

ERRATUM

PART C: SCHOOL DATA AND INDICATORS, Attendance. - The national comparative data for Authorised absence and Unauthorised absence should be 5.2% and 0.5% respectively.

INSPECTION REPORT

CHEAM COMMON INFANTS' SCHOOL

Worcester Park, Surrey

LEA area: Sutton

Unique reference number: 102963

Headteacher: Mrs E Gregory

Reporting inspector: Mrs J Hooper
15334

Dates of inspection: 21 – 24 May 2001

Inspection number: 192515

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Balmoral Road Worcester Park Surrey
Postcode:	KT4 8SS
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Little
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15334	Julie Hooper	Registered inspector	Mathematics Physical education Foundation stage English as an additional language Equality of opportunities	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school managed?
0769	Margaret Morrissey	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
8560	Margaret Lynch	Team inspector	English Music Religious education	How high are standards? b) Pupils' attitudes, values and personal development
27426	Terence Aldridge	Team inspector	Science Information and communication technology Design and technology Special educational needs	How good are the curricular and other opportunities offered to pupils?
23785	Malcolm Massey	Team Inspector	Art History Geography	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is an average sized school of its type and caters for pupils between the ages of three and seven. It is a mixed community school situated in the north west suburb of Worcester Park in the London Borough of Sutton. The pupils come from a very mixed residential area, but currently two thirds live in the less advantaged North ward. A small number of pupils whose parents choose to send them to the school travel from Kingston and Surrey. In the past two years, the school has also admitted pupils from traveller and refugee families. The school experiences high mobility of pupils with an above average number joining the school and leaving it in any one year. The school houses a nursery unit, which has 52 children attending part-time, either in the morning or afternoon. In the rest of the school there are 228 pupils attending full-time in nine classes; 32 of these are still under-five. The children enter school with a wide range of experiences, and attainment overall is as expected of children of their age nationally. Thirteen per cent of the pupils are from ethnic minority backgrounds and a similar proportion speak languages other than English, which is high when compared with most primary schools. The school has identified 51 pupils as having special educational needs, which, as a percentage of the total number of pupils in the school, is similar to the national proportion, but double that at the last inspection. At present, four pupils have a Statement of Special Educational Need. Seven per cent of the pupils are eligible for free school meals, which is below the national figure.

HOW GOOD THE SCHOOL IS

Cheam Common Infants' School is a happy and caring school. Since the last inspection it has made a satisfactory level of improvement. Although standards in English, mathematics and science by the time pupils leave the school, are currently in line with those of seven-year-olds nationally, the school is committed to improving these. Teachers are very conscientious and hardworking and the quality of teaching although satisfactory overall, is good and often very good for the children under-five. The headteacher provides strong and effective leadership and enjoys the full support of the governors, many of whom have a high level of expertise. Although the school has an income per pupil slightly above the average, it still provides satisfactory value for money.

What the school does well

- Children achieve high standards in geography, history and music.
- Quality of the education for children in the Foundation Stage is good.
- The school provides well for the pupils with special educational needs.
- The school looks after the pupils well.
- The school is led well by the headteacher and the governors make a very effective contribution to its management.
- The school has effective links with parents and this contributes well to the education of the pupils.
- The school makes good provision for pupils' moral, social and cultural development.

What could be improved

- Standards in information and communication technology.
- More opportunities for pupils to develop their investigative skills in science.
- The curriculum, so that all subjects have an appropriate allocation of time.
- The role of subject co-ordinators so that by regularly looking at pupils' work they check that the National Curriculum is being covered fully, and the impact this coverage and teaching are having on pupils' learning.
- Attendance.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in March 1997 the school has made satisfactory improvements. The school has responded appropriately and, in some cases, is continuing to respond, through identified areas for improvement in the school development plan, to the key issues raised in the last inspection report. Improvements in planning are ongoing and since the introduction of the National Literacy Strategy and National Numeracy Strategy, activities in English and mathematics clearly focus on

knowledge and skills being taught progressively as pupils move through the school. This focus, through updated and improved policies, and the evaluation and adaptation of planning schemes, has been, or is being developed in other subjects. The curriculum for children in the nursery and reception classes is now good. The annual written reports state more clearly what pupils are able to do in all subjects. The school is continuing to identify additional opportunities within the curriculum to promote further pupils' spiritual development. In addition to the issues raised at the last inspection, the standards in geography and music have improved although standards in English, mathematics and science are not so good mainly due to an increased number of pupils in the school identified as having learning difficulties. Although the resources for information and communication technology are now much better, this relatively new provision has not yet had time to make any significant impact on standards in the subject, which are not so good as they were at the last inspection. In their roles as subject leaders, teachers are becoming more involved in the overall management of the school. They have developed comprehensive plans for improvement in their subjects and some have provided support and advice for other teachers through observations of teaching and learning in their classrooms. The school, however, recognises that more work has to be done to improve the role of the subject co-ordinator so that by regularly looking at pupils' work they check that the full National Curriculum is being covered. The time allocated to subjects does not provide for as balanced a curriculum as it did at the last inspection. The links the school has with the wider community have improved. The school has improved accommodation for pupils with disabilities. Attendance rates are not as high as they were at the last inspection. Future plans indicate that the school is well placed to improve even further in its overall development.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	A	B	C	D	well above average A above average B average C below average D well below average E
Writing	B	C	C	C	
Mathematics	A	C	C	C	

The table shows that in 2000 the standards of seven-year-olds in reading, writing and mathematics were in line with those of pupils of their age nationally. Also when these results are compared with those in schools where pupils have similar backgrounds, they are average in writing and mathematics and below average in reading. Since 1998 the standards have dropped in all three subjects and this is mainly because the number of pupils with special educational needs in the school has almost doubled. Also, the school admits into Years 1 and 2 a proportionally large number of pupils who speak English as an additional language. In the cases where their acquisition of English is at an early stage this particularly inhibits their performance in the reading and writing tasks and tests, and has the effect of lowering the overall standards.

The local education authority's admission policy is to admit children into the reception classes in two phases. The September to December born children are admitted in September, and those born between January and August are admitted in April. At the time of the inspection, there were three reception classes, one with the older children and two with the April entrants. Nearly all of the children who have been in the reception class since September are likely to meet the standards expected for children of their age at the end of the year in all areas of development, with a substantial number achieving beyond this. Although many of the younger children have spent some time in the school's nursery class and are achieving well, a significant number are unlikely to achieve the expected standards, because of the very short time they have spent in the reception class. By the time they are seven, most pupils are on course to achieve the expected standards for seven-year-olds in English, mathematics and science, with a significant minority achieving beyond this in mathematics. Throughout the school most pupils achieve high standards of work in history, geography and music. In all other subjects pupils are achieving standards expected for their ages,

except in information and communication technology where the standards pupils achieve are lower than expected. In religious education standards are in line with the statements in the Locally Agreed Syllabus. The school caters well for all groups of pupils and especially those pupils who have special educational needs. Pupils who have special educational needs and those who speak English as an additional language attain standards which are appropriate for their age, abilities and individual circumstances; both groups usually make good progress in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to their work and school life.
Behaviour, in and out of classrooms	Good, overall. There is a small number of pupils who behave inappropriately.
Personal development and relationships	Good. Pupils respond well to the many opportunities the school provides for them to develop confidence and independence. Relationships between pupils and pupils and staff are positive.
Attendance	Unsatisfactory.

The school works hard to promote good attendance. However, a very small number of families do not send their children to school on a regular basis and some take extended holidays.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Good	Satisfactory

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

The quality of teaching is satisfactory overall, although in the nursery and reception classes it is nearly always good and often very good. Taking the school as a whole during the inspection, 97 per cent of the teaching was satisfactory or better, 63 per cent good or better, 19 per cent was very good or better and three per cent excellent. Only two unsatisfactory lessons were observed in literacy lessons in the five to seven year age group classes. In one of these lessons, the teacher had difficulty in managing the inappropriate behaviour of a few of the pupils and in the other the work planned did not match the pupils' learning abilities. No unsatisfactory teaching was observed for the children under five. For these pupils in 94 per cent of the lessons the quality of teaching was good, 31 per cent was very good or better and six per cent was excellent. Of the 96 per cent of satisfactory teaching of the five to seven-year-old pupils, 52 per cent was good, 17 per cent very good or better and two per cent excellent. The teachers have a very good understanding of the needs of these young children and prepare interesting activities which hold the children's interest and promotes their learning very well. Most of the best teaching of the five to seven-year-olds was observed in music lessons where the teachers had a good knowledge of the subject, moved the lessons on at a good pace promoting high levels of learning. The teaching of English, including the basic skills of literacy, is satisfactory and the teaching of numeracy skills in mathematics is good with teachers frequently matching work, especially in group activities to meet the differing learning abilities of pupils in their classes. In nearly all lessons, teachers are clear about what they want pupils to learn and plan effectively for this. The support given to pupils learning English as an additional language is satisfactory and their learning over time is good. Overall, teaching meets the needs of pupils who have special educational needs successfully, including those with behavioural difficulties, and it enables them to make good progress in their learning. Classroom assistants make a very valuable contribution to the learning of pupils, especially those with learning difficulties.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an appropriate range of learning opportunities enriched by a suitable range of extra-curricular activities. Not all subjects have sufficient teaching time to be of full benefit to pupils' learning.
Provision for pupils with special educational needs	Good, enabling pupils to make good progress in their learning. The school ensures that all pupils are fully included in all aspects of school life.
Provision for pupils with English as an additional language	Satisfactory. Pupils often make good progress over time which enables them to attain standards appropriate to their age, abilities and individual circumstances.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. The school provides many opportunities for pupils to become responsible members of the school community and to understand and respect their own culture and that of others.
How well the school cares for its pupils	The school looks after its pupils well in a happy and caring learning atmosphere. Most teachers manage well the few pupils who behave inappropriately.

Parents appreciate and respond well to the good quality information they receive and the opportunities provided for their involvement in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong and effective leadership and has the full support of the conscientious deputy headteacher and senior management team.
How well the governors fulfil their responsibilities	The governors are very supportive, have a high level of expertise and fulfil their statutory requirements.
The school's evaluation of its performance	The headteacher and governors have a clear knowledge of the school's strengths and weaknesses, and improvements needed, especially to raise standards, are closely linked into school development planning.
The strategic use of resources	Good. The school makes good use of its budget to ensure there are adequate resources to support teaching and learning, although currently the computer suite is underused.

