constituent countries of the United Kingdom and describe physical and human features in geography. They have a sound understanding of the local

area and map their journey to school. In history, pupils in Year 2 describe the events related to the 'Great Fire of London' well and understand the importance of Florence Nightingale's work in the hospital at Scutari during the Crimean War. They compare the homes of today with Victorian homes with satisfactory knowledge and understanding.

73. The curriculum provided is good in both subjects. Pupils experience a wide range of learning opportunities. Visits are made to places of local interest, and visitors help to embellish the curriculum with stories of their own experiences. Numeracy and literacy skills are developed well in these subjects. Pupils compile graphs of their holiday destinations and write good eye-witness accounts of the effects of the 'Great Fire of London'. The school has maintained the quality of education in these subjects as reported at the previous inspection.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well and demonstrate knowledge and understanding that are better than expected by the end of Year 2.
- The teaching is good, overall, but there is some lack of knowledge and understanding of the subject in Year 1.
- The subject co-ordinator has produced a good curriculum and has assembled a good range of resources.
- Religious education contributes substantially to pupils' spiritual, moral, social and cultural development.

Commentary

74. Standards are of the same good quality as were reported at the previous inspection, but the curriculum, the resources and the assessment of pupils' attainment have improved. Pupils are provided with a broad, relevant curriculum and enjoy their lessons in religious education. As a result, their knowledge and understanding of the subject are higher than expectations. Pupils have a good understanding of the celebrations of the Christian religion. They relate stories in the Bible to their own lives. Pupils in Year 2 have a very clear understanding of the rituals and ceremonies of the Muslim faith and compare these to those of the Christian faith. They have a good knowledge of artefacts, special books and places of worship.
75. The teaching of religious education is good overall, but this generalisation hides a significant difference between the teaching in Year 1 and Year 2. The teaching in Year 2 is very good; it is based on a very secure understanding of the subject and a real appreciation of what religion means to people and how it can help them. End-of-unit assessments are valuable, and the marking of work ensures that pupils know what to do to improve. Pupils' learning in Year 1 is satisfactory as the teaching they receive is rather less inspirational. The work in their books is at least satisfactory, and sometimes good. Pupils of different ability are provided with appropriate work and support. However, there is some evidence, in Year 1, of a lack of knowledge and understanding by staff of one of the religions studied, and this compromises pupils' good learning in religious education. Teachers through the school ensure that pupils give due respect to people's beliefs, and the subject does much to promote inter-faith tolerance and understanding. In both year-groups lessons are interesting and ensure that pupils are attentive and take a full part in the discussions. Teachers use lessons in religious education well to develop pupils' language skills and increase their vocabulary. Good, interactive, classroom displays promote further understanding of religious symbolism effectively and nurture pupils' spiritual awareness and understanding of major world religions.
76. The subject is led very well and many aspects of management are good, such as the planning of the curriculum, the moderation of the assessments and the acquisition of resources.

However, given that the school did not know about the lack of subject knowledge in Year 1, the management can only be judged as satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. As **art and design** was not a focus for this inspection, no lessons were observed and so no judgements about provision can be made. However, there is plenty of evidence around the school to indicate that pupils demonstrate at least average standards in this subject and that they make satisfactory progress. This is the same judgement as was made at the previous inspection. There is a good range of artwork on the walls, mostly linked to other subjects that pupils have studied. This displayed work suggests that pupils are given a good curriculum covering a wide range of media, although there is little evidence of non-Western art as a stimulus. Pupils are appropriately introduced to the work of famous artists and designers. Interesting portfolios of pupils' work, and of photographs of previous work, are kept. These show work of a good standard, but opportunities have been missed to level the work in order to demonstrate progress in the development of pupils' skills.
78. No lessons were observed in **design and technology** because the subject was not part of the inspection focus. The evidence gathered, which included scrutiny of pupils' work and discussion with pupils, showed that standards attained by pupils are broadly as expected. Pupils understand the design and technology process and know that the final piece of work should be evaluated. They improve their skills by using a range of materials, producing items such as glove puppets and wheeled vehicles made from cardboard boxes. The breadth of curricular opportunities is good. The school sensibly sets aside a 'blocked' period of time in order to ensure that the construction process is completed properly. Satisfactory improvement has been made since the previous inspection.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils reach above average standards because they are taught well.
- The leadership and management are very good and ensure that all pupils can take part.
- Pupils receive very good opportunities to participate in musical activities.
- Music is a very important part of school life and contributes well to pupils' personal development.

