

# INSPECTION REPORT

## **THE ORCHARD INFANT SCHOOL**

East Molesey, Surrey

LEA area: Surrey

Unique reference number: 124964

Headteacher: Mrs C Rusby

Reporting inspector: Peter Howlett  
23744

Dates of inspection: 9<sup>th</sup> – 12<sup>th</sup> July 2001

Inspection number: 193347

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:	4 to 7
Gender of pupils:	Mixed
School address:	Bridge Rd East Molesey Surrey
Postcode:	KT8 9HT
Telephone number:	020 9879 2945
Fax number:	020 9841 6160
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs B Mallett
Date of previous inspection:	9 <sup>th</sup> December 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23744	Peter Howlett	Registered inspector	Science Physical education History Geography	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
9173	Sarah McDermott	Lay inspector		How high are standards? How well does the school care for its pupils? How well does the school work in partnership with parents?
18370	Kevin Johnson	Team inspector	English Foundation Stage Music Art and design	How well are pupils taught?
21796	James Walsh	Team inspector	Mathematics Information and communication technology Religious education Design and technology English as an additional language Equal opportunities Special educational needs	How good are curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is an average sized infant school for boys and girls aged four to seven years. Currently there are 201 on roll. Children can start school from the beginning of the academic year in which they are five. There are 67 children under five in three reception classes organised by age. The school is situated in a residential suburb of London in East Molesey close to Hampton Court and the River Thames. About half the pupils live in the immediate locality and the rest travel from further afield, They live predominately in owner-occupied accommodation. Ninety two per cent of pupils come from white UK heritage. The proportion of the school population (six per cent) for whom English is an additional language is higher than the national average. Two of these pupils are an early stage of English language acquisition. Three per cent of pupils are eligible for free school meals, which is well below the national average. Twenty one per cent of pupils are on the school's register for special educational needs which is close to the national average. Three pupils have statements of special educational needs. Most pupils have received some pre-school education and the range of attainment on entry is broad, but, overall, it is above levels typically found nationally.

### **HOW GOOD THE SCHOOL IS**

Orchard Infants is a good school with many strengths. Pupils achieve well and attain high standards. The school is well led and managed and the quality of teaching is good. The high quality of relationships within the school community underpins its caring ethos. The school gives good value for money.

#### **What the school does well**

- Pupils achieve high standards in English, mathematics and science and good standards in art and design and religious education, because of good teaching.
- Pupils' attitudes to learning, their personal development and the quality of relationships within the school are very good and lead to good quality learning.
- The provision for pupils' social and moral development is very good and adults provide very good role models in how to behave and treat one another.
- Links with parents are very good. Parents are very supportive of the school, its aims and values.
- The school looks after its pupils very well and its procedures for ensuring their welfare are very good.
- The headteacher provides strong and very effective leadership to the school community.

#### **What could be improved**

- Pupils' achievements in information and communication technology.
- Pupils' skills of enquiry, particularly in history and geography.
- Consistency in the quality of teaching and learning for children in reception classes.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good progress since the last inspection in December 1996, particularly in the last two years under the direction of the present headteacher. It has successfully addressed the issues raised by the previous inspection: curriculum planning, provision for pupils' spiritual and cultural development and library provision have improved; the school now complies with the requirements for an act of collective worship; pupils' handwriting and presentation are better and their punctuality is now satisfactory. Standards have improved substantially in English, mathematics, science and religious education with much of this improvement taking place in the last two years. The school has been particularly successful in raising the achievements of its more able pupils. Effective monitoring and support procedures have helped to improve the quality of teaching. The headteacher enjoys the support of committed staff and governors and the school is well placed to improve further.

## STANDARDS

The table shows the standards achieved by seven year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A	C	A	B
Writing	A	A	B	C
Mathematics	A	A	A*	A

**Key**

Highest 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In the 2000 national tests, the percentage of pupils reaching Level 2 was well above the national average in reading and writing and very high in mathematics. The school exceeded the targets set for the percentage of pupils attaining Level 2 or above in reading and mathematics and equalled it in writing. The percentage of pupils achieving Level 3 was very high in mathematics, well above the national average in reading, but only average in writing. Performances in reading and writing tests have generally been above the national average over the last four years. Test results in mathematics have risen sharply over the last four years from average to the top five per cent nationally. The validated results for 2001 show that the school has sustained its very good levels of performance in mathematics, with a good improvement in the proportion of pupils achieving Level 3 in reading and writing.

Inspection evidence confirms that pupils in Years 1 and 2 make good progress and that standards achieved by seven year olds in English, mathematics and science are well above those typically found nationally. Pupils achieve good standards in art and design and religious education. They achieve satisfactory standards in design and technology and music. In physical education, pupils achieve good standards in swimming and games skills. Their geographical knowledge is good and historical understanding satisfactory, but the development of skills is less secure. Standards in information and communication technology are similar to those typically found nationally, but pupils' achievements could be higher. Children's achievement in the reception classes is satisfactory and, sometimes, good against their prior attainment.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They enjoy school and in lessons they show enthusiasm and keenness to learn and find out more.
Behaviour, in and out of classrooms	Behaviour is good in lessons and pupils respond positively to teachers' expectations. Behaviour around the school is very good. Pupils play happily together in the playgrounds. The school is a quiet orderly and cheerful community.
Personal development and relationships	Relationships in the school are very good. Pupils form friendly and supportive relationships and show respect for the feelings and values of others. They are polite, well mannered and demonstrate good social skills. They take good responsibility for their own learning, but there is room for improvement in their enquiry skills.
Attendance	Rates of attendance are well above those achieved in other primary schools. Punctuality is satisfactory.



The quality of relationships, their attitudes to learning and their behaviour make a significant contribution to the quality of learning and the progress that pupils make.

## TEACHING AND LEARNING

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

*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 overall quality of teaching and learning is good. Seventy-seven per cent of the 44 lessons observed were good or better, including 23 per cent very good lessons and five per cent excellent lessons. Seven per cent of lessons were less than satisfactory, including two per cent poor lessons. This is an improvement since the last inspection when 19 per cent of lessons were unsatisfactory and only 10 per cent were very good or better. However, the quality of teaching is inconsistent in the reception classes. Although there are examples of very good and excellent teaching, there was also some poor teaching. Teaching of basic literacy and numeracy skills is good. Teaching is good in science, design and technology, music and religious education. Teachers are conscientious, hard working and lessons are well prepared and planned. Teachers know their pupils well and the very positive and constructive relationships underpin the calm and purposeful atmosphere throughout the school. Teachers have high expectations and this ensures that most pupils are challenged and encouraged to do their best. This results in good learning and a positive response to tasks set. Teachers explain clearly to pupils what they should know by the end of the lesson and this makes teaching and learning more focused. Homework is used well to support pupils' learning. Pupils with special educational needs and those with English as an additional language are taught effectively, enabling them to make good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and the quality and range of learning opportunities provided for pupils at Key Stage 1 are good. The school gives high priority to English, mathematics and science. Provision for pupils' personal, social and health education is very good.
Provision for pupils with special educational needs	Provision for these pupils is good. The school is effective in identifying pupils with learning difficulties. Class teachers plan effectively to meet their learning needs in lessons.
Provision for pupils with English as an additional language	Provision is good. Teachers provide good support in lessons and the school monitors the progress of these pupils well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral and social development is a strength of the school. Adults around the school, both staff and parents, provide very good role models. Provision for pupils' spiritual and cultural development has improved since the last inspection and is good.
How well the school cares for its pupils	Arrangements for promoting pupils' wellbeing and health and safety are very good. There are very good procedures in place to monitor and support their personal development. Procedures for assessing their attainment and progress are sound, overall, although undeveloped in ICT and foundation subjects.