The school applies the principles of best value well and has good procedures for reviewing long-term budget trends. Most teachers have subject responsibilities, and some monitor and evaluate the effectiveness of teaching and learning directly through classroom observations. However, apart from reading and writing, most do not monitor and evaluate pupils' learning and progress through the regular scrutiny of their work. Staffing levels and accommodation are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school• The school helps their children to become mature and responsible• Behaviour is good• The teaching is good and teachers expect their children to work hard and achieve their best• They feel confident in approaching the school with any problems	<ul style="list-style-type: none">• Activities out of the classroom

In general, the inspection team agrees with the parents' positive comments. However, the school does provide an appropriate range of activities outside of lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In 2000 the standards of seven-year-olds in reading, writing and mathematics were in line with those of pupils of their age nationally. When these results are compared with those in schools where pupils have similar backgrounds, they are average in writing and mathematics and below average in reading. Since 1998 the standards dropped in all three subjects and this is mainly because the number of pupils with special educational needs in the school has almost doubled and now represents over 20 per cent of the pupils. Also, the school admits into Years 1 and 2 a proportionally large number of pupils who speak English as an additional language. In the cases where their acquisition of English is at an early stage this particularly inhibits their performance in the reading and writing tasks and tests, and has the effect of lowering the overall standards.
2. The local education authority's admission policy is to admit children into the reception classes in two phases. The September to December born children are admitted in September, and those born between January and August are admitted in April. At the time of the inspection, there were three reception classes, one with the older children and two with the April entrants. Nearly all of the children who have been in the reception class since September are likely to meet the standards expected for children of their age at the end of the year in all areas of development with a substantial number achieving beyond this. Although many of the younger children have spent some time in the school's nursery class and are achieving well, a significant number are unlikely to achieve the expected standards, because of the very short time they have spent in the reception class.
3. By the time they are seven, most pupils are on course to achieve the expected standards for seven-year-olds in English, mathematics and science, with a significant minority achieving beyond this in mathematics.
4. Standards of work in listening and speaking are good overall. Most pupils listen attentively to their teachers and each other. Good opportunities are built into the timetable for pupils to develop these skills. Standards in reading are in line, overall, with pupils' abilities and are satisfactory, overall, against national expectations in both Year 1 and Year 2. Pupils read books appropriate to their ages and abilities and, in general, with good understanding. They confidently use terms such as, illustrator, author, and publisher. Some quicker learning pupils read with sustained concentration. However, few pupils acquire in their reading, skills beyond the literal meaning of text. Standards in writing of the quicker learning five to seven-year-olds are, overall, just satisfactory. Standards of writing of average and slower learners are often below expectations in both year groups. Many pupils have difficulty in writing independently without aids. For example, pupils' creativity is often inhibited by the practice of correcting their work as they write, rather than writing and then editing their work afterwards. Standards of grammar, spelling and handwriting are in general appropriate across the age groups. By the time pupils are seven, most know that a sentence begins with a capital letter and ends with a full stop, and use them correctly. Most pupils are familiar with the sounds of letters and use them to help them with their spelling. The presentation of pupils' finished work is usually neatly written in a cursive style.
5. In mathematics, pupils in Year 1 count together in twos, fives and tens successfully up to 100. They have a good knowledge of two-dimensional shapes such as circles, squares, triangles and rectangles. In Year 2, pupils use and apply their knowledge of the five times multiplication table confidently. They are familiar with mathematical operations and use the mathematical vocabulary associated with them with confidence. However, pupils who work simple problems out easily in their heads, often find it difficult to record the process on paper without help.
6. In science, pupils in Year 1 were studying mini beasts and by the end of a practical lesson a significant number of pupils were establishing similarities and differences between the different mini beasts they had found. In their work Year 2 pupils were predicting and investigating the properties of magnets and through various experiments identified materials that were magnetic and non-magnetic. However, in general, pupils' scientific knowledge and understanding is

affected by the lack of opportunities to undertake investigations and develop skills of predicting, investigating, observing and recording.

7. Throughout the school most pupils achieve high standards of work in geography, history and music. In geography by the time pupils leave the school they have a good knowledge of their own and other environments. Most have good mapping skills and draw their own maps effectively using co-ordinates to identify places on the map and all maps have keys. In history, pupils in Year 1 develop a sound understanding of chronology and recognise the difference between objects from the past and those found in the present. By the time pupils are in Year 2 they have a good factual knowledge about such historical incidents as the Fire of London and the Great Plague. Pupils develop their understanding and appreciation of a wide range of different kinds of music whilst also developing and extending their own interests and increasing their ability to make judgements of musical quality. They acquire the appropriate knowledge, skills and understanding needed to make music. Pupils in Year 1 recall names of individual instruments and distinguish between high and higher sounds on a wood block. Pupils in Year 2 finalise a composed percussion accompaniment well following their own 'symbol' score for their previously improvised musical composition, to accompany their group-composed poem on the theme of a building site.
8. In all other subjects pupils are achieving standards expected for their ages, except in information and communication technology where the standards pupils achieve are lower than expected. However, the recently established information and communication technology suite has the potential to make an improvement in the standards pupils achieve. In religious education standards are in line with the expectations of the Locally Agreed Syllabus.
9. Pupils who have special educational needs and those who speak English as an additional language attain standards which are appropriate for their age, abilities and individual circumstances; both groups usually make good progress in their learning.

Pupils' attitudes, values and personal development

10. Overall, pupils have good attitudes to their work and to school life. This is consistent with the findings of the last inspection.
11. Children come happily into the nursery and the reception classes and settle quickly into the secure and caring classes. The children in the nursery are enthusiastic and eager to learn. They settle quickly to the well-established routines and soon learn to adhere to the rules. They thrive in the stimulating, caring and secure environment, soon learning to relate well to adults and each other. Most children are self-possessed and confident when moving around the nursery and make considered choices when selecting activities. They share and take turns amicably and concentrate well on their tasks. Children clearly enjoy their work in the nursery. They co-operate happily with each other and adults. The children take care of classroom equipment and quickly learn to tidy up after themselves. This good level of interest, enthusiasm and co-operation continues as children move into their reception year. They increase their ability to concentrate and to develop their levels of co-operation. The children work well independently and together. Most children persevere to finish their tasks and take pride in their work. They undertake simple tasks such as taking the register to the office. The older children in the outside 'hut' are sensible, for example when they escort each other to the toilet in the main building. The children quickly adapt to the routines of school life and move quietly and confidently around the school.
12. In the rest of the school pupils also readily come into school. Pupils are friendly, polite and happy to talk to staff, visitors and to each other. Most are sensitive to other children's needs and show a genuine depth of care for those with physical disabilities. They appreciate and carefully handle school equipment such as library books and musical instruments. Pupils learn to value creatures and treat them with care, as was observed in a science lesson, where Year 1 pupils handled the mini beasts they investigated carefully. Most pupils play and work co-operatively with each other and use opportunities provided by the school to develop positive values in their lives. Many exhibit good concentration and work on tasks without direct adult supervision for some time. For example, in one lesson the quicker learning Year 2 pupils worked unaided for over a quarter of an hour, showing interest, motivation and sustained concentration in their initial creation of a 'book blurb', a challenging form of writing for this age group. In a Year 1 class, another group of pupils of average ability made significant progress in

their learning, as they worked through a challenging, word search exercise. Through purposeful collaboration the pupils had the stamina to stay with the task and achieve good results.

13. Pupils' behaviour in and out of classrooms is good overall, which is not so good as at the last inspection when it was judged to be very good. However, in some classes, due to teachers' skilful management and very good teaching, behaviour is sometimes very good. Nevertheless, whilst pupils clearly know and understand what is expected of them in the school and in their classrooms, there is a small number who behave inappropriately. With the majority of teachers, for whom their management of pupil behaviour is secure, strategies are taken to ensure that inappropriate behaviour is stopped and the learning objectives of the lesson achieved. Where teachers' management of behaviour in a class is not secure there is a significant detrimental effect on most pupils' learning. Throughout the inspection there was no evidence of any bullying, sexism or racism.
14. Pupils' personal development is good and, in general, concurs with the judgements at the last inspection. Pupils respond well to the many opportunities in the daily routines of the school that allow them to develop confidence and independence. The majority notice what needs to be done and do it. On a rota basis, so that all gain the experience, they efficiently deliver the register and lunch requirements to the office. In addition to classroom responsibilities, Year 2 pupils take responsibility for jobs such as ensuring that all is ready for the school assembly, providing help with books in the school and the responsibility, on occasion, for taking messages to the junior school.
15. Relationships, as at the last inspection, between pupils and pupils and adults are good. Pupils readily help each other and the adults they encounter. During the inspection, Year 2 'buddies' were observed enjoying activities with reception children at lunchtime. Year 2 pupils were observed browsing purposefully, but in relaxed manner, during a class library session. They handled books with care and genuine delight and interest. They spoke quietly and calmly to each other, their teacher, the librarian assistant and an inspector about book preferences, choices and interests.
16. Although the school works hard to promote pupils' attendance at school, attendance is unsatisfactory. This is much worse than at the time of the last inspection when attendance was reported to be good. The parents' handbook, frequent newsletters to parents and the Governors' Annual Report to Parents all highlight the efforts the school makes to improve pupils' attendance and to encourage parents to appreciate the importance of regular attendance at school. Despite this, there are still a significant number of parents who take extended holidays, often for family reasons, or who persistently do not send their children to school.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is satisfactory overall, although in the nursery and reception classes it is nearly always good and often very good. Taking the school as a whole during the inspection, 97 per cent of the teaching was satisfactory or better, 63 per cent good or better, 19 per cent was very good or better and three per cent excellent.
18. No unsatisfactory teaching was observed for the children under five. For these children, in 94 per cent of the lessons the quality of teaching was good, 31 per cent was very good or better and six per cent was excellent. This consistently high quality of teaching is reflected in the good rate of progress the children make in their early years at school. The teachers, nursery nurses and all members of the support staff have a clear understanding of the educational and social needs of young children. All members of staff have realistically high expectations of achievement and behaviour. There is a significant increase in the level of challenging and interesting tasks as the children move from the nursery to the reception classes. This has a positive impact on developing the children's knowledge and understanding. All members of staff speak precisely and clearly. This helps the children to make good progress in developing their speaking skills. Children with special educational needs make good progress and, where and when possible, are totally included in all activities. All members of staff place careful emphasis on the teaching of basic skills of phonics and counting and number recognition, and other specific skills, for example, how to use pencils, paint and musical instruments. They encourage pupils to work independently and make choices.

