

INSPECTION REPORT

Purley C of E Infant School

Purley

LEA Area: West Berkshire

Unique Reference Number: 109971

Inspection Number: 188988

Head-Teacher: Mrs J Goddard

Reporting inspector: Mr M Burghart
20865

Dates of inspection: 11 October 1999 - 13 October 1999

Under OFSTED contract number: 706992
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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
Type of control:	Voluntary Controlled
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Purley Village Purley-on-Thames Reading RG8 8AF
Telephone number:	0118 9842384
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs M Watkivs
Date of previous inspection:	19 March 1996 - 23 March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr M Burghart, Rgl	Special Educational Needs, English, Science, Religious Education, Art, Music, Physical Education.	Attainment and Progress; Teaching, Leadership and Management; Efficiency.
Mrs J Philbey, Lay Inspector		Attitudes, Behaviour and Personal Development; Attendance, Support, Guidance and Pupils' Welfare; Partnership with Parents and the Community.
Mrs J Watson	Under Fives, Equal Opportunities, Mathematics, Information Technology; Design and Technology; Geography; History.	Curriculum and Assessment; Pupils' Spiritual, Moral, Social and Cultural Development; Staffing, Accommodation and Resources.

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MAIN FINDINGS

What the school does well

- Achieves good standards and progress in literacy and numeracy.
- Provides good teaching.
- Maintains a broad and balanced curriculum.
- Makes good use of assessment.
- Takes good care of its pupils.
- Successfully encourages good attitudes and behaviour.
- Makes very good provision for pupils' moral development.
- Uses homework well.
- Makes good use of limited accommodation.
- Maintains very good relationships with parents and the community.

• Where the school has weaknesses

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- I. In some aspects of efficiency related to cost-effectiveness, job descriptions and reserve funds.
- II. In an underemphasis on information technology.
- III. In the lack of suitable outdoor space and equipment for the under fives.
- IV. In having no portfolios of pupils' work to give an overview of standards.
- V. In the absence of a hall on site.
- VI. In the lack of a caretaker.

This school provides sound standards of education and good pastoral care and support. It has many more strengths than weaknesses, but the latter will form the basis of the governors' action plan which will be sent to parents and guardians of pupils at the school.

• How the school has improved since the last inspection

- The last report raised six key issues for improvement. The school has made good progress in addressing these. It has successfully maintained high levels of pastoral care and good relationships. Schemes of work, identifying learning objectives are now in place for all subjects and the quality of teaching has been improved. Assessment procedures now make it possible to gauge pupils' progress and suit work to the needs of individuals. There are clearer links between the school development plan and finance, and co-ordinators manage their own budgets. However, governors are still not sufficiently involved in evaluating cost-effectiveness. The school now complies with health and safety requirements and positive relationships with the community have been developed as required. Standards have been improved especially in reading and mathematics, and literacy and numeracy times have been effectively introduced. Marking and homework policies have been improved and there is now greater consistency. Provision for those under five has been significantly improved. The school is suitably placed for future development.
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• **Standards in subjects**

This table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
			<i>average</i>	<i>C</i>
			<i>below average</i>	<i>D</i>
			<i>well below average</i>	<i>E</i>
Reading	C	E		
Writing	C	E		
Mathematics	C	E		

These results indicate a satisfactory picture compared with schools nationally, but well below average against schools with similar free school meals and special educational needs. 1999 figures show considerable improvement in reading, writing, mathematics and science; especially in higher levels for reading and mathematics. Currently standards are good in English and mathematics at the end of the key stage, satisfactory with good features in science. Progress is good in all three subjects. Standards and progress are satisfactory in religious education and information technology. However, progress in the latter is restricted through lack of emphasis. Progress is satisfactory in other areas of the curriculum with positives in music and art, and for pupils with special educational needs. Children who are under five make good progress against areas considered desirable for this age group.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years
English	Good	Good
Mathematics	Good	Good
Science	N/A	Good
Information technology	N/A	Satisfactory but underemphasised.
Religious education	N/A	Satisfactory
Other subjects	Good	Satisfactory with strengths in art, geography, music and physical education.

Teaching was satisfactory or better in all lessons observed with 70 per cent good or better. Nearly 9 per cent of teaching was very good. All teachers recorded some good lessons. The quality of teaching delivered by support staff is at least satisfactory and often good, especially for those children under five. Strengths in teaching are in planning, objectives, relationships and management of pupils. Relative weaknesses concern pace and some activities being insufficiently open ended. Some pupils need more opportunities to make choices and take greater responsibility.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses

· **Other aspects of the school**

Aspect	Comment
Behaviour	Good: attitudes and relationships are positive. Good management of pupils who could present problems.
Attendance	Satisfactory; and improving.
Ethos*	Good. The school is committed to improving standards and maintains a good, caring environment.
Leadership and management	Good: big improvements in the management of the curriculum by the headteacher and staff. The school development plan demonstrates educational direction. Literacy and numeracy well managed. Some governors' committees need developing. Job descriptions and a pay review in need of attention.
Curriculum	Good; broad and balanced. Much improved schemes of work and use of assessment. Homework well used. More work needed on portfolios. Information technology underemphasised as a core subject.
Pupils with special educational needs	Good planning, support and progress.
Spiritual, moral, social & cultural development	Good overall in spiritual, social and cultural. Multicultural much improved. Provision for moral development very good reflecting the school's aims and values.
Staffing, resources and accommodation	Staff teaching and non-teaching make a good team, making good use of strengths. Satisfactory resources overall with notable improvements for literacy. Accommodation limited, but well used to create a stimulating environment. Display good. Negatives in the lack of a hall; and dedicated, appropriately resourced, outdoor space for those under five. The absence of a caretaker has a negative impact on building and site management and overloads the headteacher.
Value for money	Satisfactory; improved since last time with better educational direction. However, some lack of efficiency concerning planning for the use of reserves.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **The parents' views of the school**

What most parents like about the school

- VII. School is approachable.
- VIII. The involvement of parents.
- IX. Values and attitudes.
- X. Children like coming to school.

What some parents are not happy about

There was no consensus of negative opinion. Comments made were individual.

The overwhelming response of parents to the school is positive. Inspectors support parents' views.

KEY ISSUES FOR ACTION

In order to further improve the school the governors, headteacher and staff should:-

- **Improve** levels of efficiency by:-
 - Planning to reduce reserve funds to make best use of all finances available;
 - Reviewing staff job descriptions and pay annually;
 - Developing ways of evaluating cost-effectiveness of decisions taken;
 - Improving procedures for caretaking;
 - Setting up a governors' appeals committee.

(Paragraphs: 52, 53, 57, 60, 61, 63, 65.)

- **Raise** the emphasis placed on information technology, making more time available for it as a discrete subject in its own right.

(Paragraphs: 11, 14, 32, 110.)

- **Improve** outdoor facilities for physical development of those under five, with designated space; resourced for climbing, balancing and ride-on activities.

(Paragraphs: 10, 21, 31, 57, 61, 68, 74, 140.)

In addition to the above key issues the following less important issues should be considered for inclusion in the action plan:-

- Developing portfolios of examples of pupils' work annotated and dated to provide an overview of standards, and reference points for continuity and progression in the curriculum.

(Paragraphs: 26, 35, 104, 111, 123.)

- Providing more opportunities to further pupils' personal development, enabling them to take greater responsibility and select materials and equipment.

(Paragraphs: 15, 19, 32, 60, 62, 74, 96, 122.)

- Improving resources for science.

(Paragraphs: 62, 106.)

- Improving standards of presentation and refining policy for handwriting.

(Paragraphs: 81, 95.)

- Developing procedures for the vetting of volunteer helpers.

(Paragraphs: 48, 56.)

- Establishing a policy for pupil restraint.

(Paragraphs: 58.)

- Attending to matters of site maintenance: for example arranging for drains to be cleared, gutters and window sills to be repainted, and, from the point of view of health and safety, modifying overflow pipes.

(Paragraph: 61.)