The school values the views of parents and has established very good links with them. In response, the contribution of parents to their children's learning, whether at home or at school, is excellent.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good quality leadership. She gives the school a very clear sense of direction and her vision, high expectations and the high quality of her own teaching are significant factors in promoting high standards. She is ably supported by senior staff. The coordination of the core subjects is good. Co-ordinators of foundation subjects give sound leadership, but they do not evaluate provision and standards rigorously enough.
How well the governors fulfil their responsibilities	The governing body plays a purposeful and effective role in shaping the direction of the school and fulfils its statutory responsibilities well. Governors are very knowledgeable about the school and are fully involved in planning, decision-making and policy-making.
The school's evaluation of its performance	The school makes good use of a range of data to evaluate its own performance. The school has developed successful measures for gathering and assessing information about pupils' achievements and uses this information effectively to take action and raise standards. Procedures for monitoring and improving teaching are effective.
The strategic use of resources	The school makes good use of its resources. Financial planning is very good and its educational priorities are clearly linked to the budget. The school takes effective measures to ensure that it gets best value for money. Staffing levels, accommodation and resources are good and used well. Support staff make a valuable contribution to pupils' learning. The school gives good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school is well led and managed.</li> <li>• Children like to come to school.</li> <li>• Children make good progress.</li> <li>• The good behaviour in the school.</li> <li>• Teaching is good.</li> <li>• The school expects their children to work hard, do their best and become mature and responsible.</li> <li>• The school works closely with parents and staff are approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> </ul>

The inspection team agrees with the positive views of the parents. The inspection team judges that the school, given the ages of the pupils, provides a satisfactory range of extra-curricular activities.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Children's attainment, overall, in language and communication skills, mathematical knowledge and knowledge and understanding of the world on entry to the reception classes is above that typically found nationally. By the time they enter Year 1, most children exceed the expected standards in the areas of personal, social and emotional development, communication, language and literacy, mathematical and creative development and in their knowledge and understanding of the world. Children reach the expected standards in their physical development. Their achievement in the Foundation Stage, in all areas of learning, is satisfactory and sometimes good, against their prior attainment.
2. Results in the 2000 national tests and tasks for Year 2 pupils were very high in mathematics, well above the national average in reading and above average in writing. When compared to schools with a similar intake, results were well above average in mathematics, above average in reading and average in writing. Results in reading and writing have generally been above national averages over the last four years, although there was a dip in reading results in 1999 which was more than rectified in the 2000 tests and a small downturn in writing results in 2000. Mathematics results have risen sharply over the last four years from matching the national average to being in the top five per cent of schools nationally. In science, teacher assessments indicated that standards were below those typically found nationally.
3. In the 2000 tests, the percentage of pupils achieving Level 2 was well above the national average in reading and writing and very high in mathematics. The targets set for the percentage of pupils attaining Level 2 or above were 96 per cent in all three tests. These were exceeded in reading and mathematics and equalled in writing. The percentage of pupils achieving Level 3 was very high in mathematics, well above the national average in reading but only average in writing. The validated results for 2001 show that the school has sustained its very good levels of performance, attaining its targets set for the percentage of pupils achieving Level 2 (97 per cent) in reading, writing and mathematics. There was a good improvement in the proportion of pupils achieving Level 3 in reading and writing and a further smaller increase on the existing high proportion of pupils achieving Level 3 in mathematics. In science, teachers' assessments showed a substantial improvement on those of the previous year.
4. Pupils' achievements in Years 1 and 2 are good, overall. Given the above average standards on entry to the school, pupils achieve well in relation to their prior attainment throughout Key Stage 1. This is a significant improvement since the previous inspection, which judged that standards achieved by pupils required some improvement. Inspection evidence confirms the results of national tests and assessments and that standards in reading and writing and science are well above those expected nationally, whilst attainment in mathematics is very high. Pupils achieve good standards in art and design and religious education and in elements of physical education and geography and satisfactory standards in other subjects.
5. The improvement in standards is largely attributable to the headteacher who has put in place effective strategies over the past two years. The headteacher has clearly identified the main areas of underachievement, namely in writing and science and, in particular, the achievements of the more able pupils. Effective target setting, based on good analysis of assessment data, raising teachers' expectations with challenging targets for pupils and improving the quality of teaching through effective support and monitoring have helped to address the main areas of underachievement and raise standards. Pupils make good progress, because the quality of teaching and learning has improved and is generally good. Improving the standards of the more able pupils remains a high priority within the school. Higher attaining pupils make good progress in English, mathematics and science. The proportion of pupils working at levels above those expected for their ages in these subjects is well above that typically found nationally. However, in history and geography they are not

- always sufficiently challenged. The two children in the Foundation Stage identified as being gifted make good progress. Teachers provide good support in lessons and the school monitors their progress well.
6. Pupils with special educational needs make good progress in relation to their prior attainment. They make good progress towards the targets in their individual education plans. They receive good support in literacy and numeracy lessons from teachers and other adults to achieve standards in line with their ability and aptitude. Pupils who have English as an additional language make good progress. Teachers plan to meet the learning needs of these pupils in line with those of other pupils with similar levels of attainment and they have no difficulties in learning alongside their peers in classes. No significant differences between the performances of boys and girls were noticed.
  7. Pupils achieve well in developing their literacy skills and standards are well above those typically found for their ages. Since the last inspection, the school has maintained the good standards that pupils achieve in speaking and listening skills and has improved standards in reading and writing. Pupils continue to make good progress in developing their speaking and listening skills. They are articulate, use a good range of vocabulary and speak with confidence to a variety of audiences. Most pupils listen attentively to teachers. There has been a strong focus on the teaching of reading and pupils achieve well. They read with fluency and expression and demonstrate a clear understanding of what they read when retelling their stories in their own words. They read a wide range of words accurately and have the skills to work out the words they find difficult. The refurbishment of the library and replacement of books has a very positive input on pupils' attitudes to reading and the development of good library skills. Improving standards in writing has been a school priority. Pupils now achieve very good standards and, by the age of seven, most pupils express ideas fluently in writing. They write accurately with good punctuation and spelling for a range of purposes, using a legible jointed script. Handwriting is satisfactory, but, in some pupils' work, letter size and spacing are inconsistent and some letters are poorly formed.
  8. Standards in mathematics are a strength of the school. Pupils' achievements are better and standards higher than at the time of the last inspection. Pupils make good progress because of teaching that engenders very positive attitudes and gives pupils a high level of challenge in all aspects of the subject. The implementation of the National Numeracy Strategy is having a positive impact in developing pupils' strategies for mental calculations. Pupils' use of mental strategies and ability to make mental and written calculations exceed expected levels. By the age of seven years, they have a secure understanding of place value and use a range of methods to mentally solve problems. Pupils solve problems related to number at a level above that expected for their ages, showing independence and originality in their thinking.
  9. In science, there has been a substantial improvement in standards of attainment since the last inspection. Pupils make good progress and their achievements are well above expected levels. Pupils have good knowledge and understanding of basic scientific ideas. They gain understanding through discussions, observations and investigations and record their findings in a variety of ways. Attainment in investigative skills is consistently good across the school. By seven years old, pupils begin to understand the need for making a test fair, make predictions and test out their ideas in groups. The school has raised the profile of the subject among pupils and reorganised the teaching of science to enable all Year 2 pupils to be taught separately from the Year 1 pupils.
  10. In religious education, there has been a significant improvement in standards since the last inspection. Pupils make good progress and standards exceed those expected in the locally Agreed Syllabus. By the age of seven years, pupils can describe the main beliefs of three world religions. They have built up a deep knowledge and understanding of symbols and rituals performed in these places of worship. Factors which have contributed to this include the effective leadership of the co-ordinator, teachers' good subject knowledge and pupils' good responses.
  11. In art and design, standards are better than those typically seen by the age of seven. Skills such as colour mixing and observational drawing are taught in a systematic way and there is good breadth to the curriculum. For example, pupils learn good techniques in clay modelling

and sculpture as well as in collage and weaving. In physical education, pupils' skills in games are above expected levels and, in dance, are similar to those typically found nationally. Standards in swimming are good. As a result of good provision pupils make good progress and develop water confidence and competence in swimming well above that generally found in infant schools nationally.