19. Of the 96 per cent of satisfactory teaching of the five to seven year old pupils, 52 per cent was good, 17 per cent very good or better and two per cent excellent. Two lessons, representing four per cent of teaching were unsatisfactory. Teachers are conscientious and clear about what they expect pupils to learn. They plan their lessons well, which is an improvement since the last inspection and, generally, use their assessments of pupils effectively to provide appropriate challenge. In this way teachers cater well for the wide range of ability levels in their classes. In most cases, in the lessons observed during the inspection, teachers provided suitable challenge for those pupils who find learning easy and good support for those who find it more difficult. However, there were examples when work was not matched to pupils learning abilities, especially the more able. Also, the scrutiny of work showed that teachers use a large number of printed commercial worksheets which do not often offer challenge and promote learning.
20. Many teachers make clear to pupils at the start of the day or the start of lessons what it is they are going to be doing and learning. This is beneficial in giving pupils an understanding of their own learning. Teachers are very aware of their responsibilities and generally promote learning for pupils with special educational needs effectively. The needs of most pupils are met well in literacy and numeracy activities with pupils receiving good support from teachers and learning support assistants. As well as sound teaching of specific strategies to improve skills, emphasis is appropriately placed on increasing confidence and self-esteem.
21. In mathematics, the teaching of numeracy skills is good. The teaching of English, including the basic skills of literacy, is satisfactory, overall, although teachers do not always provide appropriate work to meet the differing abilities of pupils in their classes. For example, whereas most teachers in group work of numeracy lessons give different tasks to match the pupils' learning abilities, in literacy lessons this is not always the case. However, a particularly good feature in both literacy and numeracy lessons is that teachers provide a good balance between reinforcing pupils' previous knowledge and building on this by presenting them with new ideas and information. For example, in a numeracy lesson Year 1 pupils were developing their knowledge of symmetry. The teacher made good use of visual aids to reinforce the previous days learning, explained the follow on tasks clearly so pupils continued to gain further knowledge and understanding of the work. The two unsatisfactory lessons were observed in literacy lessons. In one of these lessons, the teacher had difficulty in managing the inappropriate behaviour of a few of the pupils and in the other the work planned did not match the pupils' learning abilities.
22. Teachers frequently use skilful questioning techniques to extend pupils' thinking and learning. In a good religious education lesson, the Year 2 pupils were learning about Buddha. Through a very skilful question and answer session lead by the class teacher the pupils gained a very clear understanding of his importance to Buddhists. Teachers also value pupils' responses, giving them confidence to answer questions and make comment and so promoting their learning. In a good history lesson, Year 1 pupils were building up a picture of school life in the past from sharing evidence they had gained from talking to parents and other older relations. The teacher sensitively encouraged all pupils to contribute to the discussion, so they all listened carefully to each other, reflecting the teacher's respect, and made good progress in their learning.
23. Teachers' subject knowledge is generally good. Most of the best teaching of the five to seven-year-olds was observed in music lessons where the teachers had a good knowledge of the subject, moved the lessons on at a good pace promoting high levels of learning. For example, in a lesson with Year 1 pupils the teacher had very good subject knowledge and her enthusiasm inspired pupils to want to participate and perform and express themselves. In this well paced lesson pupils improved their listening skills as well as their knowledge and performance skills.
24. Teachers use a range of appropriate teaching methods to promote pupils' learning. Whole-class teaching is often used to introduce the purposes and main content of the lesson. This is generally effective, and most teachers judge sensitively how much time pupils, especially the very youngest, can sustain their concentration in such sessions. Work in small groups helps pupils' social development as they learn to share and take turns, seen for example, in a Year 2 science lesson where pupils were willingly sharing and taking turns with the equipment.

25. Although most of the pupils' work is marked, the appropriate marking policy is not consistently applied in all classes and in some classes marking is minimal. However, the best practice shows teachers using marking effectively to promote learning, achieving a good balance between making supportive comments and suggestions for improvement and change. Homework, is given in accordance with the homework policy and in the main agreed with by parents, and in most cases supports pupils' learning.
26. The input classroom assistants make to pupils' learning is very good. Most are experienced and support pupils extremely well, especially those who have learning difficulties. They are well briefed by teachers so they are quite clear as to what pupils are expected to learn. For example in a Year 1 music lesson, classroom assistants sat with pupils in groups, encouraging them to listen and enabling them to practice to further improve their performance and knowledge. Volunteer helpers also make an important input into the pupils' education.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

27. The quality and range of learning activities are satisfactory. The school provides a relevant curriculum, which includes all the subjects of the National Curriculum, religious education, personal and social and health education. The curriculum successfully promotes pupils' intellectual, physical and personal development and is accessible to all pupils. The school gives high priority to developing basic skills in literacy and numeracy but this leaves minimal teaching time for other subjects. Insufficient time is spent teaching science and information technology and there is a lack of investigation activities in science. Also, the topic based approach means that specific subjects such as science, information and communication technology, design and technology and art and design, are not always taught in sufficient depth. In addition, the time spent on teaching subjects often differs considerably between similar aged classes. This is not as good as at the last inspection.
28. The National Literacy and Numeracy Strategies have been effectively introduced. In other subjects, pupils' learning is built on progressively as they move through the school through the use of effective planning aids, most of which have been revised to be in line with Curriculum 2000. Sound and recently revised policies are in place for most subjects and provide satisfactory guidance. However the design and technology policy is in urgent need of review, as it does not reflect current requirements. There are some inconsistencies in teaching time across parallel classes and the use of time at the beginning and end of sessions in some classes has not been checked to ensure all time is being used effectively.
29. The curriculum for children who are under five meets the requirements of the nationally agreed Early Learning Goals for young children. The nursery makes very good provision for the children's all round development and education; another improvement since the last inspection. The planning gives specific expectations for what the children are to learn from each activity. Each area of development has clear steps for ensuring pupils' learning develops progressively. The teachers in the reception classes build effectively on the work of the nursery. All teachers plan carefully to meet individual needs and effectively challenge differing abilities. This is also an improvement since the previous inspection.
30. The school provides effectively for equality of opportunity and has a total commitment to inclusion, and very recently, the school accommodation has been upgraded to support pupils with physical disabilities. The curriculum for pupils with learning difficulties in the Foundation Stage is good as their needs are appropriately supported. Provision for the older pupils with special educational needs is also good and teachers provide appropriate work to meet pupils' learning needs. The special needs co-ordinator ensures that pupils identified as having special educational needs have relevant individual education plans with specific targets. Pupils have full access to the National Curriculum. The school has due regard to the requirements of the Special Needs Code of Practice
31. The provision for extra-curricular activities is satisfactory. There are recorder, drama, dance and environmental after school clubs. The curriculum is further enhanced with a good range of out of school visits and activities outside the classroom. Visits to places of interest such as the National Gallery, recycling and ecology centre, extends pupils' learning beyond the classroom.

32. Provision for pupils' personal, social and health education is good and opportunities are provided in all classes for pupils to discuss issues about relationships and codes of behaviour. Pupils assume a range of responsibilities in all classes which soundly contributes to their personal and social development. Health education, such as healthy eating topics, is effectively provided through the science curriculum and the school nurse has an appropriate involvement in this. A personal and social education policy is being developed and is to be introduced shortly which will formalise current good practice. Good homework procedures are in place.
33. The school makes good use of the local community and surrounding area. Many effective visits are made to support and extend learning beyond the classroom and across curriculum areas through firsthand experience especially in geography and science. There are many local visitors to the school such as the police, school nurse and fire services. Other visitors include theatre groups and musicians which further enhances learning.
34. Relationships with other nursery providers who feed the school are good and effective meetings are held with them. There are good constructive relations with the nearby junior school and this effectively aids movement at the end of Year 2. Teachers also meet regularly with teachers from other schools in the area through curriculum co-ordinator meetings.
35. Overall, as at the time of the last inspection, the pupils' spiritual, moral, social and cultural development is well promoted by the school. Pupils' moral and social development was considered strong, with pupils' cultural development judged as sound. Currently all these aspects are good. The spiritual dimension of pupils' education was judged to be less effective. Since then, staff have had training and have established a shared understanding of the spiritual dimensions within the curriculum and the further development of this aspect has been a key issue in the school's action plan. Currently, the provision for pupils' spiritual development is satisfactory.
36. Pupils' spiritual awareness is developed mainly through assemblies all of which contain a statutory act of collective worship. However, during the inspection, in most assemblies, there was little time for reflection and possible celebration. However, on the last day of the inspection there was an excellent example of spirituality. On this one occasion all teachers brought their classes silently into the hall creating a sense of reverence. During the assembly, the headteacher showed the pupils a piece of rolled up cloth which she described as being 'something special'. A wonderful atmosphere of awe and wonder was evoked as she finally unwrapped beautiful Indian material and then told the story of Ranjit and the tiger. Across the curriculum observed during the inspection, there were few opportunities for pupils to analyse, evaluate and reflect on their own and others' experiences. For example, in one dance lesson the class watched entranced as a pupil gave an enchanting display of her interpretation of the music. However, the opportunity was missed by the teacher to give pupils the chance to reflect and comment on this performance.
37. Pupils' moral development is good overall. The school's behaviour policy firmly encourages a sense of self-discipline and acceptance of responsibility for actions. Adults in school set a good example to pupils. From an early age pupils learn to clearly understand the difference between right and wrong. They know that while they are in school they are expected to behave in a responsible manner, show courtesy to others and to have respect for property.
38. Provision for pupils' social development is good. All in the school are encouraged to work well and play well together. Opportunities are provided for the oldest pupils to develop attitudes of care and friendship for the youngest pupils and for those with disabilities, though the 'buddy system'. Staff work hard to develop a sense of community. Caring is extended to the wider community. The school undertakes activities to raise money for charities, for example, Food Aid at Harvest time, Red Cross and the RNLI Lifeboat appeal. Shoes were collected for people with no shoes to wear, giving pupils an awareness of others less fortunate than themselves. Pupils meet people outside of school as part of their topic work when they visit places of interest, for example, the Post Office. Year 2 pupils, in their last term in the school, visit the junior school for assembly. Pupils have opportunities to join other pupils from different classes in after school clubs.

39. Provision for pupils' cultural development is good. The pupils learn about their own culture through the curriculum, for example, listening to traditional stories and through the visits they make in connection with their topics. The library houses a good collection of multi-cultural books. Compact discs of multi-cultural music are available for use in assemblies and class. The music department has a range of multi-cultural instruments, which are played by pupils. Pupils share experiences from their own cultures. For example, after a Year 2 pupil's description of a visit to a Chinese restaurant and his experience of eating with chopsticks, he and his class were able to draw on the experience of a Chinese child in the class who eats with chopsticks all the time. In an art lesson, pupils were studying designs on Turkish tiles.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school has continued to provide a good standard of care for its pupils since the 1997 inspection. Child protection arrangements are very good and now comply with statutory requirements. Pupils' welfare and personal development are good.
41. Procedures for monitoring behaviour are very good and the school has appropriate behaviour and anti-bullying policies. A code of classroom behaviour, which is understood by pupils, effectively supports the school's behaviour policy. In a minority of lessons where pupils do not fulfil the code of behaviour this is almost always due to their special educational need and staff address this well. The majority of pupils understand their own classroom rules and follow them closely. This helps create an environment in which pupils can learn effectively and has a positive effect on levels of attainment and progress. Procedures for ensuring that oppressive behaviour is eliminated are very good and there are effective measures to deal with any such behaviour should it occur. Information on the school policy is provided in the parents' information booklet where the classroom and playground code, including the sanctions, is given in full. Parents feel fully informed and happy with the provision; they are aware of its consistent use by the staff and the school's open door policy encourages them to play a full part in pupils' welfare both at home and in school.
42. Procedures for monitoring and improving attendance are good and are closely adhered to. Registers are correctly completed both morning and afternoon. There is informal monitoring daily by the school office and formal monitoring by the headteacher and education welfare officer. Parents are well informed of their legal requirement for pupils' attendance and made fully aware of the school's expectations. The majority respond very well to this. This term, for the first time in eleven years, the school excluded two pupils for a fixed period. These exclusions, in accordance with the school's policy on exclusion, were in response to their serious misbehaviour when all relevant factors had been taken into consideration; the school was not prepared to tolerate such behaviour.
43. The health and safety provision is very good. Procedures are well used by all staff and monitored by the governors. Through the premises committee Governors play an active role in ensuring that all checks and risk assessments are undertaken. The school policy is of good quality ensuring every member of the school community has a defined role; it is regularly monitored for consistency of practice. Risk assessment is up to date and all equipment is well maintained. During the inspection no health and safety concerns were noted to be a danger to staff or pupils. There are clear notices to support procedures for fire evacuation and fire drills are taken regularly and recorded.
44. Three members of staff hold a current first aid certificate and first aid provision is very good. All serious accidents and head injuries are reported and recorded. The provision for disabled pupils' personal welfare is very good and through the good level of care provided pupils are able to take a full part in the curriculum and school activities.
45. Procedures for assessing and identifying pupils with special educational needs are good, as they were at the last inspection. The co-ordinator is fully aware of sources of support for pupils with special educational needs. Outside agencies such as the educational psychologist, medical services and behavioural support services are appropriately involved in the identification and assessment procedures. Although the main focus of special needs support is for literacy and learning difficulties, there is also good support for pupils with behavioural problems.