INTRODUCTION

Characteristics of the school

1. Purley C of E Infant School is situated at the centre of the village of Purley-on-Thames near Reading in West Berkshire. The school buildings are Victorian, modernised over the past 30 years with a mobile classroom for older pupils. There are 48 children on the school roll, aged from four to seven. Six of these are in the reception year having been admitted at the start of the year when they are to be five. They form part of a class with the younger Year 1 pupils. Older pupils in Year 1 are taught in the same class as the 17 Year 2 pupils. There is an average of 24 pupils in each class. Pupils' attainment on entry reflects a wide range of ability, but is broadly average overall.
2. Pupils are drawn from the immediate and surrounding area mostly from private accommodation. Parents are involved in varied employment, predominantly professional.
3. The headteacher is in her eighth year at the school and is supported by one other full time member of staff and one part time teacher, with whom she shares a class.
4. There are six children on the special educational needs register, two of whom have a formal statement under the terms of the DfEE Code of Practice (this gives practical advice to schools and local education authorities about their responsibilities to ensure that pupils who have special educational needs, receive the most appropriate help to further their learning and personal development). This is well below the national average. Three children are known to be eligible for free school meals, which is well below the national average in percentage terms. No child comes from a home where English is an additional language.
5. The school was previously inspected in March 1996. Key issues were raised in the following areas:-
Schemes of work; Assessment; Budgetary planning and cost effectiveness; Statutory and health and safety requirements.
6. The school has identified as its main aim:
"To serve its community by providing an education of the highest quality within the context of Christian belief and practice."
7. Priorities for the current School Improvement and Development Plan include:-
Curriculum; Reading, Literacy, Numeracy; Home/school partnership and Buildings.
8. As a Voluntary Controlled school acts of worship were inspected by an inspector appointed by the diocese of Oxford under Section 23 of the Education Act. Her report appears under a separate cover.

9.

· **Key indicators**

Attainment at Key Stage 1¹

		Number of registered pupils in final year of Key Stage 1 for latest reporting year:			
		Year	Boys	Girls	Total
		1998	9	15	24
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Number of pupils at NC Level 2 or above	Boys	8	7	8	
	Girls	14	13	14	
	Total	22	20	22	
Percentage at NC Level 2 or above	School	88 (93)	80 (96)	88 (100)	
	National	80 (80)	81 (80)	84 (85)	
Teacher Assessments		English	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys	7	8	8	
	Girls	14	14	15	
	Total	21	22	23	
Percentage at NC Level 2 or above	School	84 (93)	88 (100)	92 (100)	
	National	81 (80)	85 (84)	86 (85)	

¹ Percentage in parentheses refer to the year before the latest reporting year

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. **Attendance**

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Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised Absence	School	%
		National comparative data	4.36
	Unauthorised Absence	School	0.26
		National comparative data	0.5

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. **Exclusions**

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Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

. **Quality of teaching**

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Percentage of teaching observed which is:		%
	Very good or better	8.7
	Satisfactory or better	100
	Less than satisfactory	0

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· **PART A: ASPECTS OF THE SCHOOL**
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· **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

· **Attainment and progress**
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10. The attainment of children on first entering the school as under fives, shows a broad range, but is average overall. Children make good progress in areas of learning considered desirable, although limitations of space and equipment outdoors have restricting effects on physical development. Children are fully integrated into the school and are well prepared for the National Curriculum.

11. Overall, attainment for the majority of pupils is at least satisfactory when they leave the school at seven. Standards are above average in English and mathematics. Standards are in line with the average in science. Progress is good in all three subjects. Pupils' performance is good in music, aspects of art and geography. It is satisfactory in history and design and technology, religious education and physical education. Although the subject is underemphasised, pupils make satisfactory progress in the work they have been involved in, in information technology. Standards are average at the end of the key stage.

12. Over the past four years results of National Curriculum assessments indicate gradual improvement. There was a slight decline in 1998 where results showed attainment in reading, writing and mathematics to be in line with national averages, but much below results for similar schools. In 1999 (where there are as yet no national comparisons) results indicate considerable improvement in reading, writing and mathematics, especially for the proportion achieving the higher Level 3. For reading the percentage reaching Level 3 in 1999 was 42 per cent compared with 16 per cent the previous year. For teacher assessments in science, results show the percentage of pupils reaching Level 2 to be above national averages and above for those reaching Level 3.

13. The school is putting an appropriate emphasis on literacy and numeracy. The effects of the literacy hour are already showing success. Increased mental arithmetic work is having a beneficial impact on mathematics. Since the last inspection, the school has worked towards targets set with the local education authority and is making good progress against them.

14. In English, standards of speaking and listening are good and are developing well. These skills are encouraged throughout the curriculum with good question and answer sessions at the start of lessons, and in good review sessions. In writing, there is improved attainment in sentence construction and punctuation. The school is aware of the need to provide time for extended writing and plans opportunities throughout the curriculum. Work in mental arithmetic is developing well, but there are too limited opportunities for open ended problem solving, particularly for higher attainers. Attainment in science is satisfactory with good features in work on life processes and living things. Attainment in information technology is basically satisfactory, but higher expectations from its now established core status, require more discrete teaching. Pupils' work in religious education is satisfactory, with standards and progress in line with the locally agreed syllabus. Pupils generally make good progress. In art, standards are good, especially in observational drawing and the use of colour. The emphasis on first hand experience, especially through visits, as a basis for topic work is particularly effective in promoting pupils' interest and learning. Pupils reach

good standards for their age by the time they leave the school. In physical education pupils' performance is sound overall, but suffers through the lack of a hall on site, especially for gymnastics.

15. Progress in personal development is satisfactory throughout the school. Pupils are given plenty of opportunities to work with others, but too few chances to show initiative when organising themselves. Due consideration is given to higher attaining pupils, and many make good progress. The low percentage of pupils with special educational needs is supported well. Pupils have equality of opportunity and make good progress. The school complies fully with the Code of Practice for special educational needs.

• **Attitudes, behaviour and personal development**

16. Throughout the school, pupils' attitudes towards learning are good and this makes a positive contribution to the standards they achieve. This finding reflects that of the school's previous inspection. Pupils' good natured outlook and respect for others make an important contribution to the ethos of the school. In lessons pupils concentrate well and show interest in what they are doing, as was observed in both classes. Occasionally pupils became excitable and a little noisy, but this only reflected enthusiasm for the task.

17. Pupils' behaviour in the playground and around the site is good. There have been no exclusions. Pupils are polite, trustworthy and helpful towards visitors, staff and each other. Relationships between pupils are good and boys and girls play together well and show care and support for one another. Lunchtimes are very orderly and well controlled. Respect is shown for property and pupils are careful: for example when handling library books. In classrooms and in assemblies pupils listen carefully to adults and willingly follow their teachers' instructions.

18. Throughout the school pupils form constructive relationships with one another, with teachers and other adults. They take turns and work well in pairs and in groups. A good example of this was seen in a physical education lesson when pupils quickly and without fuss chose their partners. The different groups and ages within the school get on well together, a process which is promoted by mixed age classes. Pupils work alongside each other in a supportive way and disagreements are rare. There is no evidence of bullying or harassment.

19. When given appropriate opportunities pupils display initiative and a sound sense of responsibility. They take on simple classroom tasks, return registers and access resources. Although pupils respond to such opportunities, there is some weakness in the provision of structured arrangements to allow all pupils, especially older ones, to take responsibility.

• **Attendance**

20. Attendance rates at the school are satisfactory, although marginally below the national average. Attendance figures have improved during the past year. The previous inspection reported that attendance was good. Registration takes place at the beginning of each session. The school is anxious to ensure that lessons commence promptly in the morning. Parents are reminded in newsletters of the importance of good punctuality and most pupils arrive at school on time. This good practice contributes positively to pupils' attainment and progress.

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QUALITY OF EDUCATION PROVIDED

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Teaching

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21. The quality of teaching for children who are under five, is never less than satisfactory, usually good and occasionally very good. Teaching is enhanced by good relationships. Teachers' expectations are appropriate and children are given good opportunities for first hand experience. Adults working with early years children are well deployed and briefed as part of the teaching process. There are structured play activities which stimulate and challenge children. Teachers provide a sound range of practical opportunities indoors, but work outside is not sufficiently developed.

22. A significant amount of good teaching and good classroom management are strong features of the school. This represents improvement since the last report. During the inspection, teaching was satisfactory or better in 100 per cent of lessons observed, good or very good, in nearly 70 per cent and, very good, in almost 9 per cent. This is a strength of the school and good teaching has a favourable effect on pupils' attainment and progress. Relationships between staff and pupils are well developed. Management and control of pupils are good. Teachers and non-teachers make a good team. They have sound knowledge and understanding of the National Curriculum and their expectations are high. Staff manage mixed age classes effectively.