12. In design and technology, music, information and communication technology, history and geography, standards are similar to those at the time of the last inspection. In design and technology and music, standards are in line with expectations and pupils' achievement is satisfactory. Although standards in information and communication technology are similar to those typically found nationally, pupils' skills are not promoted sufficiently in order to raise pupils' achievement. Pupils' geographical knowledge is better than that found nationally, while their historical knowledge is similar to that found nationally. However, the development of skills in both these subjects is less secure.

### **Pupils' attitudes, values and personal development**

13. Pupils have very positive attitudes to school. Nearly all parents report that their children like coming to school and this is more than evident at the beginning of the day. There is a buzz of happy chatter as they greet their teachers and friends and say good-bye to their parents. All pupils are enthusiastic about school and lessons. For example, in a design and technology lesson in a mixed reception and Year 1 class on making moving penguins, all the pupils listened very carefully to the instructions, were thoroughly involved in the discussion about the best methods and could not wait to get started in cutting out their own penguins. During the inspection many pupils were keen to tell the inspectors what they liked best about school and to explain the school routines. They know the daily procedures very well. In ERIC (Everybody Reading In Class) sessions the pupils settle down very quickly and know exactly which group activity to join. Pupils take part enthusiastically in the French and football clubs after school. Whenever there is a job to be done, whether in class or around the school, pupils are proud to contribute to school life.
14. The behaviour of the pupils is good. There has been only one exclusion for a day in the last school year. Most pupils behave well in lessons, so learning is smooth and productive. There are a few pupils who have challenging behaviour, but they are managed very well and generally do not disrupt learning for the others. If there is a little inappropriate behaviour, most other pupils have high levels of self-discipline and are not distracted from their learning. However, in some lessons where the pace is slow or the task is insufficiently challenging pupils start to fidget and their attention wanders. Outside in the playground pupils are very well behaved. A good range of activities keeps them active and amused. There is hardly any bullying in the school. The incident book has very few entries over the last few years and most refer to high spirited silliness rather than unacceptable or unpleasant behaviour. Overall, the school is an orderly and cheerful community.
15. The personal development of the pupils is very good. Children in reception classes settle into school life very well and are soon able to cope with the routines and expectations. Pupils are polite, well mannered and demonstrate good social skills. At lunchtime, the pupils eat sensibly, carry on lively conversations and contribute to a pleasant occasion. They have a good understanding of the impact of their actions on others and are aware that if they behave inappropriately their friends may be upset or hurt. Pupils are very quick at the end of lessons to clear up and help their teachers. However, on some occasions they show a lack of initiative, as when nearly the whole class walked over letters for parents that had fallen on the floor! Pupils have a well-developed respect for the feelings and values of others. In assemblies and religious education lessons, pupils listen with interest about the ways of life and worship of people with different religions and lifestyles. In a geography lesson following the travels of Barnaby Bear, the reception and Year 1 pupils were very interested to hear about their friends' experiences abroad and how the sun affects the skin of a member of the their class of African descent. Many pupils are beginning to take good responsibility for their own learning, by using dictionaries and research books, but there is still room for improvement in their enquiry skills.

16. Relationships in the school are very good. Pupils get on equally well with adults or their fellows. They form supportive relationships and are keen to help each other. The younger pupils collaborated particularly well in a windy physical education session when they worked in mixed teams to practise for sports day. Pupils appreciate the good work and achievement of each other. In a Year 2 design and technology lesson, the pupils enthusiastically appraised each other's puppets and padded "mini beast" book covers with responses such as "Wow! That's wicked!" The school is a very harmonious, friendly place and the current pupils have maintained the positive attitudes to learning seen at the last inspection. Pupils for whom English is an additional language and pupils with special educational needs are happy and settled.
17. Attendance is very good. In the academic year 1999/2000 the rate of attendance was well above the national average and these very good figures have been maintained in the current year. In the last two years the school's attendance levels have improved at a greater rate than the national increase. The judgement on attendance is the same as that at the last inspection. The very good attendance plays a significant part in the high attainment of the pupils.
18. The punctuality of the pupils has improved since the last inspection and is now satisfactory. Registers are called promptly at 9.00am and there are very few pupils who arrive late for the start of the school day.

### **HOW WELL ARE PUPILS TAUGHT?**

19. Taking into account the analysis of pupils' work and lessons observed, the quality of teaching, overall, is good. Seventy-seven per cent of lessons observed were good or better, including 23 per cent very good lessons and five per cent excellent lessons. Seven per cent of lessons were less than satisfactory, including two per cent poor lessons. This is a good improvement since the last inspection when 19 per cent of lessons were unsatisfactory and only 40 per cent were judged good or better. Since the last inspection, many shortcomings have been addressed through appropriate training and effective procedures for monitoring and evaluating the quality of teaching. The greater amount of good teaching and significantly smaller proportion of unsatisfactory teaching shows good improvements, which are reflected in the improved standards and achievements of pupils.
20. Teaching is stronger in Key Stage 1 than in the Foundation Stage where the quality of teaching and learning is more variable. Teaching is satisfactory in the reception classes. Although there are examples of very good and excellent teaching in these classes across the range of areas of learning, there was also some poor teaching, which resulted in poor learning. Teaching is good in Key Stage 1 because good teaching is more consistent. Over 80 per cent of lessons observed were good or better and there is a creditable amount of very good teaching. There was also a very small amount of unsatisfactory teaching and learning. The quality of teaching of English, mathematics, science and religious education has improved since the last inspection and is now good, resulting in better levels of achievement.
21. Teachers are hardworking and conscientious. Their lessons are well organised and prepared. A weakness in teaching at the time of the last inspection was the lack of clarity in lesson objectives. This is no longer the case. Lessons are well planned and based on clearly identified learning objectives. These are shared well with pupils and frequently referred to during the course of lessons, so that pupils are clear about what they are learning and why. There is a positive ethos for learning. Teachers have high expectations of how pupils will behave in lessons and the amount of work they will produce and give good encouragement to pupils for their efforts. Pupils respond positively to this approach. Relationships are good and teachers show good care for pupils and respect their interests and opinions. Teachers value the contribution pupils make to the lessons, so pupils work with confidence, take a full part in class discussions, try things for themselves and ask and answer questions.
22. Basic skills in literacy and numeracy are taught well across the school. The school has embraced the strategies recommended in the national frameworks effectively, so there is a clear focus on the systematic teaching of phonic and number skills. This results in good

progress in both reading and writing and the development of mental strategies to solve number problems.