Commentary

79. Pupils of all abilities, not just those who are musically talented, achieve well and reach above average standards. There has been good improvement since the previous inspection. The quality of teaching and learning has improved, resources are far more varied and imaginative, and the school makes effective use of the considerable the musical expertise on the staff. Opportunities for enrichment are very good, ensuring pupils of all abilities have opportunities to participate in high profile performances, such as the imminent 'Colour Me Happy' concert. Boys and girls have an equal enthusiasm for music.
80. The quality of teaching and learning, not just in class lessons but also in other musical activities, is good. Pupils' sense of performance develops from an early age. Music assemblies are very important occasions when everyone sings together, performs or listens to a diverse range of music, from Cilla Black to Tchaikovsky. Listening to music is a regular feature of school life. Pupils know a good range of songs and rhymes, and sing with enthusiasm, good tonal quality and clear diction. Innovative extra-curricular clubs, such as hand-bell ringing, provide a good level of challenge. The singing club promotes effectively the enjoyment of music and develops confidence and self-esteem.

81. There are numerous examples of language and, to a lesser extent, numeracy skills being developed well through music. School concerts and productions promote good speaking and listening skills. Pupils use information and communication technology effectively in their composition work. Simple, but effective, assessment procedures are of good quality; they give an accurate indication of pupils' achievement.
82. The leadership and management are very good. The co-ordinator is a skilled practitioner whose commitment towards involving all pupils is a major positive feature. Music is an important part of the school day. It permeates the work of the school and makes a significant contribution towards pupils' personal development.

Physical education

Provision in physical education is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Achievement is good in dance.
- The curriculum is good; it enables pupils to take part in a wide range of activities, with the benefit of outside experts.
- Teachers plan their lessons well, but at times do not place sufficient emphasis on pupils evaluating their own performance.
- Pupils work together well and use their initiative.

COMMENTARY

83. No judgement can be given about overall standards in physical education as too few lessons in each aspect of the subject were observed. However, indications are that standards are average by the end of Year 2 and pupils reach above average standards in dance because of the emphasis placed within the curriculum and the expertise of teachers in this particular aspect. Achievement is generally satisfactory, but good in dance. Pupils with special educational needs make similar progress to other pupils within their classes.
84. Teaching and learning are satisfactory overall. Teachers plan lessons thoroughly and identify clear learning objectives. Classes are well managed. Relationships between teachers and pupils are good. Praise and encouragement are used regularly by teachers to ensure that pupils perform well. One particularly good feature is the way in which pupils are encouraged to work together to make up their own games or dances. Pupils respond well and use their initiative. However, a weaker feature of some lessons is the lack of emphasis on pupils' evaluating their own performance. Teachers do not use this approach sufficiently and, consequently, pupils are not always clear about what they have to do next in order to improve.
85. The curriculum is good. It is wide and interesting. A number of local sporting organisations are invited into the school to enrich the curriculum. Visitors have provided additional expertise to develop skills in gymnastics and tennis. Recently, a ballet workshop provided a valuable stimulus for creative work throughout the school. An annual sports day provides opportunities for pupils to develop skills in athletics.
86. The leadership and the management of the subject are satisfactory. The co-ordinator has periodic opportunities to monitor the quality of provision in physical education. An appropriate subject action plan is created from the information gathered through monitoring, and targets for improvements are outlined. The school has made satisfactory improvement since the previous inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

87. During the inspection, only one lesson was observed in **personal, social and health education**, therefore, no substantive judgement is made relating to provision. The lesson observed was satisfactory; the teacher set out clearly the way in which the session was to develop and the contribution expected from pupils. The teacher used pictures to stimulate pupils' interest and to show how emotions can be expressed, then asked pupils to share their views about 'sadness' and 'excitement'.
88. The school places a strong emphasis on health education and is seeking the 'Healthy Schools' award. Personal, social and health education, and citizenship, are embedded well into the curriculum, so that issues like sex and relationships and drug awareness are covered in formal lessons as well as informally in class discussions. Staff encourage positive attitudes towards school work and foster pupils' personal relationships with others. 'Circle time'⁵ sessions are beneficial. They enable teachers to reinforce codes of behaviour, as well as giving pupils opportunities to express their own feelings.

⁵ 'Circle Time' is the opportunity for pupils to share their views and opinions on a variety of subjects.
Eastrop Infant School - 29

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	Grade
The overall effectiveness of the school	3
How inclusive the school is	2
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 (ethos)	2
Attendance	4
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	3
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	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
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).