23. Teachers work hard and plan work carefully, organise activities well and, in an improvement since the last report, communicate their objectives clearly, especially in literacy and numeracy. Teachers make good use of their strengths: for example supporting each other in planning, and swapping classes for music and physical education, to ensure consistency. Good use is made of time and most lessons are well paced.

24. In the least successful lessons, a minority of pupils are not appropriately challenged: for example some work in mathematics is not set at the right levels. There are times when pace flags; when activities are not sufficiently open ended; and where pupils are given insufficient responsibility for selecting materials and putting things away.

25. Most lessons take into account the varied range of pupils' abilities. Teachers are good at improving performance. There has been notable success in reading and mathematics, following increased focus on the more able: for example in creating a small Year 1 literacy group, with marked improvement in those achieving higher levels.

26. Teachers' assessment of pupils' work in the core subjects of English, mathematics and science is good. Good initiatives include staff setting targets for individual pupils in their marking and tracking performance. Teachers' commitment to assessment in other subjects is successful and much improved since the last inspection. However, staff are aware of the

need to maintain an overview of pupils' performance as a whole, and present annotated examples of work to help gauge progress.

27. The quality of teaching for those pupils with special educational needs is good. Instructions are clear, praise is used constructively and relationships are good. Individual education plans are well used and match the requirements of pupils for whom they are written. There is successful communication between staff. Staff know their pupils well and non-teachers make valuable contributions to teaching and support.

28. Staff use good questioning techniques and are successful in raising pupils' self esteem, helping them to become more confident, especially those with special needs. This has a significant effect on pupils' speaking and listening skills and on the quality of discussion.

29. Teachers encourage pupils to evaluate their own work and respect that of other people: for example in art and physical education where performance is improved by observing the work of others. This has a positive effect on pupils' moral and social development.

30. Teachers make good use of an appropriate amount of homework to consolidate skills and develop the curriculum. Children are encouraged to take books home on a regular basis to share with their parents and, occasionally, to practise spellings, collect things and carry out simple research. Unusually, there was no consensus of parents expressing concerns about homework. Staff are well prepared, make appropriate use of resources and good use of limited space. They value pupils' work and display it well to provide a stimulating environment.

• **The curriculum and assessment**

31. The overall quality of the school's curriculum is good. The curriculum provided for the under fives is broad and relevant and includes all the areas of learning specified in national guidance. It is well balanced with the exception of some aspects of physical development, due to the lack of provision of a securely enclosed outdoor play area with appropriate play equipment. Detailed planning ensures a smooth transition to the subjects of the National Curriculum. Results from the education authority's baseline assessment for under fives are used effectively to plan future work. Daily assessments of children's attainment and progress are based upon close observation of their developing skills, understanding and knowledge.

32. The curriculum for pupils in Key Stage 1 is broadly based and relevant. It is well balanced with the exception of information technology where pupils have insufficient planned opportunities to develop their skills fully. The school's well structured approach to the literacy and numeracy strategies is having a positive impact on standards. Provision for personal development is satisfactorily timetabled, although opportunities for pupils' independence skills are underdeveloped. For example, pupils take too much time getting changed for physical education lessons. Sex education and drugs awareness are dealt with in science lessons, in health education, or spontaneously when they arise. All pupils have equal access to the curriculum and the provision for special educational needs is good. Good progress has been made in curriculum development since the last inspection and statutory requirements are now met in all subjects.

33. Curriculum planning procedures are good. The weaknesses identified in the last inspection have been redressed. There is an overall curriculum framework to guide teachers' termly planning. A three year rolling programme of projects effectively addresses the needs of mixed age classes. Cross curricular planning within these projects has been well planned to give good coverage of the National Curriculum programmes of study. These are effectively linked to planned activities. There are good policies to underpin planning. All subjects now have schemes of work although some of these are commercial schemes which do not take account of the school's individual circumstances: for example in mathematics. Teachers share expertise and meet regularly to ensure good cohesion in all subjects of the curriculum. Homework is used well to support the implementation of the curriculum and parents are supportive of school policy.

34. Good use is made of the locality for field trips in science, geography and art lessons. The gymnastic facilities of a nearby school are regularly used to enhance the physical education programme. A good range of school visits, such as a trip to the National Gallery, provide enrichment for the curriculum. There are currently no after school clubs.

35. The school has developed good procedures for assessing pupils' progress and assessment information is used well to plan future work. National Curriculum test results are carefully analysed and strategies put in place to raise standards. For example, the school identified that too many pupils were only just achieving expected levels in writing. Measures were successfully introduced to improve the relevant skills. Termly examples of pupils' work are kept in English, mathematics, science, information technology and design and technology. This work is accurately annotated, levelled and kept in individual portfolios. However, these individual results have not been collated to provide an overview of pupils' attainment and progress. Whole school portfolios have not been maintained to show up to date, levelled work to underpin teacher assessment. Good records are kept of pupils' progress in speaking and listening which represents a significant improvement since the last inspection. There are effective systems for assessing pupils' attainment in most subjects although there is no monitoring of religious education, art or music. Marking is generally satisfactory with clear comments on what pupils have, or have not, achieved. Good progress has been made since the last inspection in monitoring the effectiveness of the curriculum.

· **Pupils spiritual, moral, social and cultural development**
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36. Overall, the school makes good provision for pupils' spiritual, moral, social and cultural development. All four elements are clearly reflected in its everyday life. There is particular strength in moral development and, since the time of the last inspection, there has been a significant improvement in provision for spiritual development. The school provides a calm, caring and purposeful environment for its pupils. Pupils with special educational needs are well integrated into the life and work of the school.

37. Provision for pupils' spiritual development is good. Valuable contributions come from collective worship, religious education and other subjects of the curriculum. The exploration of the school grounds for fieldwork makes a major contribution to pupils' spiritual development. For example, pupils marvel at the changing colour and texture of leaves in the autumn and at the vast quantities of frogspawn in the school pond during spring. Stories are carefully selected to encourage pupils to reflect on the values of others. For example, children in the under fives group experienced awe, wonder and delight as they sat on a patchwork quilt and listened to a famous story about a similar quilt. The positive school

ethos is based on a clear set of aims.

38. The quality of provision for pupils' moral development is very good. Both teaching and support staff provide good role models through their relations with pupils and each other. They value pupils' contributions to class discussions and they treat them with respect. Teachers manage pupils well and have high expectations of pupils' behaviour. Pupils are very effectively taught the difference between right and wrong, and school rules are consistently applied. Pupils are encouraged to respect property and the school environment, which is tidy and litter free. Parents willingly give time to care for plant tubs to provide an attractive outdoor environment for pupils' play times and learning.

39. Provision for pupils' social development is good and all pupils are well supported. There are good opportunities for pupils to work collaboratively. For example, in a physical education lesson, pupils worked together making up a game with their own set of rules which their peers had to identify. In mathematics, pupils worked together in trios to solve a problem. At lunchtime pupils have good opportunities for social play. There is a wide range of activities and pupils are given freedom of choice. Areas are well designated to promote the selection of quiet and more energetic activities. Pupils are encouraged to take responsibility for minor duties such as giving the signal for the end of play times and class tidying. An opportunity for community involvement occurs at celebration times such as Harvest Festival and Christmas when pupils donate food and entertain the elderly and those with disabilities.

40. The school's provision for cultural development is good. There is a wide range of modern multicultural books and effective curriculum links permeating most subjects of the curriculum. There are close links with the church and good use is made of the museum service. An exchange day with a town school of a similar size provides a good cultural experience for all pupils. Similarly, an annual visit to the National Gallery provides good first hand experience. The school promotes music from around the world and this is supplemented by a group of musicians who play traditional music from Australia, South America, India and Jamaica.

• **Support, guidance and pupils welfare**

41. The school's provision for the educational and personal support and guidance of pupils is good and has improved since the last inspection. The school provides a secure and calm environment that has a warm and friendly atmosphere and most pupils are happy to come to school. Relationships between pupils and staff are very good and pupils turn readily and with confidence to their teachers, classroom assistants and lunchtime supervisors for help and guidance when needed.