23. There are particular strengths in the teachers' subject knowledge in science, design and technology and religious education. Science is taught particularly well and learning in Year 2 is enhanced by the organisation of pupils into smaller groups. Teachers' good subject knowledge enables them to plan a good balance of activities, with an emphasis on using and applying scientific knowledge. The quality of learning is good, because pupils develop their knowledge and understanding through challenging activities which interest and motivate pupils, such as identifying mini-beasts as a result of pond dipping. Their very good attitudes to learning are a significant factor leading to their good progress. Likewise in design and technology, teachers use their good knowledge to plan appropriately challenging activities.
24. Features of the high quality teaching seen in some areas are underpinned by teachers' very good knowledge of their pupils. This enables them to plan suitable work for all ability groups so that all can achieve well. In a religious education lesson, for example, more able pupils consolidated their knowledge of Judaism by writing about a 'special day', while others reflected on their visit to a synagogue and wrote a list of the artefacts they saw there. In that lesson, all pupils worked at an appropriate level of understanding and language ability. Teachers maintain high expectations by explaining clearly to pupils what they should know by the end of the lesson. This makes teaching more focused on the objective and improves the pace of the teaching and learning. Such a lesson was seen in a reception class where teaching resulted in pupils sequencing events in a story to produce a beginning, middle and end. The challenge to pupils' language skills and the quality of work produced by the children reflected fully the very skilful management of their learning by the teacher.
25. Teachers effectively plan to meet the wide range of pupils' learning needs. Teaching of pupils with special educational needs and of those for whom English is an additional language is good. Pupils are not withdrawn from the class, but are given additional support in the classroom. Work is carefully planned and organised and the pupils have good support from classroom assistants so they make good progress. Teachers use the information from pupils' individual education plans to plan effectively tasks that they can perform confidently. Teachers generally plan worthwhile opportunities within the curriculum for higher attaining pupils and these pupils make good progress in literacy and numeracy lessons. Teachers ensure that the two children identified as gifted and talented children are given appropriate work to extend their learning experiences, particularly in literacy and numeracy
26. Teachers use learning resources well to support pupils' learning. Computers are used effectively in geography and science lessons, for example, and music and physical education lessons are also well resourced, enabling pupils to take part fully in all lessons. On-going assessment of learning in the time at the end of lessons is good. Teachers question pupils effectively, posing open questions well to extend pupils' thinking and draw out ideas.
27. The use of homework is good throughout the school. Pupils conscientiously take reading books home each evening. There is a good system for dialogue with parents to map children's progression. Basic skills are effectively extended by regular numeracy and literacy tasks as well as reading.
28. Unsatisfactory teaching and learning occur when teachers do not assess what pupils already know about a topic. This results in pupils' knowledge and understanding not being sufficiently challenged by new learning. Ineffective planning led to an unproductive lesson for reception pupils, because the teacher did not have enough strategies planned to engage all pupils. Instructions were unclear, so many pupils were not sure about what to do. Learning in one English lesson was unsatisfactory because the teacher did not adjust the organisation and planning of the lesson to accommodate the groups of pupils being withdrawn to have swimming lessons. The pupils remaining in the class completed 'time filling' and unproductive activities. Common areas for development of teaching within the whole school lie in the more effective use of the concluding part of lessons, the use of numeracy to support work across the curriculum and better use of computers to support writing. Although classroom assistants make a very good contribution to pupils' learning, their role, particularly during whole class



teaching at the beginning and end of lessons, sometimes lacks focus such as monitoring the behaviour or learning of pupils.

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

29. The quality and range of the learning opportunities provided for children in the Foundation Stage is satisfactory. For pupils in Key Stage 1, the quality and range of learning opportunities is good.
30. The curriculum in the reception classes is planned to take account of all the required areas of learning for this age. There is good attention to the development of pupils' basic literacy and numeracy skills. Appropriate emphasis is also given to the personal, social and emotional development of children. The range of learning opportunities in the reception classes builds well on the attainment that children have on entry. The school helps children to become confident learners by providing a rich and stimulating environment. However, limited indoor space places some restrictions on the range of activities available to children.
31. The curriculum in Key Stage 1 is suitably broad, balanced and relevant. It gives pupils opportunities to learn effectively in all subjects. It meets the statutory requirements for the National Curriculum and religious education which follows the relevant locally Agreed Syllabus. However, there are limited opportunities for drama in the English curriculum. The amount of curriculum time in the school day is satisfactory, as are the allocations of times for individual subjects. A relatively high percentage of time is allocated to physical education, because all pupils have two swimming lessons each week for approximately a term. This is good provision, but the arrangements for swimming, although highly organised by the parents, cause some disruptions to the afternoon timetable, as there is continuous movement of pupils back and forth to the school swimming pool.
32. Overall, curriculum planning is good and has improved since the arrival of the new headteacher. The school has successfully addressed the key issue from the last inspection on curriculum planning by putting policies and schemes of work in place for all subjects. The school uses national guidance together with the locally Agreed Syllabus as the basis for its schemes and the school has clear plans for keeping these under review. This is a good improvement since the last inspection. Medium term planning is good and clearly identifies what should be taught and at what level. Short term or weekly planning is good, as assessment opportunities are recorded and used well in literacy and numeracy. Considerable attention is given to the planning in the mixed year classes, particularly in religious education, to avoid repetition. In some subjects, such as design and technology, much thought has been given to selecting units of work to develop a broad range of knowledge and skills. In art and design, there is a whole school approach to implementing the subject requirements. Information and communication technology is planned to cover all requirements of the subject, but it is not yet taught in sufficient depth to raise pupils' achievements. In geography and history, too little attention is given to the development of key enquiry skills as pupils move up through the school.
33. Appropriate priority is given to the national strategies for literacy and numeracy to maintain high standards. The effectiveness of the school's strategies for teaching literacy skills is good. The structure adopted enables the teachers to respond suitably to the needs of the pupils. Strategies for developing pupils' numeracy skills are also good. The time spent on mental arithmetic and developing mathematical language is an important factor in maintaining the very high standards in mathematics. However, plenary sessions at the end of numeracy lessons are not always used effectively. On occasions, these sessions have been rushed and have not had a positive impact on pupils' learning.
34. The curriculum is socially inclusive and provides good equality of opportunity for all its pupils. Provision is good for the pupils with English as an additional language. Most of these pupils are now fluent English speakers and work well alongside their peer group in class and they receive appropriate support from the class teachers. Provision for higher attaining pupils is good as well as for those children in reception, identified as gifted and talented. A policy for

- able pupils has been introduced and all teachers are aware of their responsibility to meet the needs of these pupils when planning lessons. Provision for pupils with special educational needs is good. The school has a policy of early intervention and regular screening ensures that all pupils are monitored regularly and appropriate action taken. The school targets these pupils for additional support which is given in the classroom. The provision meets statutory requirements for pupils with statements of special educational needs and there are very clear processes for identifying such pupils. Individual educational plans are provided for all pupils who are at Stage 2 and beyond on the school's special needs register. They are of good quality and are reviewed each term. Pupils on Stage 5 are given most suitable support in line with the requirements of their statement. Their statements are reviewed annually.
35. The provision for extra-curricular activities is satisfactory. There is a limited range of clubs after school, including an after-school care club, a French club and football club. Most of the clubs have a standard charge. They are well attended by pupils. The enrichment of the curriculum through the use of visits and visitors is satisfactory. The school welcomes a number of visitors, including Indian and African dancers and representatives of the World Peace Organisation. A variety of educational visits is arranged to museums and other places of interest. These activities contribute to pupils' personal and social development as well as to their learning in various subjects.
36. The school makes very good provision for pupils' personal, social and health education. This is a significant improvement since the last inspection. The school uses a scheme of work which is included in the curriculum. Staff set very good examples and have high expectations of pupils' attitudes in lessons and around the school. A great deal of personal and social development takes place through "circle time", school council and assemblies. References to healthy living in science and physical education also help to equip pupils with knowledge of their bodies. Appropriate attention is paid to drugs misuse education. The governing body has produced a statement on the provision for sex education. Teachers do not teach sex education, but deal with questions sensitively, if they arise.
37. There are satisfactory links with the local community. Good use is made of the local area for geography. Successful links have been made with the local vicar and church. Pupils entertain senior citizens in the home for the elderly by singing carols. The school supports a range of charities. Good links have been established with partner institutions. The school has close ties with local primary schools, particularly St Lawrence C of E School. Pupils have visits from the Junior staff and they in turn visit their next school. This link helps pupils when they move from one school to another. Good links have been made with pre-school groups.
38. The provision for pupils' personal development, including spiritual, moral, social and cultural development, is good. There is ample evidence around the site that the school is making a positive effort to instil a love of beauty and creativity in the pupils. The delightful, coloured glass Millennium Window, built into the front entrance wall, reminds pupils and visitors of the need for peace and harmony in the world. In art and design and technology lessons, pupils are encouraged to appreciate the joy and effort in depicting African hunter pictures and in designing their "insect" book covers. Lessons in religious education and personal, social and health education are effective in teaching the pupils about beliefs other than their own and how to think deeper about special moments. Reception class pupils have produced their own book "Circle Time in Holly Class" and have been encouraged to celebrate their good points and talents. Around the school are displays about different religions and their artefacts, such as the Torah in the Jewish faith. Collective worship is carefully planned and provides a good contribution to spiritual development. Assemblies give the pupils a suitable opportunity for the pupils to reflect on their experiences and a short prayer draws their attention to Jesus and God, although pupils can make up their own prayer if they wish. The school has worked well to improve the promotion of spiritual development since the last inspection. It meets the legal requirement of a daily act of collective worship.
39. The school promotes social and moral development very effectively. Adults around the school, both staff and parents, provide very good role models in how to behave and treat one another. There is a strong expectation of correct behaviour through out the school day. There are very consistent procedures to deal with inappropriate behaviour, based on appropriate rewards and praise. Very soon, pupils new to the school are well aware of expectations and

behave well as a matter of course. Plenty of opportunities are provided for pupils to take on responsibilities. Each class has daily monitors for specific jobs and all pupils are expected to clear up at the end of lessons. The school council and “playground tutors” are providing these young pupils with a very good introduction to the concept of citizenship and helping their community. Teachers frequently encourage pupils to work together productively. In a reception and Year 1 physical education lesson, team games were organised to promote successful collaboration. The competition was run fairly and realistically, even if it meant one team won no points.