46. As at the last inspection, procedures for assessing pupils' attainment and progress are satisfactory. The school uses an informal entry assessment procedure for children entering the nursery. The teacher uses this knowledge to plan future work on the basis of what the children know, understand and can do, which is an improvement since the last inspection. This improvement continues in the reception classes. Teachers use the records passed on from the school's nursery and those from nurseries and play groups that other children have attended, along with the formal assessments they make when the children start in these classes, to plan for the individual needs of children. Teachers of Year 1 pupils use formal testing arrangements to assess the attainment of pupils in mathematics and reading during the second term. These results are analysed and weaknesses in areas of learning and teaching identified for improvement. The results also indicate pupils who are unlikely to reach Level 2 in the end of Year 2 National Curriculum assessment tasks and tests and they receive extra support. However, no further formal testing is undertaken during Year 2 apart from the statutory National Curriculum assessment tasks and tests, although writing is regularly assessed through the extended writing activity. A recent initiative is for pupils in Year 2 to be involved in their own assessment of writing through identified individual targets. If this is successful it will be extended to other subjects, especially mathematics and science. For all other subjects assessment procedures are undertaken informally by individual teachers. The scrutiny of pupils' work and lesson observations indicated a wide range of teachers' marking much of which did nothing to move pupils forward in their learning. Where marking did raise a question, reminded or congratulated pupils, it was effective. In lesson observations where teachers were able to work alongside pupils and give immediate feedback this was also beneficial.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school is very successful in the realisation of its belief that it is important for teachers and parents to work together to promote children's learning. Parents are welcomed into the school along with other members of the community; the support they provide is a clear benefit and helps broaden the curriculum offered to the pupils. The views of parents at the pre-inspection meeting were, overall, very positive: they feel there have been a number of improvements since the 1997 report; all agreed that they receive more information on the content of the curriculum and, importantly, on what their child is learning; they are encouraged to discuss any problems with teachers or the head; they are informed of pupils' progress and feel the emphasis is on the value of a strong partnership between teachers and parents.
48. The quality and quantity of information provided for parents are good. Parents appreciate the opportunities provided for their involvement in their children's education. Through a range of methods including the school prospectus (parents' handbook), school newsletters, parents' evenings, pupils' link book and curriculum information evenings, there is regular communication between home and school. Written reports focus clearly on what pupils can do, which is another improvement since the last inspection. Parents feel they are well informed by teachers who are always available for informal meetings before or after school; they appreciate the efforts that are made.
49. The effectiveness of the school's links with parents is very good. The majority of parents sign a Home School Agreement and through this fully accept they will support the aims and policies the school has in place. Provision for parents to be involved in the identification, assessments and review of those pupils with special educational needs is good. Parents are invited to half-termly reviews and share and contribute to targets. Parents contribute very positively as classroom helpers; they accompany visits and trips and are always prepared to support the school when in need, as was the case recently when the school was flooded. Offers of help to clear the flood damage were greatly beneficial to the school and helped it recover quickly from the disaster. The Parent Teacher Association is very active. Each class has a named representative to ensure that all are kept involved and informed. Through its good efforts all parents are able to support the school by raising funds. They also organise successful social events, which benefit parents and pupils and they made an effective input to the development of the homework policy.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the school are good and concurs with the judgements made at the last inspection. The headteacher provides strong and effective leadership and has a clear vision for the future educational developments of the school. She has the full support of the conscientious deputy headteacher and senior management team and together with the hardworking staff creates a happy and caring learning environment.
51. The governors are keen and very supportive and have a high level of expertise. They take an active role in the management of the school and fulfil their statutory requirements. The school monitors and evaluates its performance closely and governors have a good understanding of the school's strengths and weaknesses. They make good use of the detailed analysis of assessment results and compare them with other schools both locally and nationally. The school development plan, although it is an important focus for the educational direction of the work of the school and establishing improvements, it does not, in its current written format, do justice to the amount of monitoring and evaluating undertaken by the headteacher and governing body. However, this is currently coming to the end of its term and the headteacher, staff and governors are currently in the process of developing another three-year plan with agreed targets for future improvements.
52. The headteacher and some co-ordinators monitor and evaluate the curriculum and teaching and the impact it has on pupils' learning very effectively through classroom observations. Teachers in their roles of subject co-ordinators have worked hard to update policies and review and update schemes of work in line with curriculum changes. They have their development plans for their subjects and manage their budgets effectively. However, apart from reading and writing, most do not monitor and evaluate pupils' learning and progress through the regular scrutiny of their work, to ensure that the National Curriculum is being fully covered and to analyse the impact the curriculum and teaching have on pupils' learning.
53. The provision for special educational needs is managed well. The special educational needs co-ordinator attends reviews and provides good support to class teachers in writing individual education plans. She is actively involved in the monitoring process and supports teachers in the classroom whenever possible. Individual education plans are regularly updated and copies held by class teachers. The governing body has appointed an experienced governor to oversee special educational needs in the school. She is fully aware of the responsibilities and takes an active role in monitoring special needs provision. There are sufficient learning support assistants to cater for the number of special needs pupils on the special needs register. Funds are used appropriately. External support, such as the educational psychologist, medical services and behavioral support services is used effectively.
54. Financial planning is very good. This means that high standards have been maintained since the last inspection. The governing body and headteacher, in consultation with the administrative officer, have a very clear strategy for ensuring that educational priorities are carefully costed. The school takes a long-term view of finances, matching budget provision to future developments, such as the change in admission arrangements, to ensure that pupil provision is maintained at a high level. Priorities within the school development plan are allocated appropriate budgets in consultation with the governing body. The governing body and headteacher have a very good understanding of the principles of best value and apply this well in their budget setting. Parents are consulted through a governors' questionnaire, tenders are requested for various services and this, together with the good information that governors receive on pupil performance, means that spending decisions are based on good information. Financial control and administration are also very good, with a minimum impact on staff. Information technology is used well to support financial planning, with regular budget statements and financial reconciliation carried out and scrutinised by the governing body and headteacher. Specific grants are used appropriately and the school maintains comprehensive financial records for them. A recent audit report identified only minor areas for improvement and these have been acted upon promptly by the school.
55. Overall resources are satisfactory with good resourcing in some subjects like geography. The outside play facilities for the Foundation Stage, though a little cramped, are used well. There has been a good improvement in the use of resources since the last inspection with many staff now using resources well to improve pupils' learning, for example in history and geography.

The information technology suite is a good resource but is not yet used enough to gain maximum benefit for all pupils.

56. The school's accommodation enables the full National Curriculum to be delivered; this is an improvement since the last inspection. Classrooms have sufficient space and are bright, stimulating places in which to learn and work, as is the whole school site. In line with its commitment to inclusion the school has been upgraded in order to support pupils with physical disabilities. However, the exception to this is the provision for outside games that have to be played on the hard playground. The school premises officer is outstanding in his care and upkeep of the accommodation and has maintained the very high standard of care found during the 1997 inspection. The detached classroom, whilst being well cared for, is in poor external condition but is scheduled for demolition at the end of the summer term when the next phase of the governors' buildings improvement programme will begin.
57. At the time of the inspection nearly half of the teaching staff were temporary appointments covering sickness and maternity leave and the two reception classes created for the summer term only. Nevertheless, all teachers were appropriately qualified and experienced to meet the demands of the curriculum. Induction procedures are good, such that the three teachers who had only been in the school for a few weeks were working well as effective members of the teaching force. Teachers are well supported by a good number of experienced classroom assistants who work extremely well with teachers to support pupils in the classroom, especially those with special educational needs related to learning, physical and behavioural needs. The well-organised routines of the school are well known to pupils, staff and parents, and very effective administrative support ensures that the school runs smoothly.
58. The school has made satisfactory improvements since the last inspection and with the whole school community committed to raising standards it is well placed to improve further. Even though the cost of educating individual pupils is slightly above the national average, the school is giving satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to build on the improvements the school has already made, the headteacher, staff and governors should now:
- (1) As identified in the school development plan raise standards in information and communication technology. (*Paragraphs 8, 81, 86, 92, 101, 110, 113, 119*)
 - (2) Ensure that there are more opportunities for pupils to develop investigative skills in science, as identified in school development planning. (*Paragraphs 6, 27, 90, 91*)
 - (3) Make sure that all subjects have an appropriate allocation of teaching time. (*Paragraphs 27, 28, 100, 112, 113, 114*)
 - (4) Continue to develop the role of the subject co-ordinator so that as well as classroom observations they regularly scrutinise pupils' work to: (*Paragraphs 52, 81, 87, 92*)
 - check that the National Curriculum is being fully covered;
 - analyse the impact the curriculum and teaching have on pupils' learning.
 - (5) Continue to pursue improving attendance through increased liaison with parents and carers, and the local education authority, and through increased incentives for pupils to attend regularly. (*Paragraph 16.*)
60. In addition, the headteacher, staff and governors might like to consider including the following minor issue, in their action plan:
- (1) Ensure that if worksheets are used they are suitably challenging and meet all pupils' learning needs. (*Paragraph 19, 80, 85, 91.*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	16	44	34	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	27	228
Number of full-time pupils known to be eligible for free school meals	0	16

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	1	3
Number of pupils on the school's special educational needs register	2	45

English as an additional language	No of pupils
Number of pupils with English as an additional language	39

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%
School data	6.2
National comparative data	4.3

Unauthorised absence	%
School data	0.5
National comparative data	0.3

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	42	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	35	39
	Girls	35	35	35
	Total	68	70	74
Percentage of pupils at NC level 2 or above	School	84 (79)	86 (83)	91 (79)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	37	36
	Girls	35	33	34
	Total	67	70	70
Percentage of pupils at NC level 2 or above	School	83 (86)	86 (78)	86 (87)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	1
Indian	7
Pakistani	0
Bangladeshi	1
Chinese	2
White	177
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	10.4
Number of pupils per qualified teacher	21.9
Average class size	25.3

Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	109

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	27

Total number of education support staff	3
Total aggregate hours worked per week	56

Number of pupils per FTE adult	6.8
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	486,374
Total expenditure	472,556
Expenditure per pupil	2188
Balance brought forward from previous year	24,752
Balance carried forward to next year	38,570

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	227
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	61	34	5	0	0
Behaviour in the school is good.	30	68	2	0	0
My child gets the right amount of work to do at home.	37	51	9	2	0
The teaching is good.	55	43	0	0	2
I am kept well informed about how my child is getting on.	41	48	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	43	50	7	0	0
The school expects my child to work hard and achieve his or her best.	48	50	0	0	2
The school works closely with parents.	35	53	12	0	0
The school is well led and managed.	43	52	0	2	2
The school is helping my child become mature and responsible.	56	44	0	0	0
The school provides an interesting range of activities outside lessons.	30	38	20	2	10

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. The provision for children in the Foundation Stage has improved since the last inspection and it is now good. The school follows the local education authority admission policy which admits children into the nursery and reception classes in two phases. The September to December born children are admitted in September, and those born between January and August are admitted in April. Children spend a year in the nursery. At the time of the inspection, there were three reception classes, one with the older children and two with the April entrants. Overall, the attainment of children when they enter the nursery is about that expected for children of their age. At the time of the inspection there were 32 children who were under five in the reception year. Most children in the reception classes attend the school's nursery before they enter full-time school.
62. Nearly all of the children who have been in the reception class since September are likely to meet the standards expected for children of their age at the end of the year in all areas of development with a substantial number achieving beyond this. Although many of the other children have spent some time in the school's nursery class and are achieving well, a significant number are unlikely to achieve the expected standards, because of the very short time they spend in the reception class.