42. Procedures for monitoring progress are good and have improved since the last inspection. Suitable assessments are made of attainment in most subjects with more frequent records made of progress in English, mathematics and science. Good records are kept of pupils' reading both at home and in school. The monitoring of progress in personal development is generally less structured and relies more on teachers' knowledge of the pupils.

43. Procedures for promoting discipline and good behaviour are good. Class rules are displayed in classrooms. They are well understood by pupils who acknowledge that teachers deal appropriately with any occasional misbehaviour. There are individual ways of

rewarding pupils for good behaviour such as receiving stamps and stickers, which mean a great deal to children. Parents report that any concerns regarding bullying are treated seriously by staff and acted upon immediately.

44. There are very good procedures in place for monitoring attendance. Parents usually contact the school if their child is absent. The school administration officer monitors the registers daily and will telephone parents if there is a concern. Unauthorised absence is rare, but if it occurs, procedures are in place and letters sent to parents. Parents who wish to take their children on holiday within term time are now being advised of the number of days in the academic year that the children have already been withdrawn for holidays.

45. The school's procedures for ensuring the well-being, health and safety of pupils are very good and show considerable improvement since the last inspection. The school has successfully addressed the key issue that it should comply with all statutory health and safety requirements. The child protection policy has been updated. The headteacher is the designated person for child protection and is fully trained. Governors and staff have been trained in child protection issues. The school liaises well with social services and relevant agencies when necessary. A health and safety policy is in place and a full risk assessment is carried out each term by the governors. Fire practice takes place each term and the fire officer has no concerns regarding fire safety procedures. There is adequate lunchtime supervision and pupils are well cared for in the playground. The appointment of a nursery nurse has made considerable improvements to the care and attention of this age group. Pupils who are sick or distressed are treated sympathetically by the school's first-aider. There are good arrangements for pupils with specific medical needs.

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Partnership with parents and the community

46. Partnership between the school and parents is very good and has improved since the last inspection. The school recognises that home/school liaison is most important and great efforts have been made to maintain and develop links. Parents hold the school in high regard. They report that the school has very good relationships with its parents who value the provision made for them by the school.

47. The quality of information provided for parents is excellent. The school presents itself well in an attractive and comprehensive prospectus. The annual governors' report to parents is clear and informative and meets with statutory requirements. Parents are most appreciative of the regular newsletters that keep them in touch with information of school events and activities. At the beginning of each term parents receive a detailed fact sheet advising them of what their children will be learning, and how parents can help at home. There have been a number of curriculum meetings for parents on reading, writing and the literacy and numeracy hours. Parents are invited to discuss their children's progress with class teachers at formal consultation evenings held each term, or informally at any time. Annual reports to parents are handwritten, informative and meet statutory requirements.

48. Parents' involvement in school is good and they are made to feel most welcome. The school appreciates the parents and volunteers who give their time to help in school assisting with reading, gardening, in the library and outside visits. However, procedures for vetting such adults are currently inadequate. Parents report that staff are friendly and approachable and always ready to listen sympathetically to their concerns. There is a successful home/school reading scheme in which all parents are actively encouraged to participate. There is an active and enthusiastic Friends of Purley School Association who

are responsible for initiating fund-raising activities, such as the Summer Fair. Parents give their full support to these activities. Money raised has provided playground equipment, a computer and books. The association recently arranged a day's outing for pupils to coincide with a staff in-service training day.

49. The curriculum is enriched by the school's good links with the community. The school has a strong association with St. Mary's Church and welcomes the rector into school each week to take assembly. Pupils benefit from talks given by the community policeman. His informal visit on the week of the inspection confirmed that pupils are happy to see him and regard him as a friend. Pupils entertain the Purley senior citizens each year at the Christmas concert. The school makes good use of the local environment to support the curriculum including visits to a school in a nearby town. Generous support is given to a number of charities including the National Children's Society and Purley Park Trust.

· **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

· **Leadership and management**

50. Provision for children who are under five is well managed. Particularly good use is made of a nursery nurse and learning assistants to support smaller groups than are possible in a large class. This has a positive effect on children's learning. There are well established procedures for admitting children and sound arrangements are in place for inducting them into the school.

51. The school benefits from the hard work and sound leadership of the headteacher. Together, she, the staff and governors maintain a development and improvement plan which has taken the school forward. Information from the whole staff is used to attribute responsibility and set timescales for the school's long term planning. This plan is focused on the needs of the curriculum. It details outline cost implications and is proving a satisfactory focus for management. It provides structure for planning and a basis for evaluation and assessment. This planning represents good progress since the last inspection when a lack of systematic leadership and management was criticised.

52. The curriculum is now much better managed by staff and policies are in place for all subjects and, in an improvement since last time, there are now schemes of work in all areas. Although recent changes in the governing body have interrupted the process, governors are better informed of the needs of the curriculum. However, the school is aware that developing governors' awareness of cost effectiveness, establishing personnel and appeals committees, reviewing pay policy and revising job descriptions, are areas for future

development.

53. Day to day management of the school is good. Office procedures are effective. The recommendations of the most recent local education authority audit have been implemented. The governing body has established terms of reference and procedures for its existing committees. It fulfils statutory obligations, with the exception of maintaining an appeals committee and reviewing pay. The finance committee confirms and monitors the annual budget. However, the school holds in reserve approximately 16 per cent of its budget without having established how these funds are to be managed. The head and staff are proactive in maintenance of the building and are successful in providing a good learning environment. However, the lack of a caretaker to manage the building, oversee cleaning, security and site maintenance, puts unreasonable demands upon the headteacher. These negatively affect the time and energy which she can devote to teaching, management and educational direction.

54. The positive ethos of this school is having a very good effect on pupils' learning. Aims are clearly set out in an excellent school prospectus and well communicated to parents and pupils. The school has demonstrated the success of review and evaluation and is committed to raising standards. It has been successful in managing the introduction of literacy and numeracy time and in improving standards especially for higher attainers.

55. Arrangements for pupils with special educational needs are well organised and managed. Pupils have full access to the National Curriculum. The school complies with the Code of Practice for special educational needs and makes good use of its resources.

56. Generally staff, volunteer helpers and most resources are well managed and this has a positive impact on the delivery of the curriculum. However, the lack of vetting of volunteers is to be addressed to comply with child protection procedures.

57. Although limited by the lack of a hall, and toilets for the mobile classroom, and the absence of a caretaker; accommodation and security are managed effectively. The recently developed library is well managed to encourage reading and research. The small school grounds (especially the pond area) are well managed and used to enrich the curriculum. However, insufficient use is made of outdoor space for the physical development of those under five.

58. Pupils' behaviour is very effectively managed. There is a good negotiated policy which results in good standards. This has helped to sustain the good ethos previously reported. It plays a significant part in enabling staff to provide good opportunities for learning. However, the school is aware that it needs to define a policy for the restraint of pupils in extreme circumstances.

59. The school has made good progress against issues raised in the last inspection and is suitably placed to make future development.

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• **Staffing, accommodation and learning resources**

60. The match, number, qualifications and experience of teachers to the demands of the curriculum are good. Teacher expertise is used well and this has a positive impact on standards: for example in music. All subjects have a co-ordinator, although this entails a

heavy workload with teachers having responsibility for several subjects. Support from the local cluster of schools lessens these demands to an extent. For example, local small schools combined to produce outline schemes of work. The headteacher takes responsibility for curriculum monitoring and this has appropriately focused on the literacy and numeracy strategies. Pupils aged under five are very well supported by a NNEB certificated assistant. Overall, there is a good level of support provided by classroom assistants who make a significant contribution to the attainment and progress of all pupils, including those with special educational needs. However, there are occasions when pupils are given too much help, which has a negative impact on their personal development. Other non-teaching staff, including administrative staff and lunchtime supervisors contribute well to the positive ethos of the school. Currently there is no caretaker, which is unsatisfactory. All staff have suitable job descriptions, although these require updating. Arrangements for the headteacher's appraisal have lapsed, although procedures are in place for teaching staff to be appraised. Good opportunities are provided for professional development of staff. In-house training for lunchtime supervisors has had a positive impact on standards of behaviour and the social development of pupils at lunchtime.