40. The promotion of cultural development is good. It has improved since the last inspection. Pupils are taught well about the beliefs and backgrounds of different faiths through religious education. They have celebrated Divali, Eid and Hanuakhah as well as Christmas and Harvest in the Christian tradition. The whole school participates in a Music Week, incorporating a wide range of music and dance from different cultures around the world. This year, the pupils experienced drummers from Africa, the music of a harp, the local junior school choir and during the week of the inspection listened to the singing of Jamaican Bob Marley as they came into assembly. They even have the chance to fill in little survey forms to identify which music they liked the best. In geography lessons, the travels of Barnaby Bear give the pupils a chance to experience the way of life of peoples in other countries. Pupils are encouraged to talk about their holidays abroad, but some teachers do not spend enough time exploring the different races who live in countries, such as South Africa. Others do not give sufficient opportunity for pupils who come from different ethnic backgrounds to share their experiences.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

41. The school has very strong and effective procedures to care for its pupils. The many high attaining pupils are supported well in making the most of their abilities, but, equally, the less able are given individual attention to shine in their talents. There is a strong theme of “inclusive education” throughout the school, formalised in the school’s new social inclusion policy. The school is determined to ensure that each and every child has an equal opportunity to a successful start to their education.
42. Procedures for the health and safety of the pupils are very good. The site is safe and secure. Lunchtime staff are vigilant when the pupils are playing near the main entrance gate and check the pupils if play becomes too boisterous. The organisation of the swimming lessons is tightly linked to the safety of the pupils. There is a very good number of staff and parents to supervise the changing and movement near the pool. The very experienced chairman of the premises committee assesses the site every term with the headteacher and caretaker for potential risks. Any likely hazard is remedied very quickly and effectively.
43. Welfare procedures are very good. All the support staff have first aid certificates and all staff are aware of any particular medical need of individual pupils. Minor first aid requirements are dealt with in a bay in the office. It is well placed so that staff can keep an eye on pupils who are feeling under the weather. All bumps and bruises are carefully recorded, with a carbon copy sent to parents. Pupils who have a bump to the head wear a colourful sticker to alert other members of staff and to ensure that adults are careful to note any side effects.
44. The procedures for child protection are very good. The headteacher is the person designated to liaise with the Child Protection Agency and she has made sure that all staff are well aware of the systems to follow should they be suspicious of abuse. Training has been thorough and relevant.
45. The school has very good systems to promote and monitor attendance. As yet, the registers are not computerised, but the headteacher and office staff do a rigorous check of the registers every day for absences and each half term to identify any growing concerns. The education welfare officer is appropriately involved with families who have attendance or punctuality problems. Parents are sent frequent reminders on punctuality and the detrimental effect of lateness on learning. There is a growing trend for parents to take their children out of school in term time in holidays. The school does not condone these absences and demands written requests before allowing such holidays.

46. There are very good procedures for monitoring and promoting good behaviour. The school has clear written policies and high expectations of discipline. The whole school rules are complemented by rules decided upon by each class, so everyone in the school is behaving along the same lines. The school has a good range of positive strategies to reward good behaviour, work and effort. Often rewards follow the theme of the assembly, such as helping each other, or trying hard. The headteacher's special stamp is worn with pride and is very appropriate for infant pupils. There are several pupils in the school with challenging behaviour, who are very well supported via their individual education plans. Outside specialists, such as the behaviour support service and educational psychologist, are used well to give these pupils a chance to make the most of their learning, through strategies such as pastoral support programmes. Any rare instances of bullying are dealt with very effectively with the full involvement of relevant adults and pupils. All staff, teachers and support assistants are firm, patient and consistent in their management of inappropriate behaviour. The consistency of approach has improved since the last inspection and contributes well both to good behaviour and to effective learning in the school.
47. The school has very effective procedures to monitor and support pupils' personal development. The new pupils and their families are settled very effectively into school life. They have a good chance to visit their first class before starting and the youngest ones begin part time for at least one term. Personal, social and health education is a regular part of the week's timetable, with the chance for pupils to reinforce their listening skills and discuss sensitive issues. The school is well advanced in introducing the concept of citizenship into the curriculum in an appropriate way for infant pupils. Jobs around the school and in class, as well as the recently formed school council, contribute well towards a sense of duty and responsibility within a community. Pupils leaving at the end of Year 2 are given good opportunities to get to know their next school. Teachers monitor the personal development of each pupil very carefully and are able to give a most perceptive report to the parents at the end of the year. Reception teachers keep a written personal profile for each pupil. In Key Stage 1, written records are not kept, but teachers' knowledge of pupils as individuals is good. Behaviour as part of personal development is recorded and monitored by the headteacher and all the staff. Staff demonstrate concern for pupils' well-being and support the personal development well on a day-to-day basis.
48. Support for pupils with special educational needs is good. Identification begins at an early stage and starts from the reception class. The register is updated termly. Individual education plans are well established and are used well for pupils on Stage 2 of the Code of Practice and beyond. Pupils with statements are given good support by special needs assistants. The assistants are well trained and liaise well with the teaching staff in planning and assessment. They have effective arrangements for monitoring pupils' attainment and progress and keep appropriate records for each pupil.
49. Procedures for monitoring and supporting pupils' academic progress are effective. Since the arrival of the new headteacher, monitoring of pupils' progress has been given a high profile. The school has made a good start in tracking pupils' attainment, particularly in English and mathematics. Assessment and test results are carefully analysed and pupils are tracked through from reception class and predictions are made for the end of the key stage. Overall targets are then set for each year group and results of boys and girls and pupils with English as an additional language are monitored. The headteacher monitors the progress of pupils with English as an additional language through the school's effective tracking system. Teachers are consistent in how they monitor and record progress in reading. Reading records are of a very good quality and give a clear picture of pupils' progress. Classroom assistants and special educational needs assistants work closely with the teaching staff to monitor pupils' progress.
50. Procedures for assessing pupils' attainment and progress are satisfactory. The school has worked hard to improve its procedures and arrangements. Baseline assessments administered to children on entry to the reception class are used to plan appropriate work and to assist in the early identification of pupils with special educational needs. Pupils in Key Stage 1 are assessed well in English, mathematics and science, but procedures for

assessment in other subjects are not yet in place. Assessment information is also used well to set targets for individual pupils in English and mathematics. This information is shared with pupils and parents. Samples of work are collected and annotated and then included in the pupils' personal file. The use of assessment information to guide curriculum planning has greatly improved since the last inspection, but is still not fully embedded in medium term curriculum planning in all subjects with the exception of English, mathematics and science. The result is that new work in other subjects is not always set at the appropriate levels of challenge.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