Personal, social and emotional development

63. Staff in the nursery and reception classes put a great emphasis on the children's personal, social and emotional development. Teaching is good and often very good so most pupils by the time they leave the reception class are likely to attain the expected levels in the development of their personal, social and emotional skills due to the very good progress they make. Many of the older children are on line to surpass them. Children come happily into the nursery and the reception classes and settle quickly into the secure and caring classes. The children in the nursery are enthusiastic and eager to learn. They settle quickly to the well-established routines and soon learn to adhere to the rules, for example, that only four children are allowed to take part in water activities at any one time. They thrive in the stimulating, caring and secure environment and soon learn to relate well to adults and each other. Most children are self-possessed and confident when moving around the nursery and make considered choices when selecting activities. They share and take turns amicably, for example, when looking at books, doing puzzles and using the outside equipment. The children concentrate well on their tasks, for example, when working at the computer and often sustain concentration for good lengths of time.
64. Children clearly enjoy their work in the nursery. They co-operate happily with each other and adults. The children take care of classroom equipment and quickly learn to tidy up after themselves. This good level of interest, enthusiasm and co-operation continues as children move into their reception year. They increase their ability to concentrate and to develop their levels of co-operation. The children work well independently and together. Most children persevere to finish their tasks and take pride in their work. The reception teachers encourage children to develop independence. For example, children on a rota basis take the register to the office. The older children in the outside 'hut' are sensible as they escort each other to the toilet in the main building. The children quickly adapt to the routines of school life and move quietly and confidently around the school. Staff constantly reinforce good habits, such as putting up their hands to answer questions or make comment, and make sure that children tidy up after activities. Children change their clothes for physical education lessons independently.

Communication, language and literacy

65. The development of communication, language and literacy is good in both the nursery and reception classes. Due to the good and often very good teaching, most children are likely to reach the expected levels of attainment in this area of their development by the time they leave the reception classes. Many of the older children on line to achieve beyond this. In the nursery most children make good progress in their ability to enjoy looking at books. They quickly understand that pictures and print convey meaning as they listen to very well read

stories and rhymes. Children who have limited vocabulary receive a good level of individual help and support to increase their speaking skills. Children learn to hold and use pencils correctly. The members of the nursery staff give all children a wide range of activities, such as tracing, that improve their hand and eye control and increase their early writing skills. This good rate of learning and progress continues as children move into their reception year. Children with special educational needs continue to receive effective support. The reception class teacher with the older children uses and adapts the literacy strategy well to meet the developing need of these young children. This effectively develops further children's listening, speaking and reading skills and especially their knowledge of letter sounds. The teachers choose books and stories carefully to increase children's interest in reading. All adults in the reception class use precise and clear diction to assist children's speech. They encourage the children to speak clearly in sentences. Most children consolidate and develop their early writing skills well. They hold and use pencils correctly and most make very good attempts at writing their own names. A few of the older quicker learning children are beginning, with assistance, to write words in simple sentences.

Mathematical development

66. The provision for children's mathematical development is very good. Most children by the time they leave the reception classes are on line to meet the standards expected nationally for children of their age. A significant number are likely to achieve beyond this. Most children make good progress in consolidating and developing their number skills. The members of the nursery staff develop these skills very effectively through a carefully planned range of activities. They use everyday objects and toys to make number work real for the children. An example of this was when a group of children were using fishing nets to fish plastic fishes out of the water and counting them to see who had the most. Also, in another activity children also developing their mathematical language through using terms such as 'taller than' and 'shorter than' when building towers with large plastic bricks. The children in their creative activities such as printing with sponge shapes become familiar with two-dimensional shapes such as circles, squares, triangles and rectangles. All children learn and sing simple number rhymes. Children enter the reception year with a developing range of mathematical concepts and the reception teachers continue to build on and develop these early skills well. For example, the children were using and further developing their knowledge of length in a practical situation when they lined up in height order. Most children count and order objects to 10 and many beyond. Many recognise numerals up to ten and match objects to them correctly, for instance, when playing simple 'Bingo' games and 'Dominoes'. The teaching is good and often very good. Teachers and assistants take every opportunity to advance learning. For example, the children were watching a video about counting in another classroom, and the teacher suggested the children counted how many steps it took them to get back to their classroom.

Knowledge and Understanding of the World

67. The school provides very well for children's knowledge and understanding of the world. Most children are on line to meet the standards expected for children in this area at the end of their reception year, with a significant number on line to achieve beyond this. Teaching is good and teachers provide many interesting activities to develop this area of learning. The children have many opportunities in the nursery and the reception classes to explore the natural and man-made world in the development of their scientific skills. For example, children in the reception classes were looking at old and new toys and established that some plastic cup and saucers were more durable than the china ones. Also within this activity they were developing a sense of chronology through sorting the old and new toys and giving sensible reasons for the toys being old, such as, 'it's dirty' and 'the fur is thin and worn away'. The older children record their scientific investigations on classifying how toys move through drawing pictures of them in the correct circles labelled batteries, joints and wheels. They study and make observations of different weathers and develop their mapping skills well through drawing plans of the classroom and finding the route to the Toy Shop. Most know where they live and some talk about where they have been on holiday. They develop their design and making skills well through, for instance, building towers using large wooden blocks. Most children use computers as a matter of routine and develop a good understanding of how to use the keyboard and mouse for accurate control. Children in the reception class recognise the different symbols on the tape recorder and operate it independently.

Physical development

68. The school makes good provision for children's physical development which is an improvement since the last inspection. Most children, by the time they leave the reception classes, are likely to meet, and in many cases, surpass the standards expected for children of their age. They have access to a suitably wide range of tools such as pencils, crayons, scissors and glue from the beginning of their time in the nursery. By the time they leave the nursery, most children are controlling these tools well. Children in the nursery develop their climbing and balancing skills effectively. They have opportunities to run, jump and balance with an increasing awareness of space and use apparatus such as hoops and balls with good control. There is a secure area for outdoor activities for nursery children. Children in the reception class continue to develop their physical skills well. They use small apparatus such as bats and balls with good control and co-ordination and travel around, under, over and through large apparatus with growing confidence. Teaching is good and teachers frequently give children the opportunity to explore, experiment and refine their actions in a safe and calm environment.

Creative development

69. The school's provision for children's creative development is good and most children are likely to meet the level of skill necessary to reach, at least, the standards expected by the time they leave the reception classes. Children learn basic techniques in the nursery and make very good progress due to the good and often very good teaching. This enables them to use and control materials effectively. They hold brushes correctly and apply paint to paper with much confidence. Children mix paint to achieve different colours. They experiment confidently with paint, printing with different objects such as sponges to make colourful patterns. They sing a variety of songs from memory and tap out rhythms in time to the music confidently and with enjoyment. In the reception classes children continue to develop confidence in using a suitably wide range of media and equipment. Most children show a good awareness of shape, pattern and colour. Opportunities are made for the children to express their ideas and feelings through imaginative play, for instance, in the Toy Shop. Most are happy to be imaginative and express themselves well through movement in dance lessons.
70. The quality of the teaching of the children in the nursery and reception classes is good and often very good. No unsatisfactory teaching was observed in these classes. This consistently high quality of teaching is reflected in the good rate of progress the children make in their early years at school. The teachers, nursery nurses and all members of the support staff have a clear understanding of the educational and social needs of young children. All members of staff have realistically high expectations of achievement and behaviour. There is a significant increase in the level of challenging and interesting tasks as the children move from the nursery to the reception classes. This has a positive impact on developing the children's knowledge and understanding. All members of staff speak precisely and clearly. This helps the children to make good progress in developing their speaking skills. Children with special educational needs make good progress and, where and when possible, are totally included in all activities. All members of staff place careful emphasis on the teaching of basic skills of phonics and counting and number recognition, and other specific skills, for example, how to use pencils, paint and musical instruments. They encourage pupils to work independently and make choices.
71. The nursery makes very good provision for the children's all round development and education; another improvement since the last inspection. The planning gives specific expectations for what the children are to learn from each activity. Each area of development has clear and systematic steps of progression. The teachers in the reception classes build effectively on the work of the nursery. All teachers plan carefully to meet individual needs and effectively challenge differing abilities. This is also an improvement since the previous inspection. The curriculum planning for children who are under five meets the requirements of the nationally agreed Early Learning Goals for young children.
72. The level of staffing in the nursery is good, and in the reception classes is adequate, overall, and enhanced by parent and other voluntary helpers. The teachers plan together closely to ensure there is no unnecessary repetition of work. Teachers also work closely with teachers at the next stage of the children's education to continue to develop the current good practice. All members of staff ensure that children have full and equal access to all areas of development, which is an improvement since the last inspection. Many parents use the opportunity they

have to liaise regularly with teachers through a 'Link Book'. This is a reading record of books children have read at school and shared with their parents or carers.

73. The school uses an informal entry assessment procedure for children entering the nursery, which the nursery teacher completes with parents on the home visits she makes before the children start. This gives the members of the nursery staff a clear knowledge of what to expect from the children when they enter the nursery. They use this knowledge to plan future work on the basis of what the children know, understand and can do. The reception teachers continue to use the records from the school's nursery and those from nurseries and play groups that other children have attended. The teachers also formally assess the children when they start in the reception classes. The staff in the nursery and reception classes provide a very effective level of support for children with special educational needs, so they are fully integrated into school life.