61. The school's accommodation is satisfactory overall. However, the deficiencies highlighted in the last inspection report remain largely unresolved. There is no hall and therefore a classroom is used for assemblies and meals as well as lessons. There are no facilities for indoor physical education and pupils attend a local primary school for gymnastic lessons. The walk entailed can be subject to inclement weather and road hazards. A replacement modular building provided a much needed classroom and headteacher's office. However, pupils are still required to go outdoors to gain access to the toilets. There is no suitable access for wheelchairs. The absence of a caretaker has resulted in some aspects of site management being in need of attention, notably regarding drains, gutters and window sills. The school is in an attractive location and the outdoor environment has been developed well. It provides shade, seating, grassed and hard play areas where pupils can engage in quiet or energetic activities. Children aged under five have no direct access to a safe, enclosed, resourced space for outdoor play, which limits their physical development.

62. The quality and adequacy of resources are satisfactory overall. There are many good features in English, music, information technology, religious education and physical education. The school has a good range of books in the library and high quality 'big books' in classes. Literacy is well resourced. However, the lack of some resources for science has a negative effect on group work. There is a lack of large wheeled and climbing equipment for the under fives. Visits are used well as a stimulus for learning across the curriculum. The outdoor grounds are used effectively for environmental work.

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· **The efficiency of the school**

63. The day to day administration of the school and its finances is satisfactory overall. Appropriate records are kept. Accounts are properly audited and the recommendations of the auditors' most recent report have been acted upon. The school makes use of finance from its designated budget and voluntary contributions. However, it does not make full use of all its financial resources. Reserves stand at approximately 16 per cent of the overall budget, much greater than recommended contingency levels. This has arisen partly through cautious spending and the absence of spending designated for caretaking. Currently this contingency fund is not efficiently planned for.

64. The head has developed a school improvement plan which specifies timescales, outlines costs and allocates responsibilities. It is prioritised and has satisfactory criteria for

success. The school is aware of the need to improve presentation and communication of such plans in the future. Efficient use of staff expertise is a positive feature, particularly for under fives, literacy, music and physical education.

65. The governors' finance committee monitors spending adequately. They are aware of the need to improve evaluation of cost-effectiveness of decisions. The absence of a governors' personnel committee has had a negative effect, with required annual staff pay reviews overdue and job descriptions which in some cases are outdated.

66. The head and staff have made a good evaluation of school development and co-ordinators manage budgets and monitor the needs of subject areas efficiently. Resources, the environment, visits and homework are efficiently used to promote learning. Designated funds available for in-service training and special educational needs are used appropriately.

67. Time is usually used well and the pace of most lessons is good, improved since the last inspection. Children are generally punctual and sessions start promptly.

68. Efficient use is made of limited accommodation, including physical education facilities at another school; the exceptions being no dedicated outdoor space, appropriately resourced, for those under five.

69. When standards, progress and provision are evaluated against the very high unit cost per child of this relatively small school, Purley Church of England Infant School gives satisfactory value for money. In terms of better educational direction and increasing levels of attainment this represents improvement since the last report.

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PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

70. Most children enter school in the term in which they have their fifth birthday, although some begin in the term after they are five. Children are admitted each term on a full time basis. At the time of the inspection there were six children in the autumn admission group. Most children have experienced some form of pre-school provision. Evidence from their baseline assessment and inspection evidence shows that children's attainments on entry are average overall. They make sound progress and by the time children reach their fifth birthday most have reached the standards expected for their age. Parents are very pleased with the provision for the under fives and the school makes good arrangements for their particular needs. There is an appropriate balance of small group activities supported very effectively by the NNEB certificated assistant, and integrated sessions with Year 1 pupils.

71. Children make good progress in the development of personal and social skills through varied opportunities to work, play and co-operate with others. Most listen well and are keen to contribute their ideas, for instance when it is their turn to hold 'Mr News' in a discussion time. Some children have poorly developed speech. Children respond well to the praise, which all adults give them and most co-operate with each other well: for example when taking turns to be the vet in the surgery or the receptionist making appointments. Behaviour is good, especially in whole school assembly time. The calm, caring attitude of all adults, the well established routines and consistent expectations of behaviour make a significant contribution to the positive development of children's personal and social skills.

72. Children develop appropriate skills in language and literacy. They talk to each other whilst they are playing with the farm. There is good provision for role play and children use the play telephones to have imaginary conversations in the 'vets' consulting room about their 'dog's injured tail.' They enjoy listening to stories and they show feelings of awe and wonder as their teacher spreads a patchwork quilt for them to sit on whilst they listen to a well known story about a similar quilt. Good emphasis is placed on literacy and this is supported by parents who share books which children take home regularly. Children recognise and write their names and begin to associate sounds with patterns in rhyme. They experiment with writing when entering information in the 'vets' appointment book. Teachers support children effectively by talking with them as they work, by participating in role play and gently probing their understanding when sharing stories together. Teachers make good use of assessment to plan work which matches children's stages of development.

73. There is good provision for developing mathematical skills. Children learn the names of simple two-dimensional and three-dimensional shapes and discuss their different properties. They have opportunities for multi-sensory practical experiences such as a feely bag to identify flat and solid shapes and they build towers and make pictures from different shapes. They continue a sequence of coloured cubes and make their own repeating patterns. Children recognise and use numbers to ten and count the seven spots on their giraffe pictures. They start to use a number line in a practical context to find the number before or after a given number. Children make good progress in mathematics lessons as a result of well focused teaching and a high level of support from the NNEB assistant.

74. Children's physical and creative development and their knowledge and understanding of the world meet expectations for their age and they make sound progress in these areas of their learning. They walk, run, skip, hop and jump confidently. They use small apparatus such as hoops with developing control. Progress in climbing, balancing and controlling wheeled toys and sand and water play are limited because of the lack of equipment and a suitable enclosed area for free choice opportunities. Children use paints with a variety of additives such as sawdust, glue and sand to create interesting textures. They use sponges, screwed up paper, their hands and fingers to make patterns and pictures. Teaching in this area of learning is less successful when children have too much help from support assistants. Children enjoy participating in impromptu singing sessions and join in with nursery rhymes and circle games. They use simple computer programs, such as matching the three bears with their bowls, chairs and beds, with some adult support. They recognise that humans have similarities and basic differences such as colour of hair and eyes. They understand that sheep, pigs and cows live on farms, but not lions or bears. Children ask questions such as 'what is dew?' and talk about their observations during a walk in the school grounds.

75. The curriculum for children under five is well planned. It is appropriately based on all the agreed learning outcomes and there is a smooth transition to National Curriculum subjects. This represents a marked improvement on the last inspection when the under fives curriculum was criticised. Assessment on entry is completed using a recognised local authority test and the teacher makes good use of results to plan future learning. Daily assessments of children's attainment and progress are based upon close observation of their developing skills, understanding and knowledge.

- **ENGLISH, MATHEMATICS AND SCIENCE**

- **English**

76. Pupils' attainment in English is above average. Standards exceed national expectations at the end of Key Stage 1. When seen in the context of average attainment when children first start school, some having needs arising from their language skills, this indicates good progress.

77. Standards of speaking and listening are good. Pupils communicate effectively, are gaining in confidence and becoming articulate. Time set aside for literacy every day, when pupils focus on speaking, listening and reading, is well used to encourage pupils to express themselves. Good discussion work enhances other subjects, especially science and religious education. Pupils are making good progress.

78. The overall standard of reading is good. Most children are enthusiastically involved in reading activities. As a result of good teaching and clear, daily emphasis on reading, standards are above the national average at the end of Key Stage 1. This represents good progress. Pupils are taught effective strategies to tackle unfamiliar words using a variety of clues. They are then encouraged to sound letters and blends phonetically. Reading is valued for enjoyment as well as research. Pupils who experience difficulty with reading are well supported. Specific short term targets and regular practice, are used effectively with those pupils with special needs. This makes a significant contribution to the standard of reading overall. The profile of reading has been improved since the previous inspection.

79. Standards of writing are average throughout the school. The majority of pupils attain in line with national expectations, with a significant proportion of higher attainers reaching higher levels. Pupils are encouraged to write for a variety of purposes and audiences: for example writing about human characteristics in science. Pupils are learning to express their feelings and have sufficient opportunities to do so, notably through poetry. Work on vocabulary and punctuation has resulted in improved sentence construction. Pupils make satisfactory use of drafting and redrafting including limited use of word processing.

80. Standards of drama are satisfactory at the end of the key stage. Successful work in role play is started in the early years. This is developed in more formal work at Key Stage 1: for example good opportunities created to develop religious education through echo mime in Year 1/2.