51. Parents are extremely supportive of the school and play a major part in ensuring the success of the school and its pupils. Parents particularly like the leadership and management of the school, the teaching, the ease with which they can approach the school with concerns, the high expectations and the good behaviour. The inspection team concurs with all these positive views. Several parents had concerns about the range of activities outside lessons and a few were worried about the information they receive on their children's progress and the amount of homework. The range of clubs after school is as expected for an infant school. The inspection found that homework is the appropriate amount for young pupils and is consistently set and marked. Parents receive a good amount of information about their children's progress, although some end of year reports do not give a clear message on how much the pupil has improved in each subject over the year.
52. The quality of information provided for parents is good. The school is very keen to involve parents well in the life of the school and their children's education by keeping them thoroughly up to date on school and pupil issues. Regular, lively newsletters are published both by the governors and by the headteacher. They give dates, management information and celebrate pupils' work and achievement, so that parents really feel part of the school community. Curriculum information is provided each term by the class teachers so parents can share and support their children's learning. Additionally there is an annual evening to discuss an area of the curriculum, such as literacy, numeracy or homework. The very good number of parents who help in the school are given purposeful training in helping with reading, writing, computers and the library. Parents are kept well informed on their children's progress via the formal termly teacher consultation meetings and very effectively through informal discussions at the beginning and end of the day. End of year reports have recently improved to include targets for the pupils' learning and how parents can help with the targets, as well as an indication of how their child is doing against national expectations. There are appropriate arrangements to involve parents of pupils with special educational needs. The coordinator is well known to the parents. Overall, the school has very effective links with parents.
53. The impact of the parents' involvement on the work of the school is excellent. Parents are very supportive of their children's learning, as evidenced by extensive communication between home and school in the contact diary and in the reading records. They ensure that their children finish their homework and hand it in on time, as well as regularly attending parent teacher consultations and maintaining a good link with their child's teacher on a daily basis. The parent teacher association is very active and raises substantial amounts for the school. It recently raised over £10,000 to upgrade the swimming pool and parents organise and man the rota for fetching and supervising changing for swimming lessons. Without this valuable assistance, it would be very difficult for the school to make full use of the swimming pool. Nearly all the governors are parents or past parents and many other parents help regularly in the school in all areas of the curriculum. They have run carnival workshops to prepare the school float, organised a "Sponsored Walk to Swim" event and set up a craft workshop for Christmas presents amongst many other fund raising and social events. Several keen gardening parents are now members of the grounds committee to extend and maximise the potential in the school outside areas. Parents make an exemplary contribution to their children's learning at home and at school.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

54. The headteacher offers very good leadership to the school community. She provides the school with a very clear sense of direction: her vision, high expectations and professional insight give a very positive sense of purpose to the life of the school. This high quality leadership is a significant factor in promoting a shared commitment and endeavour to promoting high standards. She has been in post for two years, providing strong leadership to a school that had experienced a long period without a permanent headteacher. She was quick to identify the schools' strengths and weaknesses and put in place effective measures to address the outstanding issues from the previous inspection, raise pupils' achievements and improve the quality of provision. In particular, this has led to an improvement in standards in writing and science and the achievements of the more able pupils. She has raised teachers' expectations of their pupils and this has led to a significant increase in the number of pupils achieving higher levels in the national tests. The high quality of her own teaching provides an excellent example to her staff.
55. The headteacher is supported by enthusiastic and committed staff and an effective governing body and there is a strong sense of common purpose reflecting the aims of the school. All teachers work hard to provide a good climate for learning and create positive expectations of pupils' behaviour and self-esteem. All staff work well together to promote pupils' personal and social development. The school shows good commitment to social inclusion and to the welfare of all pupils. Parents are very supportive of the school and have full confidence in the headteacher and staff.
56. The school is well managed. Although the deputy headteacher has been on long-term sick leave, two other senior staff help form the senior management team and effectively support the headteacher. Good procedures ensure the smooth running of the school. The management of the Foundation Stage is good. The co-ordinator for special educational needs gives sound leadership and provision for these pupils is soundly managed. The co-ordinator is a full-time class teacher who has weekly release time for observations, administration and liaison with support staff. Arrangements to oversee the welfare of pupils with English as an additional language are satisfactory. The headteacher monitors their progress and welfare and liaises with a local education authority advisory teacher who provides limited classroom support. There are appropriate levels of delegation and the management of the curriculum is good, with appropriate allocation of subject responsibilities among staff. The management of English, undertaken by the headteacher and of mathematics is very good. The management of science and religious education is good. These co-ordinators have good strategic overviews for their subjects and lead developments in their subjects well. The leadership of art and design and music is good and the coordination of other subjects is satisfactory, although the roles of subject co-ordinators are underdeveloped. However, there are sound systems to ensure that all subject co-ordinators make an effective contribution in line with the school's priorities. For example, they produce action plans in conjunction with the school development plan.
57. Procedures for monitoring and evaluating the work of the school are good. The school makes good use of a range of data to monitor pupils' progress, evaluate its own performance and to raise standards. The school has developed good systems for measuring and recording pupils' achievements in the core subjects from the time they start school. It sets targets for pupils in English, mathematics and science based on baseline assessments and regularly monitors progress towards these targets. It carefully analyses results in the national tests for seven-year-olds to ensure that these indicate appropriate progress. It monitors the performance of pupils by gender, ethnicity and of pupils with special educational needs and those with English as an additional language. The school has effective procedures for monitoring and improving the quality of teachers' practice. Arrangements for monitoring the quality of teaching are thorough, positive and developmental. The headteacher observes all staff on a regular basis and provides appropriate feedback. Co-ordinators in the core subjects regularly monitor teachers' planning, observe classroom practice, analyse test results and monitor pupils' progress. However, there are insufficient monitoring opportunities for co-ordinators in other subjects to enable them to have an effective overview of provision in their subjects.
58. The governing body gives good support and plays an active and purposeful part in the management of the school. The governing body is well organised and has well-defined and

appropriate committees with clear terms of reference. Members of the governing body are appropriately involved in planning, decision-making and policy-making. Governors know and understand their roles clearly. For example, link governors are responsible for individual subjects and liaise regularly with co-ordinators. The governing body has a good knowledge of the school and its priorities for development, because it has effective systems for monitoring the work of the school. There is an effective working relationship between the management of the school and the governing body. The governing body fulfils its statutory responsibilities well.

59. Strategic planning is good. The school development plan is a thorough and useful working document that identifies appropriate priorities in a clear and accessible way. There is good consultation and staff and governors make effective contributions to the development and implementation of the plan. Good monitoring ensures that its strategic objectives are met and evaluated.
60. The school is very clear in ensuring that its educational priorities are clearly linked to the available budget. The headteacher and chairman of the governors' finance committee are well organised and astute and make sure that the best use is made of all available finances. Not only do co-ordinators of subjects put in yearly bids for funds, but also governors' committees submit requests for spending in their areas of reference. For example, the communications committee had to bid for funds to produce the annual governors' report and prospectus. Spending is carefully reviewed to ensure that it has been effective and in the best interests of the pupils. Recent spending on additional science teaching has reaped rewards with the impressive improvement in the science test results. Similarly, the money invested in training teachers on improving pupils' writing has been justified in better writing across the school. Accommodation and resources are well used. The governors and headteacher ensure that the most is made of equipment and that no space in the school is wasted. They have positive plans to improve the use of the available space for the foundation classes. Teachers and support staff are matched well to the needs of the pupils and the demands of the curriculum. Classroom assistants work very well to support teachers when the pupils are working in groups, but sometimes are not effectively used to monitor and assess pupils during whole class teaching.
61. Financial control is good. The newly promoted administrative officer works closely with the headteacher to ensure that the day-to-day running of the office is smooth and efficient. She has had good training and is knowledgeable about funding arrangements, including specific grants. Funding for pupils with special educational needs is efficiently recorded by the administrative officer. The money allocated for special educational needs is used well for the pupils needing extra support and provides them with special assistants to help them learn effectively. There is no specific grant for pupils with English as an additional language.
62. The school follows the principles of best value well. It features as an agenda item at each finance committee and underpins the school's financial management. The headteacher has made very good use of data from the Surrey "family" of schools to compare staffing levels and costs per pupil with her school. Challenge is an integral part of the school development plan, with targets set for year groups and individual pupils. A major challenge was the decision to rebuild the new sunken swimming pool for the good of all the pupils. The school ensures that it competes keenly to gain the best deals in purchases, such as lap top computers. Consultation is very strong in the school. Parents are considered a vital stakeholder and involved in all major decisions. In addition, staff, pupils and governors, as well as outside agencies, are consulted at all levels. The strong adherence to "best value" leads to good education across the school. New technology is used well in the office and in the classrooms. Teachers make effective use of computer programs, televisions and video tape machines to support their teaching and pupils' learning.
63. Staffing levels are good and the school has an appropriate number of suitably qualified teachers to teach the subjects of the National Curriculum. The school employs a good number of support staff and teachers use them effectively to support pupils working in groups. Well-trained classroom assistants provide specific support to pupils with special educational needs. Together with parent volunteers, the support staff make a useful contribution to raising