ENGLISH

74. In the year 2000, standards of Year 2 pupils in the national assessment tasks and tests were in line with those of pupils of their age nationally, in reading and writing. However, when compared with those in schools where pupils had similar backgrounds, the standards achieved were average in writing and below average in reading.
75. At the time of the last inspection, standards achieved in English were judged to be above average. Currently, by the time the pupils reach the end of their time in the school, they are likely to be in line with those of pupils of their age. This represents regression in standards since the last inspection. However, since the last inspection the school has doubled its intake of pupils with special educational needs and they represent over 20 per cent of the pupils in the school and nursery. There are also more pupils in the school for whom English is an additional language and many enter the school later than at the normal time of entry at an early stage of acquisition in English. As a consequence, they will be unlikely to achieve well in reading and writing tasks and tests.
76. Standards of work in listening and speaking are good overall. Most pupils listen attentively to their teachers and each other. Good opportunities are built into the timetable for pupils to develop these skills. For example, in one lesson observed, a group of Year 2 pupils of average ability were sharing 'special' things with each other. Most spoke confidently and clearly in full sentences and they kept to the point. Other pupils listened attentively and with interest and when given the opportunity asked questions, some pertinent, of the speaker. As in this lesson, teachers patiently encourage those pupils who have special educational needs and English as an additional language and who are at an early stage of English acquisition, giving them confidence to make verbal contributions and take a full part in the lessons. However, during the inspection no examples were observed of pupils being involved in drama, for example, to extend pupils learning in other subjects. During their time in school most pupils have the opportunity to speak to wider audiences, for example in assemblies and concerts.
77. Standards in reading are in line, overall, with pupils' abilities and are satisfactory, overall, against national expectations in both Year 1 and Year 2. Pupils read books appropriate to their ages and abilities and in general with good understanding. Pupils of all abilities enjoy the large and small books used in the literacy hour. They respond well to teachers' questions on the texts. Some able pupils respond in detail, others pose questions and make observations. In a Year 1 class a significant number of pupils spoke in detail about the book blurb at the back of a book. They spoke with enthusiasm about a large book. They confidently use terms such as illustrator, author, and publisher. In the same class a group of quicker learning pupils worked with sustained concentration for a period of a quarter of an hour. They had attractive group reading books and delighted in their initial browsing and then their private reading of them. They worked independently and at no time interrupted their teacher. They were totally engrossed in their activity, which was designed to challenge them. In another Year 1 class, pupils had good recall of the previous day's section of a story on Little Bear. However, few pupils acquire in their reading, skills beyond the literal meaning of text.
78. Standards in writing of the quicker learning pupils across the key stage are, overall, just satisfactory. Standards of writing of average and slower learners are often below expectations

in both year groups. Many pupils have difficulty in writing independently without aids. For example, too often the more able in their writing constantly refer to wordbooks and dictionaries and the least able turn pages of their own wordbooks incessantly trying to find a letter of the alphabet or a suitable word. This practice although appropriate when editing work already drafted, inhibits imagination and independent thought. However, Year 1 pupils clearly had a good grasp of how a story is constructed and used it well in their story writing. At the start of their writing lessons, Year 2 pupils remembered fine detail from their history lesson about Samuel Pepys and articles he had buried for safety during the Fire of London. They identified with characters of Londoners fleeing from the fire and with feelings the Londoners might have experienced. Quicker learning pupils started their writing task, a letter of an eyewitness of the fire of London, and maintained their concentration for most of the set time. Unfortunately the model provided for the letter writing did nothing to raise standards of writing because it restricted imagination. For example, pupils were unable to invent the house from where the letter had been sent, as there was no space for the sender's address at the top of the letter. Also, other pupils were led to assume that it was a correct format for a letter. This was, however, a good example of pupils using another area of the curriculum to develop their writing skills. Standards of grammar, spelling and handwriting are in general appropriate across the age groups. By the time pupils are seven, most know that a sentence begins with a capital letter and ends with a full stop and use them correctly. They are becoming familiar with direct speech through using speech bubbles. Most pupils are familiar with the sounds of letters and use them to help them with their spelling. For example, in word level work in a literacy hour, Year 1 pupils worked enthusiastically with white boards, spelling words and turning them to their teacher for approval. The presentation of pupils' finished work is usually neatly written in a cursive style, some of which is of a high standard.

79. In general, most of the five to seven-year-old pupils are making at least satisfactory progress in their knowledge and use of English. This is generally through the reinforcement and consolidation of previous learning. Overall, the pupils with special educational needs make good progress in relation to their prior attainment and those who have early acquisition of English as an additional language also make good progress over time. Many show the potential for becoming able learners. In general, they are supported well in lessons, individually or in small groups, due to the good and well-informed classroom assistants.
80. The quality of teaching, overall, is satisfactory, although examples of good and unsatisfactory teaching were observed during the inspection. Teachers plan and, in the main, deliver their literacy lessons to the correct format. In the best lessons, teachers have secure subject knowledge and confidence. They make clear to pupils the objectives for the lesson. Lessons usually start with a revision of previous learning and teachers build on this effectively, explaining teaching points clearly. They use a good variety of questioning styles and prompts to promote thinking and learning and ensure an appropriate balance of teacher talk and pupil talk. They have high expectations of all pupils, according to their individual abilities and effectively manage the whole class. There were two lessons in which the teaching was unsatisfactory. In one lesson the teacher failed to manage the behaviour of some of the pupils in the class so that the learning of all pupils was slow. In the other, the work was inappropriately matched to the needs of the pupils. The scrutiny of pupils' work showed evidence of different standards of marking, which in rare cases gave points for improvement in learning. There is also evidence of vast quantities of worksheets used across the school. Those offering low-level tasks inhibits the learning the progress of the quicker learning pupils, so that valuable time to extend pupils' writing and learning is wasted
81. The management of English in the school is undertaken by a well-qualified teacher/librarian who has undergone training and made very good provision through a well thought out improvement plan for the development of the subject, resources and staff training. The school has an appropriate policy statement for English which has been reviewed and updated to include the National Literacy Strategy. The co-ordinator and headteacher have undertaken some monitoring of the effects of the National Literacy Strategy on pupils' learning and attainment through direct classroom observation. In addition, the co-ordinator has an overview of teachers' weekly planning and she monitors and evaluates the work in pupils' books in order to gain a clear picture of teaching and its effects on pupils' learning throughout the school. Assessment procedures in English are satisfactory. Teachers of Year 1 pupils use formal testing arrangements to assess the attainment of pupils in reading during the second term. These results are analysed and weaknesses in areas of learning and teaching identified for improvement. The results also indicate pupils who are unlikely to reach Level 2 in the end of

Year 2 National Curriculum assessment tasks and tests and they receive extra support. However, no further formal testing is undertaken during Year 2 apart from the statutory National Curriculum assessment tasks and tests, although writing is regularly assessed through the extended writing activity. A recent initiative is for pupils in Year 2 to be involved in their own assessment of writing through identified individual targets. Teachers also keep tracking sheets for individual pupils' reading and writing, and record sheets for recording children's phonic knowledge and sight vocabulary. Teachers carry out termly scans of pupils' writing. Resources, which, overall, are adequate are continually being built up to meet the demands of the curriculum. The range and quality of books to develop the reading skills of the younger pupils are generally satisfactory. The library is well equipped and used well by the pupils. Pupils, whilst in the library, sometimes out of choice at lunchtimes, talk informatively about their likes and preferences in reading. However, there are very few examples of pupils using computers to word process their work or develop other skills through, for example, spelling programs.

MATHEMATICS

82. The results of National Curriculum tasks and tests for seven-year-olds in 2000 show that standards were in line with the national average and also with schools where pupils have similar backgrounds. The proportion of pupils attaining the higher Level 3 was above the national average.
83. The standard of work seen during inspection week by pupils who are seven years old is in line with the standard expected nationally. This represents regression since the last inspection and is mainly due to a higher proportion of pupils in the school having special educational needs for learning. However, as in 2000, there are a large proportion of pupils who are likely to achieve Level 3 by the time they leave the school.
84. Pupils in Year 1 count together in twos, fives and tens successfully up to 100. This is built on successfully in Year 2 and pupils used their knowledge of the five times multiplication table confidently in a 'Bingo' game. Year 1 pupils have a good knowledge of two-dimensional shapes such as circles, squares, triangles and rectangles. They use mirror effectively to demonstrate the concept of symmetry and through regular practice most develop a clear understanding of the 'line of symmetry'. Most pupils in Year 2 are familiar with mathematical operations and use the mathematical vocabulary associated with them confidently. For example, most knew that multiplication was 'repeated addition' and that division meant 'sharing'. However, in applying this to their problem solving exercises, although many worked out the answer correctly in their heads, many, other than the quicker learning pupils found it difficult without help to record the process on paper.
85. The quality of teaching is good overall, and is similar to the judgement made at the last inspection. No unsatisfactory lessons were seen during inspection week, with nearly all lessons observed being good. The good pace of lessons, through both discussions and group activities, encourages pupils to sustain their effort. Pupils show a lot of enthusiasm for the subject, which is sustained by the energetic approach of teachers and the interesting range of activities undertaken during the inspection. Teachers have a good knowledge of the strengths and weaknesses of the pupils and the tasks and activities that teachers set are very well matched to the abilities of the pupils. They are planned carefully and enable pupils of all abilities to develop their mathematical skills and knowledge well. Pupils with special educational needs are supported well and make good progress in their learning. Most teachers throughout the school expect the most of pupils in their attainment and behaviour. However, the heavy emphasis on the use of worksheets evident in the work scrutiny, although on occasions useful for practice, does not encourage pupils to think for themselves and record their work independently.
86. Teachers have a very good knowledge of the requirements of the National Curriculum and the National Numeracy Strategy, which they use very effectively to develop their planning and strategies in the classroom. However, currently teachers are not using information and communication technology enough to reinforce mathematical concepts.

87. Overall, the management of the subject is good. The co-ordinator, newly appointed to the post, is very enthusiastic and has some good ideas, for example, to develop information and communication technology to support the subject and run a parents' workshop to enable them to have a knowledge of, and be involved in their children's education. She has had the opportunity to evaluate teaching and learning through classroom observations, and has begun to scrutinise pupils' work in order to monitor and evaluate pupils' learning and consistency of curriculum delivery. There are good assessment procedures and two days are set aside at the end of every term for this purpose. Resources are adequate, and appropriately teachers do not teach mathematics at the same time as the other classes in the year group in order to maximise their use.

SCIENCE

88. Teachers' assessments of seven-year-olds' attainment in science in 2000 show that the number of pupils reaching Level 2 or above was below the national average but those achieving the higher Level 3 was well above. The picture is comparable with teachers' assessed results in schools where pupils have similar backgrounds.
89. Inspection findings confirm that the attainment of pupils in the current Year 2 is broadly in line with expectations which is different from last year. However, there is a significant number of pupils who have been identified as having special needs and this affects standards in this year group. Overall most pupils make satisfactory progress.
90. Pupils in Year 1 were studying mini beasts during the inspection. In a practical activity they were carefully collecting different types of small insects and spiders and then drew their specimens using a magnifying glass to make direct observations. They counted the number of legs each had and made a careful note of the specimen's habitat. In these lessons a significant number of pupils were establishing similarities and differences between the different mini beasts. In their work Year 2 pupils were predicting and investigating the properties of magnets and through various experiments identified materials that were magnetic and non-magnetic. Most recorded their work appropriately in pictures or writing according to their abilities. Scrutiny of pupils' folders shows that recorded work of the five-year-olds is mostly pictorial and not always clearly presented. By the age of seven, there is an improvement in the quality of recorded work. There is some use of investigations, for example, when pupils used the magnets, but this is limited. However, their scientific knowledge and understanding is affected by the lack of opportunities to undertake investigations and develop skills of predicting, investigating, observing and recording. From looking at the work of the oldest pupils over the year, there is little evidence of pupil led investigative activities and extended recording. Pupils with special educational needs, including those with Statements, make similar progress to others in the class. Pupils learning English as an additional language make good progress over time and achieve satisfactorily, frequently attaining at least in line with their peers.
91. Inspection evidence shows that, in lessons observed, the quality of teaching and learning is satisfactory throughout the school and occasionally good. Teachers' clear planning provides sound structure to lessons. Most teachers have at least sound subject knowledge which is communicated effectively to pupils developing their understanding. Teachers usually begin lessons by making the purpose clear so that pupils know what they are learning which arouses their interest. They build successfully on what pupils have learnt through brisk question and answer sessions often using probing questions which further develops understanding. Lessons usually proceed at a brisk pace, which ensures pupils listen attentively and show an eagerness to learn and undertake activities. Teachers generally manage time and activities well and this results in good behaviour because pupils are interested. Because of this, most pupils have a positive attitude to their work and relationships are good. When undertaking practical activities, pupils handle equipment carefully, understand the need for safety, and show very good respect for each other's views when discussing, planning, and carrying out investigations. However, there are insufficient opportunities for pupils to undertake practical activities so that they can develop scientific skills through first hand experience. The practice of integrating science with other subjects often means that science activities are not covered in sufficient depth and the quality of pupils' science work is below expectations. There is an overuse of worksheets which do not always offer sufficient challenge and do little to extend knowledge

and understanding. In most lessons, pupils undertake the same activities with the result that higher attaining pupils are sometimes not sufficiently challenged.