81. There is clear progress in handwriting. Standards are satisfactory with cursive features for the majority by the end of the key stage. However, school policy is not always consistently applied in the transfer of skills from practice to everyday writing and some staff

do not set a good example in their writing.

82. Standards of spelling are satisfactory. Pupils are encouraged to learn spellings and both classes have useful word banks mounted on their walls. Good use is made of dictionaries enabling pupils to make good progress.

83. Results of National Curriculum assessments in 1998 for those who were in Year 2, showed the percentage of pupils meeting the expected level (Level 2) and the higher level (Level 3), to be in line with the national average in writing. In reading Level 2 results were above average, but the proportion of those at Level 3 was below. In comparison with similar schools pupils' performance in both aspects was well below average. 1999 results indicate considerable improvement, with 42 per cent reaching Level 3 in reading and 21 per cent in writing. Teacher assessment was consistent with test results for both years.

84. Pupils respond well to all aspects of English, whether under fives talking about patchwork quilts, Year 1 exploring captions and signs, or Year 2 developing story frame writing. Most pupils are enthusiastic, willing to work with each other and prepared to evaluate what they have done. They are well behaved and generally enjoy literacy time.

85. The quality of teaching in literacy lessons observed was consistently good. Good teaching is exemplified by clear objective setting and good relationships, which teachers capitalise upon to promote English. Staff have a sound understanding of the National Curriculum and the National Literacy Strategy. Lessons are generally well paced and appropriate to pupils' abilities. There is an effective dialogue with pupils.

86. Assessment is good and has improved since the last inspection. Staff set targets and accurately track and record pupils' performance and progress. Good use is made of information derived from assessments carried out when children are first admitted to the school to measure subsequent progress.

87. Pupils with special educational needs are well catered for. They participate in every aspect of English and have their needs planned for through individual education plans. Appropriate targets are set and children are sensitively supported. Such pupils respond well and are making good progress.

88. Resources for English are good with a very good range and number of books. The budget for the subject is well managed to increase resources to meet the requirements of the literacy hour. The small library is well resourced and beginning to be used for pupils to research.

89. There is a good policy and scheme of work for English. All staff have completed literacy training. The subject is well managed and there is good monitoring of standards and planning. Increased monitoring of the quality of delivery, required by the last report, takes the form of evaluation of literacy hour by the headteacher.

90. The requirements of the National Curriculum for English are being appropriately met. The overall profile of literacy is good and improving.

• **Mathematics**

91. Levels of attainment in mathematics are above average at the end of the key stage. In recent years the percentage of pupils attaining expected levels in Key Stage 1 National Curriculum tests has been slightly above the national average for pupils attaining expected levels and below average for those attaining higher levels. These results were reflected in the 1998 tests, the latest for which national comparisons are available. Early indications from the 1999 results show a significant improvement, especially in the number of pupils achieving higher standards than expected.

92. Inspection evidence confirms that pupils' attainment has risen since the last inspection. The improvement is mainly due to good emphasis on numeracy, the high level of support for special educational needs and good teaching. These factors are having positive impacts on pupils' attainment and enthusiasm for the subject.

93. By the age of seven, pupils have developed a secure sense of number. They are confident when using addition and subtraction and they develop a range of mental calculation strategies such as doubling and halving numbers. They have a good understanding of mathematical language. They use practical situations such as shopping and mathematical games and record their findings when rolling dice to record their own number facts. Pupils identify basic two-dimensional and three-dimensional shapes and recognise their properties. Many are able to tell the time using both analogue and digital clocks and they understand the language of time such as before, after, fast and slow. Pupils measure objects carefully using standardised measurements. They enjoy data handling tasks: for example collecting, recording and interpreting information about themselves such as hair and eye colour. Pupils use information technology skills to record this information on a simple database.

94. Pupils make good progress overall in mathematics. They gain a good understanding of our number system, developing quicker mental recall and the skills of reading, writing and ordering numbers with improving awareness of place value. In Year 1, pupils develop recognition of coins and their equivalent values. They begin to calculate the totals of coins in a purse. Year 2 pupils extend these skills when solving money problems related to items in the class shop, such as finding change and purchasing several goods. Pupils with special educational needs make good progress in relation to their prior attainment because of the good level of support which they receive. There is no significant difference in attainment or progress across the strands of the curriculum.

95. Pupils' response in mathematics is good. Pupils listen attentively to teachers and answer questions with enthusiasm. They try hard and persevere with tasks. Behaviour is good. Pupils enjoy opportunities to work with a partner or a small group, such as during mathematical games, and they work well co-operatively during these sessions. The quality of presentation in pupils' recorded workbooks sometimes lacks care.

96. The quality of teaching is good overall. The school has made a good start at implementing the National Numeracy Strategy, although this is still bedding down. Teachers plan thoroughly and they have clear learning objectives. They manage pupils well and establish good relationships. Pupils' work is marked regularly and there are good diagnostic comments which state what has, or has not, been achieved. Classroom support assistants are well briefed and contribute effectively to the good standard achieved. Teachers use practical equipment well to develop pupils' understanding and to provide meaningful tasks. Work set is challenging, but tasks are sometimes insufficiently open ended, or too difficult and then pupils become frustrated. Moreover, pupils are insufficiently involved in selecting appropriate materials for themselves to develop personal skills. For example, there is a

tendency for pupils to be over dependent on support assistants for setting out and clearing away equipment and materials.

97. Mathematical skills are practised in other lessons: for example tessellating shapes in art and collages to show cylinders and circles. Playground markings encourage number games and the good use of the school environment promotes sorting, classifying, measuring and directional skills.

98. Mathematics is given good time allocation and staff and governors have been effectively involved in numeracy training. Assessment procedures are good. Test results are carefully analysed and appropriate targets set. Work samples, especially for using and applying mathematics are annotated and kept in pupils' records and teachers' observational notes are used well in planning. There is a clear mathematics policy, but the scheme of work requires updating to take account of the National Numeracy Strategy. There are some good quality, newly purchased resources to support numeracy. However, there are insufficient balancing and weighing scales for measuring activities.

99. The requirements of the National Curriculum for mathematics are met.

• **Science**

100. Overall, attainment in science at the end of Key Stage 1 is in line with the national average. A significant minority of pupils is achieving above the expected level. In the area of life processes and living things attainment is good and above national expectations. Pupils understand that they have grown from babies, and know what they need to grow and to keep healthy. Many know the parts of the body and have a good understanding of the skeleton. Pupils know what plants need to live and can name parts of a flower. They can sort materials: for example into things that are alive, dead or have never lived. Older pupils understand that pushes and pulls are forces, particularly relating them to toys. Year 2 pupils know that some appliances in the home need electricity to make them work. Pupils use their literacy skills effectively when writing about what they have done or found out. Year 1 and Year 2 pupils make satisfactory use of computers to store, retrieve, collect and present data.

101. Results of 1998 National Curriculum teacher assessments at the end of Key Stage 1 indicate that the percentage of pupils reaching Level 2, the expected level, was above the national average, and for Level 3 average. Results for 1999 show a marked improvement overall, with more pupils reaching the higher level.

102. Pupils of all abilities make good progress, including higher attaining pupils and those with special educational needs. Good progress is made when pupils have opportunities for first hand experience; and least progress when situations are not open ended.

103. Pupils show a good level of interest in their work and they sustain concentration for good periods. They have good attitudes and behave well. Pupils work well collaboratively, particularly when experimenting. They respect apparatus and take good care. They show consideration for others.

104. The quality of teaching of science is good. Teachers have a sound knowledge and understanding of the subject, in an improvement since the last inspection. They are much clearer about objectives. The activities teachers choose are challenging for all levels of ability, and methods and organisation are sound. Lesson planning is good. Management of

pupils and standards of discipline are good. Resources are well prepared and well used. The quality of assessment is good and used well to record individual progress. The lack of a school portfolio makes it difficult for staff to maintain an overview.

105. The curriculum meets statutory requirements and there is equal access for all pupils, including those with special educational needs. Effective long and medium term plans provide continuity and progression, and are well linked to the scheme of work. The curriculum is enriched by the use of good facilities in the grounds, and through visits and visitors.

106. The subject is effectively led with satisfactory monitoring of plans and outcomes. Staff make good use of accommodation, but are hampered by the lack of some resources. There is a good selection of science books in the library and very good external resources including a pond and garden area.