standards, especially of pupils with special educational needs. Staff development is good, based upon balancing individual needs with those of the school development plan. There are appropriate arrangements to support teachers new to the school. Procedures for the appraisal of staff are appropriate and the school has effectively introduced the new performance management arrangements.

64. The school has good accommodation, though cramped for children in the reception classes. The building has been designed well to incorporate the new with the Victorian. It is very well maintained and kept clean and tidy at all times. Inside, some of the classrooms are cramped, but, with careful management and the good behaviour of the pupils, teaching and learning are effective. The foundation classes have a shared communal space and access to a fenced, grassy, outside play area, but they tend to be underused as they are not well designed for explorative or free play. The school already has definite plans to redesign and exploit these areas better. Since the last inspection, the library has improved. It has been located and refurbished courtesy of the parents' association and now has a good range of fiction and non-fiction books. The outside accommodation is very good. The newly built swimming pool contributes extremely well to the physical education curriculum and makes a major contribution to pupils' achievement in physical development. The adventure trail and the attractive, educational markings in the playground provide well for the pupils' physical development. The pond is a rich learning resource and was very well used during the inspection week to study insect life for science.
65. The school has a good and improved amount of resources. Resources are good in English, mathematics, science, music, art, physical education and design and religious education. In design and technology, geography and history they are satisfactory. In information and communication technology, resources are barely adequate at present, but the school has additional resources on order. There is a good quality and quantity of books, both in classrooms and in the library. Resources to reflect cultural diversity have improved since the last inspection. All resources are neatly and tidily stored in accessible places for ease of use in lessons.



## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- \*Improve pupils' achievements in information and communication technology by:
  - developing measures to assess pupils' attainment and monitor their progress against national standards;
  - developing the use of ICT across the curriculum.(paragraphs 124, 125)
- Improve pupils' skills of enquiry, particularly in history and geography by:
  - improving planning to ensure progression in the development of skills;
  - raising teachers' expectations by developing their awareness of national curriculum levels.(paragraph 120)
- Improve the consistency of teaching and learning in the Foundation Stage by:
  - continuing to monitor and support teaching.(paragraph 20)

\*identified by the school as a priority in its school development plan.

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Improve the good quality teaching and learning even further by:
  - making better use of learning support staff during whole class teaching at the beginning and end of lessons;
  - improving the effectiveness of the concluding part of lessons;
  - reviewing the organisation of teaching during swimming lessons to minimise disruption to pupils' learning.(paragraphs 28, 31)
- Build upon current effective assessment procedures by:
  - improving procedures for assessing and recording pupils' progress in the foundation subjects;
  - improving procedures for recording assessment information in science.(paragraphs 50, 105)
- Extend the curriculum to include more structured opportunities for drama and role-play.  
(paragraph 31)
- Develop the role of the curriculum coordinators in the foundation subjects in monitoring standards and quality of provision.

(paragraph 56)

- Develop further the use of numeracy across the curriculum.

(paragraph 28)

- Monitor the annual reports to parents to ensure that they make clear how much pupils have improved.

(paragraph 52)

- Take measures to address the inconsistencies in pupils' handwriting.

(paragraph 85)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	23	49	16	5	2	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

	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	201
Number of full-time pupils known to be eligible for free school meals	6

#### Special educational needs

	YR – Y2
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	42

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	12

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	3.1
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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	36	31	67

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	35	36
	Girls	30	29	31
	Total	65	64	67
Percentage of pupils at NC level 2 or above	School	97(87)	96( 89)	100 (95)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	35	31
	Girls	30	30	28
	Total	65	65	59
Percentage of pupils at NC level 2 or above	School	97 (87)	97 (87)	88 (92)
	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	0
Black – African heritage	0
Black – other	1
Indian	1
Pakistani	0
Bangladeshi	3
Chinese	0
White	185
Any other minority ethnic group	11

*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	1	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)	8.2
Number of pupils per qualified teacher	25
Average class size	28.7

#### **Education support staff: YR– Y2**

Total number of education support staff	9
Total aggregate hours worked per week	122

### **Financial information**

Financial year	1999-2000
	£
Total income	403,510
Total expenditure	401,834
Expenditure per pupil	2,093
Balance brought forward from previous year	16,795
Balance carried forward to next year	18,471

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	201
Number of questionnaires returned	98

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	23	2	0	1
My child is making good progress in school.	63	35	2	0	0
Behaviour in the school is good.	63	34	1	0	0
My child gets the right amount of work to do at home.	47	42	6	2	1
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	49	42	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	20	0	0	0
The school expects my child to work hard and achieve his or her best.	65	34	1	0	0
The school works closely with parents.	56	41	3	0	0
The school is well led and managed.	81	19	0	0	0
The school is helping my child become mature and responsible.	65	33	1	0	1
The school provides an interesting range of activities outside lessons.	28	54	14	2	2

## **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**

66. Children start school in the academic year in which they are five years old. Many of them have had some pre-school experience. Children's levels of attainment on entry to the reception classes are above those typically found nationally in most areas of learning. Early number and phonic skills for example are good and they have a sound general knowledge of the world around them. Their personal, social and emotional development is not so well advanced and is similar to that typically found nationally. Many find it difficult to share resources and to wait their turn.
67. The procedures for admitting children are effective in helping them to settle well into reception routines. Older children attend full time from the beginning of autumn term while younger ones attend part time at first. There are very good relationships between the school and parents. Parents have good opportunities to discuss the results of initial assessments and how they can support their children's learning at home.
68. The overall provision for the Foundation Stage is satisfactory. There are some good strengths, as well as areas for development. The quality of teaching is satisfactory, overall, but there are weaknesses in some of the teaching. Although there are examples of very good and excellent teaching in the reception classes, there was also some unsatisfactory and poor teaching. Children's achievement is satisfactory, overall, and sometimes good against their prior attainment. The school helps children to become confident learners by providing a rich and stimulating environment: children are happy and secure. They learn numeracy and literacy skills well, so they achieve beyond expected standards. Shortcomings in their social and communication skills are overcome because of the good support children receive. However, the range of activities available to children is restricted because of the lack of indoor space.

### **Personal, social and emotional development**

69. Standards are above those typically found nationally. Nearly all children have achieved the early learning goals in this area. They come into school confidently and observe the daily routines such as handing in their homework bags. Children show a growing sense of responsibility by taking turns to be monitors in the classroom. They clear up the 'snacks' trays at the end of break times and give out the book bags to be taken home in the afternoons. Children develop an enthusiasm for learning and show good attitudes by sustaining concentration when working on their own. Relationships are good, overall. Children co-operate with one another and do as they are told. They learn to appreciate faiths and cultures other than their own, such as Judaism, as well as Christian values. During 'circle times' children celebrate their own and others' achievements and explore changes in emotions and feelings, such as what makes them happy or sad.
70. The quality of teaching is good. Strength in the teaching of this area of learning is evident in the way in which children develop positive attitudes to school. All adults provide very good role models in the way they work together. Consequently, children are co-operative and become enthusiastic learners.