92. Science is currently a feature of the school development plan based on the clear science action review produced by the effective and enthusiastic co-ordinator. She provides good leadership and has a clear understanding of what needs to be done to raise standards. Teachers make sound use of the recently updated policy and curriculum framework to plan their work although this is not reflected in pupils' work folders. Pupils in similar age classes have comparable learning experiences because teachers plan carefully together. There is some effective monitoring of planning and teaching by the headteacher and co-ordinator through classroom observations, but the rigorous monitoring of pupils' work is less well developed. Assessment procedures to monitor pupils' progress are sound. The subject contributes satisfactorily to literacy in written activities with correct use of scientific language, although there are insufficient opportunities for pupils to write at any length. Pupils use their mathematical skills in measuring and data recording. However, information and communication technology is not used sufficiently to support science especially in areas such as recording and handling data. Accommodation is satisfactory and is used effectively. Good use is made of the local wildlife area and pond and outside visits are made to places of interest such as the Ecology Centre to further develop pupils' knowledge through firsthand experience. Resources are of satisfactory quality, well-organised and used effectively by teachers to support pupils' learning. There are some stimulating science displays around the school which further enhance and raise the profile of the subject and extend pupils' learning.
93. The school has made sound progress since the inspection in addressing issues relating to planning, continuity and progression, and assessment. The policy and curriculum have been successfully revised, and resources audited and updated and better organised into topic boxes.

ART AND DESIGN

94. Standards for the present cohort of pupils by the time they are seven are average overall and pupils make satisfactory progress. In some aspects of the subject such as design, clay work and understanding and applying their knowledge about the work of other artists, standards are above average. Pupils make good progress because of good teaching and use of resources to stimulate pupils' imagination and give them a basis for developing their own artistic skills. Standards have remained broadly the same since the last inspection.
95. Some clay tiles made by the seven-year-olds were of a high standard. The pupils showed good observational skills by looking at examples of tile designs and incorporating some of the ideas into their own design. The finished designs were carefully drawn and formed a good basis for making the tile. The use of tiles with a Turkish design enabled pupils to appreciate that different cultures have different stylistic patterns. They were developing good skills in clay work, using tools appropriately, shaping and moulding the clay well and attaching relief designs correctly to the tile. Pupils use the computer to generate their own pictures, for example in the style of Mondrian, and enjoy making observational drawings of their pets, which were brought into school. They are making good progress in appreciating the styles of famous artists, such as Lowry, and complete their own pictures based on the style of these artists. The youngest pupils

learn to frame their sketches of the school building, with the teacher relating this to using a digital camera which encourages a good response from pupils. They make collages using fabric and plastic and produce pictures using a variety of media, such as pastels and paint.

96. Teaching is satisfactory overall, with some good teaching and no unsatisfactory teaching. Good teaching is characterised by the teachers' good subject knowledge. This means that lessons are well planned and good resources prepared in order to stimulate pupils' imaginations and widen their experience as a basis for future work. Explanations are clear and teachers' own skills enable them to demonstrate to pupils giving them a good understanding of what they are meant to do. Teachers use appropriate language and pupils are comfortable with this, for example talking about relief patterns happily. Where teaching is good classroom organisation and pupil management play an important part in ensuring that all pupils can work

undisturbed and with adequate resources. Pupils are encouraged to work independently and respond well to the challenge.

97. Resources are satisfactory and often used well in lessons. However, timetables indicate that the amount of teaching time allocated to art and design is below national recommendations. The subject co-ordinator is enthusiastic and has worked hard to establish appropriate planning aids that reflects the needs and circumstances of the pupils. She attends local co-ordinators meetings regularly in order to maintain her subject knowledge and meet other specialists.

DESIGN AND TECHNOLOGY

98. During the inspection, there was limited work on which to make judgements. Evidence from two lesson observations, displays around the school, pupils' work, teachers' planning and conversations with pupils indicates that by the age of seven, standards are broadly in line with those expected for pupils of their age nationally. This is similar to that in 1997 when the school was last inspected. Progress since the last inspection has been satisfactory and standards have been maintained.
99. Teachers' planning and photographic evidence indicates that appropriate activities are planned. Sufficient emphasis is placed on the stages of designing, planning, and making although there is little emphasis on evaluating finished products and how they can be improved. The school tries hard to link activities in design and technology with those in other subjects so that the subject is more meaningful. Year 1 pupils investigate and evaluate a range of musical instruments in order to learn how they function before designing and making their own. They use a wide range of reclaimed materials and methods of joining which develops their knowledge and understanding and links to science and art. By the age of seven, pupils extend their knowledge into designing a simple puppet using various joining and linking techniques. They show enjoyment, persistence and concentration as they work well together in their groups investigating how to make structures strong and stable in preparation for making a photograph frame. Emphasis is correctly placed on small focused tasks and skills so that pupils have the necessary know-how to produce quality items.
100. Only two Year 2 lessons were observed during the inspection, both of which were satisfactory. Lessons have a clear purpose and teachers usually share these with pupils so that they are clear about what they are learning. Teachers have at least sound subject knowledge which is effectively communicated to pupils. Lessons proceed at a brisk pace which ensures pupils are interested and well motivated. Relationships are good and pupils enjoy their lessons and the challenge that teachers set. Teachers use a good range of materials and teach a range of construction techniques to develop pupils' understanding of the subject and this improves their knowledge and understanding. However, a weakness exists in the limited amount of teaching time allocated to design and technology each week, which is below national recommendations.
101. There is currently a co-ordinator who is new to the role. She has a satisfactory understanding of priorities for the development of the subject including the need to review the outdated policy and planning aids to ensure the needs of the revised curriculum are met. Teachers use the current planning guidance effectively to plan their work so that pupils in similar aged classes receive comparable lessons. This provides sound progression of skills and knowledge. As yet, there are no formal procedures in place with which to assess individual pupils' progress and this is an area for development. The subject supports numeracy and literacy through measurement and writing activities although there is no evidence of the use of information and communication technology. Resources including tools, materials and construction kits are adequate and of good quality, readily accessible and well used.

GEOGRAPHY

102. During the inspection only one lesson in Year 1 was observed. Judgements are based on an analysis of pupils' work and discussions with pupils and staff. Standards by the time pupils leave the school at the age of seven are above average and pupils make good progress in their learning. Standards have improved since the last inspection. The school has undertaken

appropriate work to ensure that resources are used effectively by staff and this has a good motivational impact on pupils as well as increasing their understanding of the subject.

103. By the time pupils leave the school at seven years old they have a good knowledge of their own and other environments. They are skilled in observation and record and talk knowledgeably about the differences found in different environments. The field trips that are planned in to the curriculum are very effective in promoting pupils' learning in this area. Many Year 1 pupils have good map-making skills and produce detailed and accurate maps showing their routes from home to school. They talk confidently about the buildings they pass and how they will show them on a map. Many are beginning to develop a sound understanding of the difference between physical and human features on a map, for example identifying mountains as physical features. Although they sometimes have difficulty identifying some human features, such as railway lines, correctly most are happy discussing and questioning to improve their understanding. Quicker learning pupils draw a key for their map, identifying important features in the locality, while those who learn more slowly are successful in their map work due to the good support given by the classroom assistant. Year 2 pupils draw their own maps effectively using co-ordinates to identify places on the map and all maps have keys.
104. The available evidence indicates that teaching is good. A key feature of this is the well-planned curriculum and use of field trips and resources to make the subject come alive for pupils. Teachers' planning provides a good framework for teaching. As a result pupils make good progress. Resources are used effectively to help pupils' understanding and engage their interest. There is a clear focus on what pupils will learn and this is reflected in teachers' planning and, in the lesson observed, explained well to pupils. The good use of classroom assistants, who have been well prepared by the teacher, helps lower attaining pupils engage well with the task.
105. Resources are good. The subject co-ordinator believes firmly in providing firsthand experience for pupils of this age and has ensured that teachers include this in their planning. This provision contributes well to pupils' understanding. There are good links with other subjects; such as information technology with the use of a digital camera and mathematics through the use of co-ordinates.

HISTORY

106. By the time pupils leave the school at the age of seven standards are above average and pupils make good progress in their learning. This means that high standards have been successfully maintained since the last inspection.
107. Pupils in Year 1 develop a sound understanding of chronology and recognise the difference between objects from the past and those found in the present. Quicker learning pupils write about the differences using a good joined script. By the time pupils are in Year 2 they have a good factual knowledge about such historical incidents as the Fire of London and the Great Plague. They talk about these incidents knowledgeably and know that throughout history famous people such as Samuel Pepys and Florence Nightingale have had an impact on events and our understanding of them. Pupils were particularly interested in the achievements of Mary Seacole, a black nurse in the Crimea, and compared her work with that of Florence Nightingale, developing a positive image and understanding of the role of black people in history. When talking about the Fire of London pupils show a good understanding of the different lifestyle of the rich and poor and know what date the fire occurred.
108. Teaching is good overall, with some very good lessons also seen during the inspection. Where teaching is very good lessons are well planned and build on pupils' previous learning. Pupils are encouraged to talk about what happened, for example the Fire of London and put themselves into the role of eyewitnesses. They are able to do this successfully due to the skilful introductory teaching that revisits pupils' previous learning and ensures that they have a good understanding of the period being studied. Teachers' expectations of behaviour and standards are high and pupils respond well to this. Challenging questioning by the teacher makes pupils think hard and look for plausible explanations why certain things occurred. In one lesson good links were made with the pupils knowledge of science to explain the rapid spread of the Fire of London. The use of homework to reinforce and extend pupils' learning is

good. Teachers show a sound subject knowledge. However, not all teachers insist on pupils paying attention and not calling out, particularly in whole class teaching. Although this does not unduly disrupt the lesson it does slow down the pace of learning for pupils and causes some frustration when pupils who do not have their hand up call out answers and pre-empt the response of those who are responding appropriately.

109. The history co-ordinator is knowledgeable and has recently revised the scheme of work to ensure that it meets national requirements. She meets with the history co-ordinator from the adjacent junior school to discuss planning and pupils' work. This ensures that the junior school can build successfully on the work done at Cheam Common Infants'. The co-ordinator attends local training groups in order to exchange information and ideas. Resources are satisfactory overall. The recent acquisition of artefacts to enhance the teaching is good and the co-ordinator has led staff training to ensure that teachers get the best possible use from the collection.