Information technology

107. Standards of attainment in information technology currently achieved by pupils at Key Stage 1 are in line with national expectations. This represents a similar picture to that reported in the last inspection, although the status and national expectations for the subject have been raised.

108. Pupils of all abilities make satisfactory progress overall in developing information technology skills. By the age of seven, pupils use computers to write, change, save, retrieve and print out their work with some adult help. Year 1 pupils confidently develop 'mouse' and keyboard control using basic 'My World' computer programs such as Goldilocks or The Three Pigs. They use the mouse to select and move words and pictures to match the three bears with the correct porridge bowls, chairs and beds. They use a word processor and start to develop familiarity with the keyboard. Most pupils can enter single words, such as their name and use a word bank to construct simple sentences. Most Year 2 pupils are able to use a word processor to communicate meaning such as producing a questionnaire in history to discover ways of obtaining evidence about the past. They use a computer graphics package to create a picture in the style of a well know artist, such as Mondrian, using the straight line and rectangle drawing tools. They learn how to take a black line for a 'walk' around the screen and compare the effects created by flowing lines and angular lines. Pupils practise the technique of using the 'flood fill tool' to experiment with colour. They collect data such as pupils' eye or hair colour, pets kept or favourite colours, and learn how to enter the information into a graphics package to create a pictogram and use it to find answers to simple questions such as 'which is the most popular pet?' Pupils learn to programme a floor turtle to move around an area using instructions. They understand that control devices follow instructions. They use an audio cassette to record their own compositions in music lessons and recognise that these can be repeated and amended.

109. Pupils respond well to information technology lessons. They are well motivated and enjoy using computers. They concentrate well and persevere even when the work is difficult. Pupils work well together, supporting each other in pairs or small groups. They use their own computers at home and share these skills with others. They take good care of equipment.

110. The quality of teaching is sound overall. Where there is direct teaching it is good. Teachers are confident in the subject. They are successfully using the DfEE exemplar

scheme of work, but they have not yet considered fully the practicalities of teaching information technology as a discrete subject, and of classroom and time management. Currently there is insufficient time allocation for all pupils to develop the necessary skills and techniques. The absence of a system for recording pupils' access to computers was criticised in the last inspection report and the school has made some improvement. However, the arrangement still lacks rigour and there is no indication of time spent on activities.

111. The subject co-ordinator is knowledgeable and efficient. She regularly attends courses to keep abreast of the subject. Termly annotated work samples are kept in pupils' individual portfolios, although there is no overview of class progress in subject related skills.

112. Resources are good with sufficient computers and a range of programs that are regularly updated. Information technology is used to support work in mathematics and literacy, although computers are not used sufficiently for this in order to have a major impact on standards.

Religious Education

113. Evidence gained from scrutiny of work and the two lessons it was possible to observe, indicate that pupils' attainment is appropriate for their age. They make good progress. Standards have been maintained since the previous inspection.

114. Pupils receive a broad, well planned curriculum based on the locally agreed syllabus and developed into the school's scheme of work. There are some good links with topic work, such as work on Divali linked to light as part of science. Assemblies enable moral themes, such as those from Bible stories, to be talked about and reflected upon. Pupils learn about the lives of others less fortunate than themselves and in this respect, links with subjects, such as art, are good. For example, pupils have learnt about the life of Albert Durer and the background to his 'hands in prayer' drawing.

115. In Year 1 pupils show much respect for each other's contributions to discussions: for example when thinking about places that are special to them. They learn about the life of Jesus and stories from the Bible. This sound beginning is built on well with pupils progressing to learning about Judaism as well as Christianity. By Year 2, many pupils have a good level of understanding of different ceremonies and events, from Christianity, such as christenings and Harvest Festival. Pupils learn about festivals from other religions, such as Hanukkah and Id.

116. Pupils' attitudes and responses to learning are good. They listen well and give thoughtful answers to questions from teachers. They co-operate well. Pupils show respect for artefacts and handle them with care. They respond well to opportunities for reflection: for example in collective worship, using candles as a focus.

117. Teaching is satisfactory and occasionally good. Pupils are given good opportunities to talk about their ideas and to share their feelings. They are encouraged to reflect on what they know and learn. A good range of artefacts, improved since the last report, are used to make work interesting and create a sense of wonder.

118. There is a sound curriculum plan which details what is to be taught each term. The

co-ordinator has developed a good range of resources to support the teaching of religious education. Good use is made of visitors: for example the rector, to enhance assemblies. Regular visits are made to the local church. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development and reinforces the school's stated aims and values.

OTHER SUBJECTS OR COURSES

Art

119. Pupils make good progress in art. Their performance is satisfactory overall with good features especially in two-dimensional work. The school has maintained and built upon pupils' achievements since the previous inspection. Pupils receive a broad art curriculum. It covers investigating and making, using two-dimensional and three-dimensional materials; and the appreciation of famous artists and their styles of work. A good, broad range of work is displayed very well in classrooms and throughout the school.

120. Pupils show particular strengths in observational drawing work and standards are good. In Year 1 pupils have used a variety of media to create detailed pictures of plants. Evidence from work samples shows that others have drawn, with some accuracy, still life fruit and portraits of each other for work in science. Pupils convey different tone and texture well. Younger pupils learn to paint with confidence and can mix colours, and often print using a range of materials very effectively. Year 1 pupils progress to mixing a wide range of light and dark tones: for example in their work on cylinders and circles. Pupils make clay pots, models, masks and puppets. They make interesting collages: for example in the style of Archimboldo's 'The Gardener'. There are good links with other subjects such as mathematics, history and religious education. Art is used effectively to illustrate and display work. Pupils learn about the lives and work of famous artists such as Van Gogh. They learn to paint in the style of different artists: for example Year 2 line work mimicking that of Mondrian. Very good abstract pictures, after a study of Hockney's work, are complemented by good use of the computer and colour printer.

121. Pupils enjoy work in art. They talk about their work to visitors knowledgeably and with confidence. They appreciate each other's efforts. Pupils are very well motivated and concentration is good.

122. Evidence indicates that teaching in art is good. A strong emphasis is placed on skills and progression is planned for. Pupils are given good opportunities to paint, draw, and make. They are encouraged to select from a range of materials for their work: for example paint, pastels, wax crayons, pencils and collage materials. However, sometimes their choices are too limited by what is made available. Pupils are encouraged to use imagination and to observe and record what they see. Outstanding use is made of the whole school's annual visit to the National Gallery.

123. There is a good, relevant policy for art in place. Good guidelines, a scheme of work and sufficient resources support staff well to ensure an appropriate balance is given to all elements of the art curriculum over time. However, assessment to inform pupils' progress has yet to be developed and examples of pupils' work are not kept systematically.

Design and technology

124. There were no design and technology lessons during the inspection week. Evidence for the report is based upon discussions with pupils and teachers, the examination of work samples and scrutiny of planning documentation. There have been no significant changes since the comments of the last inspection.

125. Pupils of all abilities make satisfactory progress overall in developing their design and making skills. In Year 1, pupils are taught simple skills of cutting, joining and making. They use a variety of materials such as paper, card, fabric, food, dough, clay and recyclable materials to make models. They sample and select their favourite fruits in food technology lessons. Pupils record their chosen ingredients for a fruit salad, sometimes pictorially, and order the making stages from start to finish. They understand simple health and safety procedures as they wash their hands and put on aprons before commencing their task. In Year 2, pupils sample breads from around the world, such as pitta, naan, baguette, ciabatta and tortilla. They make dough and design styles for harvest bread such as plaited, wheat sheaves and animal shapes. They begin to evaluate their work as their products are developed.

126. The design and technology curriculum is closely linked to a rolling programme of termly projects and there is a sufficient range of opportunities for pupils to develop satisfactory skills in the use of a variety of tools and materials. Assessment procedures are good overall. Termly annotated records of work samples are kept in pupils' files and individual observational notes are recorded by teachers on weekly plans. There is an appropriate quantity of suitable resources for the delivery of the subject. Tools are safely and tidily housed on a purpose built trolley. Construction kits are used to make models such as playground or park equipment, but modelling is not used to assist pupils' own 'design and make' ideas.

Geography and History

127. Only a small number of geography and history lessons were taking place during the inspection. Evidence is drawn from these lessons, discussion with teachers and pupils and analysis of the planned curriculum and work completed by pupils. Together this established that progress is satisfactory for both subjects with strengths, in some aspects of geography. For example a particular strength is the progress pupils make in the study of their own locality.