INFORMATION AND COMMUNICATION TECHNOLOGY

110. Standards of attainment in information and communication technology (ICT) are below that expected by the age of seven. During the inspection there were few occasions when pupils were observed using computers to support their learning outside of the computer room. ICT has been identified by the school as an area for development and is a feature of the school development plan. Ageing computers have only very recently been replaced with eleven modern networked machines situated in the library but this shared use restricts their use. There is also a computer in each classroom so that pupils have the opportunity to continue using computers to support other curriculum areas but these are underused. A significant number of pupils have access to computers at home and these pupils display more knowledge and understanding and are more confident in exchanging and sharing information.
111. By the age of seven, pupils' knowledge and understanding and use of ICT is below expectations because pupils have had insufficient opportunity to develop their skills in the past. Progress since the opening of the computer suite has been good. Most pupils confidently open up programs, retrieve their work, print and save and exit. However, a significant number have a limited knowledge of the keyboard and use of keys and this slows progress. Most soundly use an art program to draw pictures supporting art and mathematics and print these independently. They write simple text to support pictures of homes they have drawn and use the shift, delete and spacebar. However, knowledge of how to change font, colour and size of letters is less well developed and they have had insufficient opportunities in the past to record and amend their work. They have limited understanding of using ICT to explore what happens in real and imaginary situations. Their knowledge and understanding of the benefits of using information technology inside and outside school are below expectations.
112. Although computers were switched on in classrooms during the inspection period, they were rarely in use and this affects the progress pupils make. Three lessons were observed in the computer room and teaching was satisfactory with some good practice seen in a Year 2 class. Here the teacher made good use of her knowledge and understanding, clearly shared the learning intentions with pupils, and made effective use of a prompt sheet to help pupils. Most pupils show a keen interest and good concentration but progress tends to be slow because of the number of pupils sharing computers and the limited teaching time allocated in the computer room. There is an emerging use to support writing, mathematics and art but little support for science. Some teachers find it difficult to deliver the planned curriculum effectively to all pupils, due to lack of specific teaching time. No account is taken of previous skills and knowledge and pupils usually undertake the same tasks. Across the school, there is an inconsistent approach to the use of classroom computers, how teachers record this and what pupils can do. This does not make effective use of ICT as activities are not always matched to pupils' needs or ensure pupils make sufficient progress. On the very few occasions that computers are used in classrooms, pupils do not always receive sufficient support and are left to their own devices which means progress is minimal.
113. The co-ordinator is currently absent on maternity leave and is due to return shortly. From documentation and planning seen, she is supportive and has a clear understanding of what needs to be done to raise standards. The newly introduced subject plans, based on national

guidance, provide sound structure for teachers. They use the draft planning aids effectively to plan lessons in year groups so that pupils in parallel classes receive a similar entitlement. There is some monitoring of planning but no monitoring of teaching and learning to raise standards and there is insufficient planning for the use of ICT to support other subject areas. However, in music pupils do use a program effectively to help with their composing. Assessment procedures are inconsistent and this is an area recognised by the school for development. The school recognises the need to think carefully about how the curriculum can be delivered and managed with the current insufficient time allocation so that pupils get regular access and standards are raised. Other resources to support ICT, such as tape recorders, CD players and television and video recorders are sufficient and used effectively to support other curriculum areas but these are not linked to developing pupils' knowledge and understanding of ICT. Most teachers use computers well to plan lessons, make worksheets and generate effective labels and text. This enhances the importance of the subject and the quality of classroom displays.

114. At the time of the last inspection in 1997, pupils were attaining at least national expectations and more often above but this is no longer the case. A change in national requirements has meant the need to upgrade resources and this has only very recently been achieved with government funding. Draft planning aids have recently been introduced using government guidance but has not yet had time to raise standards. The school, has identified staff training needs to raise knowledge and understanding as identified in the school development plan. However, in the past three months progress has been good although insufficient time is spent on teaching ICT skills. Plans are in place to move the library to another area of the school which will enable the computers to be used more frequently.

MUSIC

115. At the time of the last inspection standards in music were sound. Since then there has been significant further development in subject co-ordination, planning, teaching and learning. Standards are now good.
116. Pupils develop their understanding and appreciation of a wide range of different kinds of music whilst also developing and extending their own interests and increasing their ability to make judgements of musical quality. They acquire the appropriate knowledge, skills and understanding needed to make music. Pupils in Year 1 recalled names of individual instruments and distinguished between high and higher sounds on a wood block. As a class they presented a humming chorus for the refrigerator, and a medley of outside noises to accompany the story 'Peace at Last'. Pupils used percussion for effect. For example, they chose a guiro to represent snoring and a triangle for the dripping tap. Pupils made improvements to their work as they improvised and finally participated in a well-orchestrated performance conducted by the teacher. Pupils in Year 2 finalised a composed percussion accompaniment well. They followed their own 'symbol' score for their previously improvised musical composition, to accompany their group-composed poem on the theme of a building site. They then played their tuned and untuned percussion instruments in performance, alongside a reading of their poem by a group member. This choral work enabled the pupils to start from a non-musical starting point and achieve an orchestrated result. Sometimes, appropriately, more than one child performed, or read the vocal parts.
117. In singing pupils use their voices expressively and with enthusiasm. They use correct vocabulary such as pitch, tempo and dynamics. When appropriate they use gesture. The school places emphasis on practical experience and experiment. Movement is considered an integral part of music teaching and is used whenever it is relevant. At the end of the evaluation of a dance lesson in Year 1 where pupils had been exploring rhythm, speed and levels of movement, they were asked to lie down and listen to music from The Carnival of the Animals. Here listening skills and musical appreciation were reinforced
118. The quality of teaching, overall, is very good. In one lesson observed it was excellent. The school is fortunate to have a number of talented musicians on the staff and so the subject knowledge of most teachers is good. Teachers insist on pupils using the correct musical terms. Most have high expectations of self-discipline in listening and using instruments, and of thinking about what makes high quality music. Teachers plan very well and expect pupils with

higher ability in music to compose and perform more complicated rhythms. They make very good use of the good range of instruments which the school owns. Teaching covers a broad range of music from a variety of cultures and uses a wide range of instruments. The teaching of singing is especially good as the specialist teachers impart their very good knowledge of singing and music to full effect. However, opportunities to extend pupils' musical appreciation are often missed at assembly times because pupils are allowed to chatter as they enter and leave the hall so they do not fully appreciate the very rich and varied music that is being played.

119. The subject is well managed by a very knowledgeable co-ordinator. She monitors the quality of education provided and the standards attained throughout the school. She studies teachers' planning and provides feedback. She listens to and assesses pupils' performances in school and she keeps sample recordings of pupils' compositions to promote high standards of attainment. The policy and curriculum have been updated in line with the new Curriculum 2000. She has ensured there are good range of resources for the pupils to use and these include a number of percussion instruments representative of different cultures and a number of compact discs with music of all styles, including music from other cultures. Although information and communication technology is not generally used well to support other areas of the curriculum, in music teachers use a program effectively with pupils to help with their composing skills. Pupils are given the opportunity to improve their musical skills at an after school recorder club. It is a great tribute to the headteacher and staff that music flourishes in the school.

PHYSICAL EDUCATION

120. As at the last inspection pupils' standards of attainment by the time they leave the school are in line with those expected for pupils of their age. Pupils in both year groups are imaginative in dance lessons and perform a wide variety of movements to illustrate music. In their lesson Year 1 pupils changed the rhythm, speed, level and direction of their movements well as they moved around imagining they were fishes in response to 'The Aquarium' from the Carnival of the Animals by Camille Saint-Saens. Year 2 pupils showed good body control as they moved in high and low movements to their interpretation of the music. They also learned in the lesson that some types of music are easier to respond to than others. In their gymnastics lesson another class of Year 2 pupils were developing short, linked sequences of movements along a bench, working hard to improve their performances. However, in this lesson their rate of progress was impeded as pupils had to queue to take their turn as there were too many pupils to each bench. In most lessons pupils were enthusiastic about their work. Most listened carefully to the teachers' instructions and were keen to improve their performance. Where fellow pupils were successful, pupils often gave spontaneous applause in appreciation.
121. The quality of teaching was satisfactory, overall, and two good lessons and one very good was observed. In the best lessons teachers had high expectations of behaviour and attitudes so that pupils used the opportunities to improve and made good progress. In general, teachers plan lessons carefully so that they always have a balance of teachers' input and pupils' activities, with built in warm-ups and cool-downs. This generally maintains interest and keenness to learn. Teachers ensure a safe working environment, especially when moving and carrying apparatus. Most make good use of pupils to demonstrate example of good practice, but some do not always have high enough expectations of their classes when they ask them to assess their own and one another's performance. For example, in one lesson a pupil gave a lovely performance of her interpretation of the music. All the pupils, including a small minority who previously had not been taking a full part in the lesson, were spell bound by this, but the teacher missed the opportunity to share and appraise this good work with the class so they could improve their performances. All instructions are clear and, overall, lead to time and resources being used well to learn new skills.
122. The co-ordinator provides good clear leadership. She maintains a good action plan with appropriate priorities for developing the subject. The hall is adequate in size for physical education but the storage of the equipment in the hall cuts down the space considerably. Resources are satisfactory and although the school has a reasonable sized playground it does not have a grassed area for physical activities. An improvement since the last inspection is that the school now offers an after school dance club.

RELIGIOUS EDUCATION

123. The teaching of religious education is based on the Sutton Locally Agreed Syllabus for religious education. The syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions. Christianity is, therefore, taught for the greater part of time in religious education in a school year. However, pupils also acquire and apply knowledge and understanding of Hinduism, Judaism, Islam and Buddhism. Where appropriate, religious education may be linked to year group topics. Assemblies, with their comprehensive planned programme of celebrations, themes and Bible stories also make a significant contribution to pupils' religious education. An aim of the school is to increase all pupils' self-awareness and through this process to develop respect and understanding of the feelings, viewpoints and beliefs of others.
124. In the three lessons observed standards were in line with those expected in the Locally Agreed Syllabus and contributed well to pupils' spiritual, moral, social and cultural development. Teaching, overall, was good. In a Year 1 class, pupils explored stories about men, women and children who have tried to follow the example of Jesus. Pupils know that the Bible is made up of two books, the old and new testaments, and that the Old Testament is concerned with time before the birth of Jesus. Pupils' behaviour was very good. The teaching was good as the teacher encouraged the children to think and learn. She used praise well, had good subject knowledge and appropriate resources. Another Year 1 class explored the story of Saul on the road to Damascus. Pupils understood that, like Saul, they had the power to change their attitudes and behaviour if they wanted to. The pupils listened well. Although the teaching was satisfactory, there was a lost opportunity in this lesson for the teacher to encourage the pupils to reflect on any change they might wish to make in their lives. Also, pupils spent a disproportionate amount of time drawing and writing compared with learning about the religious aspect of the lesson. In a Year 2 class the teacher introduced pupils and led them to an awareness and understanding of Buddha and his to Buddhists. The teaching was good and through effective questioning and explanation, the teacher led the pupils to an understanding of the hands of different Buddha images and to an appreciation of what Buddhists are seeking in life. Pupils expressed this as giving peace and love to other people. In this lesson the pupils were encouraged to meditate while some Indian music was played and there was an opportunity for pupils to experience awe and wonder.
125. In the scrutiny of work pupils' great wealth of drawings, prayers and statements were connected with a wide variety of topics appropriate to pupils' religious education. Examples of these were the Ten Commandments, Moses and the burning bush, the plague in Egypt, Jesus and Saul, the shepherd who found his lost sheep, Baptism, many parables and the Christmas story.
126. The subject has been looked after successfully by a member of staff during the co-ordinator's maternity leave. Planning is sound and indicates areas that may be assessed and recorded on class record sheets. Pupils' learning is assessed through questioning, observing and listening and by talking to children about their work. Evidence of such assessment was seen. It was well carried out. Resources, overall, are good.