128. In geography, Year 1 pupils develop an understanding of the weather's effect on people and their surroundings. They observe seasonal changes in their school grounds and develop an awareness that in autumn some trees shed their leaves and lower temperatures require people to wear warmer clothing. They begin to use simple geographical terms when exploring their surroundings such as hill, river, pond, building and road. Year 2 pupils can express views on the attractive and unattractive features of the locality, such as a horse chestnut tree, farms, grass and conversely a toilet block, rubbish and muddy grass. They extend their field work experience on an exchange visit with a small town school where they have an opportunity to identify similarities and differences in the localities. Pupils describe their journeys to school, the church, post office and a neighbouring school. They make plans following the routes taken and begin to use a simple key on their farm plan. They show awareness that the world extends beyond their own locality. They study a world map and begin to identify countries such as India and Germany when sampling naan and rye bread as part of a design and technology project.

129. In history, Year 1 pupils begin to develop a sense of chronology by questioning traditional nursery rhymes and finding out what they tell us about the past. For example Jack and Jill collected their water from a well and Polly put the kettle on the fire. They develop awareness of the past and its difference from the present by observing and comparing Victorian artefacts and items of clothing, such as carpet beaters and styles of bathing costumes, with present styles. They use common words relating to the passage of time such as old, new, before, after, long ago and nowadays. Pupils in Year 2 develop their understanding of historical enquiry by investigating different sources of evidence. They become 'detectives' as they devise their own questionnaires to find out about favourite books in the past. They become familiar with stories from different periods and cultures such as the Anansi stories and our own national celebrations such as Harvest Festival.

130. Pupils respond well to their work in geography and history. They settle to tasks well and maintain concentration throughout lessons. Behaviour is good when pupils are taken into the outdoor environment. Occasionally they become over excited, but they respond promptly to their class teacher's instructions. The quality of teaching is good overall for both geography and history. Teachers have sound subject knowledge and there is evidence of good planning. Teachers use a variety of strategies to engage pupils' interest and develop their skills, knowledge and understanding. Good recording techniques are used, such as the garden diaries used throughout the school to detail changes during the year.

131. The subjects are well led by the co-ordinator. Since the last inspection subject policies, schemes of work and assessment procedures have been implemented. This represents significant improvement in both subjects. These relate closely to the National Curriculum programmes of study and provide breadth of coverage. Plans are linked well to the three year rolling topic cycle. The school gives a generous time allocation to geography and history and the subjects have a secure place in the curriculum. Sound records of achievement are kept for each pupil with levels attained and teacher observations. The subjects are adequately resourced and good use is made of the local environment for field trips and the museum service for historical artefacts. Visits are used effectively to support both geography and history. Statutory requirements are fully met in both subjects.

Music

132. Pupils are making good progress in music. There is plenty of practical involvement and resources are good. Singing is a strength of the subject. Pupils sing enthusiastically, sometimes unaccompanied, except for the voice lead of a teacher. They can sing a variety of songs from memory, many of them including actions. Pupils have a good sense of rhythm, and sing well in tune. They are competent at clapping rhythms and can accompany songs with a regular beat. Year 1 and Year 2 pupils are able to follow a graphic score well and are beginning to experiment with notation. Pupils listen to a variety of music from their own and other cultures, particularly during assembly.

133. Pupils listen and respond well in music lessons. They are keen to participate, joining in enthusiastically with singing or performing with instruments. They handle instruments with care, and co-operate well with others.

134. Music teaching is good. Good use is made of staff expertise. Teacher interventions are short, sharp and to the point, encouraging pupils to practise and improve their performance. Pupils' interest is maintained with a good variety of activities which are well designed to achieve lesson objectives. Pupils are well managed, with good organisation and control. Very good use is made of resources, including tape recorders to record pupils'

compositions.

135. Planning is good. Coverage of the subject, on a rolling programme which prevents undue repetition, is good. Pupils are given valuable opportunities to perform: for example at Harvest Festival and at Christmas. Resources are of good quality, and well stored, making access easy.

Physical Education

136. Pupils are making sound progress in physical education. There is a satisfactory programme of gymnastics, dance and games activities, and pupils show a sound level of ability in all of them. In gymnastics, pupils are encouraged to find different ways of travelling on the floor and on apparatus, and demonstrate body control. Although good use is made of facilities at another school and the church hall, the lack of a hall on site has a restricting effect and means that valuable time is lost in travelling. In games, pupils are confident when sending and receiving various missiles such as balls, quoits and bean bags. In dance, they have planned opportunities to respond to music and create their own dances. Pupils are given good opportunities to learn and perform traditional country dances.

137. Pupils respond well to physical education. Their attitudes and behaviour are good. They are keen and enthusiastic, and listen well, which enables them to follow instructions. Pupils co-operate well when working with partners or in groups, and show courtesy towards each other and class teachers.

138. Teaching is satisfactory, and sometimes good. Teachers use a variety of appropriate and progressive activities to achieve clear objectives. Instructions are clear and pupils are managed well, with good organisation and control. All pupils are actively involved in lessons with plenty of physical activity, giving time for consolidation and refinements. A sound knowledge and understanding of the subject enables teachers to observe and analyse what pupils are doing. Teachers' interventions are effective. Praise and encouragement are used well, and good use is made of pupils' work for demonstrations. Attention to safe practice is evident, but not all long hair is tied back and some footwear is unsuitable.

139. Planning is good. There is good breadth to the curriculum. Monitoring of plans and outcomes is effective, assessment sheets are being trialled to evaluate and record the performance of individuals. There is a good supply of small equipment such as bats and balls, which are very well stored.

140. Opportunities for appropriate physical activities for early years children are limited by lack of designated space and sufficient climbing and ride-on equipment.

· PART C: INSPECTION DATA

· SUMMARY OF INSPECTION EVIDENCE

141. The inspection team consisted of three inspectors, including a lay inspector. The inspection was carried out during the week commencing Monday 11th October, and covered six days of observations and interviews. Before the inspection, the Registered Inspector

attended a meeting of parents to discuss inspection issues and to hear the views of the 15 parents who attended.

142. During the inspection, the team observed 23 lessons or parts of lessons, and attended daily assemblies and registration periods. A total of almost 33 hours was spent gathering evidence during the inspection. A sample of pupils from each class was heard reading, and pupils' behaviour in the playground and around school was observed. Discussions were held with members of staff, governors and parents. Inspectors spoke to pupils about their work. The team scrutinised policy documents, financial statements, teachers' planning, samples of work in each year group, pupils' records, and attendance registers. Inspectors examined resources provided by the school, and reviewed the quality of accommodation.

143.

· **DATA AND INDICATORS**

· **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	48	2	6	3

· **Teachers and classes**

· **Qualified teachers (YR – Y2)**

Total number of qualified teachers (full-time equivalent):	2.8
Number of pupils per qualified teacher:	17.1

· **Education support staff (YR – Y2)**

Total number of education support staff:	6
Total aggregate hours worked each week:	67

Average class size:	24
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· **Financial data**

Financial year:	1998/99
	£
Total Income	128820
Total Expenditure	122026
Expenditure per pupil	2905
Balance brought forward from previous year	16235
Balance carried forward to next year	23029

PARENTAL SURVEY

Number of questionnaires sent out:	48
Number of questionnaires returned:	22

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	45.5	50.0	4.5	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	63.6	31.8	0	4.5	0
The school handles complaints from parents well	15.0	50.0	30.0	0	5.0
The school gives me a clear understanding of what is taught	22.7	63.6	9.1	4.5	0
The school keeps me well informed about my child(ren)'s progress	31.8	54.5	9.1	4.5	0
The school enables my child(ren) to achieve a good standard of work	31.8	63.6	4.5	0	0
The school encourages children to get involved in more than just their daily lessons	22.7	54.5	18.2	4.5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	27.3	54.5	13.6	4.5	0
The school's values and attitudes have a positive effect on my child(ren)	54.5	36.4	9.1	0	0
The school achieves high standards of good behaviour	27.3	59.1	13.6	0	0
My child(ren) like(s) their school	50.0	40.9	4.5	4.5	0

· **Other issues raised by parents**

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The overwhelming response of parents is positive and there was no consensus of negative issues raised.