### **Communication, language and literacy**

71. Most children are likely to achieve beyond the early learning goals by the end of reception year. Children are taught correct letter formation early in their school year, so that by the time they are six, many are beginning to join up their own writing. Most of their sentences convey meaning clearly. They sequence the events in stories such as Red Riding Hood correctly. They learn letter sounds and blends well and use their skills to spell simple words. For example, to practise 'sh' sound a pupil wrote 'I saw a shark', putting the sound into context.

Children make good progress with reading. They approach reading confidently, because early skills are taught well, There is a good level of interest in books, as a result of emphasis placed on reading in school. Children take storybooks home to read. At times, some choose to read by themselves in the book corner. Children enjoy listening to stories read to them and eagerly predict what happens next.

72. Speaking and listening skills are promoted well through discussion, but role-play opportunities are sometimes missed. An example was seen in the class 'travel shop' where children engaged in lengthy telephone conversations with customers about holiday bookings. However, the chance to explore language fully was missed, because there was no adult to interact with the children. Nevertheless most children contribute confidently to class discussion and express their ideas clearly.
73. Teaching in this area is satisfactory, overall. In the best lessons, there is a strong focus on language development, and how carefully chosen words can improve writing. For example, in one lesson, the teacher read a selection of interesting poems to the children to demonstrate how descriptive words are used. Afterwards, children were able to contribute their own ideas to the shared writing of a poem. This was in contrast to a lesson where the activity was not sufficiently linked to reading or writing and the children gained little during the lesson, because they were not challenged.

### **Mathematical development**

74. Most children are likely to achieve beyond the early learning goals by the end of reception year. Most children are secure when working with numbers to twenty by the time they are six. They count on and back accurately up to one hundred and have a good understanding of the concept of more than and less than. Children know the names of shapes and recognise for example which shapes will roll and which will not. More able children solve simple number problems such as adding  $7 + 4 + 3$  or  $13 - 3$ . Mathematical development is promoted well through games and simple rhymes. 'Alex the Camel' proved to be a popular way of helping children to count back in twos. The use of small white boards improves children's mental agility when they write quickly the answer then show their teacher. Children sequence the days of the week correctly and are able to recognise the 'o'clock' times as well as half-hours.
75. Teaching in this area is generally sound. Strengths in the teaching of mathematical skills are the brisk pace of lessons and teachers' good understanding of how children learn. As a result, a variety of interesting strategies are used which motivate children. In most lessons, work is challenging and builds well on what children know. Occasionally, children are less focused on their mental work, because there is too much calling out. This slows the pace of learning. Time at the end of lessons sometimes is not used effectively enough to consolidate and assess what children know.

### **Knowledge and understanding of the world**

76. Children's general knowledge of the world around them is better than normally seen at the end of the reception year. Children explore their senses well by going on 'listening ' walks around the school and by observing the natural growth of plants and of other living things. Scientific knowledge is developed well. Children learn about the sources of light, for example, and about life cycles of mini-beasts such as frogs and butterflies, so that they are able to draw the stages of development and write explanations. Children use computers confidently to support learning. Their outline pictures of butterflies, for example, demonstrate good mouse control. In one lesson the children learned the names of body parts and used the computer to label a diagram. They recognise differences in locations caused by climate and know which animals are best suited to hot and cold lands. Children learn to improve the environment by planting spring bulbs and flowerpots. They discuss what makes the environment attractive or unpleasant, for example 'quiet' or 'smelly' places. Children enjoyed their visit to Horton Park Farm, where they saw animals in their more typical surroundings and were able to gain a sense of the past as they learned about some more traditional farming methods such as the shire horses.



77. Teaching in this area of learning is generally sound. Lessons are prepared well and teachers use a good range of resources to help children learn. However, because of the limited amount of space available, there are too few opportunities for children to initiate their own activities or select from a wide range of tools.

### **Physical development**

78. By the time children end the reception year, they reach the standards typically seen. They move confidently and freely in the outside area without inhibition and control wheeled toys very well. During physical education lessons, children practise basic games skills, such as throwing and catching and begin to 'compete' in small team races, showing good awareness of others around them. Swimming lessons are strengths of the provision in this area of learning. Children make very good progress because of the effort and commitment of the parents, as well as the availability of the school's own pool.
79. Teaching is satisfactory, overall, in this area. Good swimming techniques are taught and games lessons are usually brisk and active. However, where teaching was unsatisfactory, the teacher did not have sufficient strategies to engage children purposefully, activities were not challenging enough and pupils made little progress in the lesson.

### **Creative development**

80. Children exceed the early learning goals in this area and pupils achieve above the expected standards, because skills are taught well. They have opportunities to explore a wide range of media during their reception year and develop good skills when cutting, and sticking materials together. Creative work is appropriately linked to activities as seen in the well-constructed mobiles, showing the life cycle of frogs. Children experiment with printing techniques by using pieces of fruit as printing blocks. Observational paintings of daffodils show a confident use of colours. There are opportunities for children to sing and play instruments during weekly lessons. Photographic records show children enjoying clay modelling and dressing up as characters in storybooks. However, when children do engage in imaginative role-play, there is insufficient adult support to stimulate and extend their play.
81. Teaching is satisfactory. There is a strong emphasis on art skills such as drawing and techniques such as collage work and weaving, but creative activity is sometimes over directed, limiting opportunities for children to experiment and explore their own creativity.

## **ENGLISH**

82. Standards, overall, are well above expected levels. Standards in reading and writing are well above expected levels and pupils' speaking and listening skills are above standards typically found nationally. There has been a significant improvement in standards in writing and a good improvement in reading since the last inspection. The school has been particularly successful in raising the achievements of its more able pupils.
83. In the national tests for seven year olds in 2000, results in reading were well above the national average and in writing they were above average. When compared with schools in similar contexts, results in reading were above average and in writing were average. The percentage of pupils achieving Level 2 was well above average in reading and writing. The proportion of pupils achieving Level 3 was well above average in reading, but only average in writing. There were no significant differences between boys and girls. Test results over the last four years in reading and writing have been consistently above the national average.
84. The results of the most recent national tests for seven year olds are higher than the previous year. There are significant improvements in the proportion of pupils who gained the higher Level 3 in both reading and writing. Inspection evidence confirms that current standards of work are well above those typically found nationally. The improved standards can be attributed to the very effective strategies put in place over the past two years. The

headteacher identified raising standards in writing and the achievements of the more able through improved teaching quality and higher expectations as school priorities. There has also been a strong focus on the performance of 'average' attainers in order to ensure that the proportion of pupils achieving Level 2 remains high and challenging targets have been agreed for all pupils in both reading and writing. As a result, the school reached its own published targets in 2001. The school has adapted the literacy framework well to the needs of the pupils. Basic skills of phonics, spelling and punctuation are taught effectively, so that pupils quickly learn to read and write confidently. More time has been allocated so that pupils can practise in a more structured way their reading and writing skills.

85. By the age of seven, most pupils express ideas fluently in writing. Sentences show a logical sequence and are correctly punctuated with capital letters and full stops. Many show good awareness of other punctuation, such as speech marks and question marks. There is a good range of pupils' writing, including reports, narrative, poetry and some well-written letters of 'complaint' to the head teacher. More able writers begin to choose words carefully for better effect. One example is 'you don't have to go first, spluttered Belinda', while others try to capture moments of excitement with...'she held her breath and listened' or ...'Wow! That's amazing, shouted Tom'. Standards of spelling are good, because of the emphasis on teaching letter sounds and blends. More able pupils spell correctly such words as 'suddenly' or 'adventure', whilst others spell simple words accurately and make reasonable attempts at unfamiliar words. Handwriting is satisfactory. Pupils' handwriting and presentation have improved since the last inspection because the school has satisfactorily implemented a handwriting policy. Pupils learn to join their letters and this helps to develop a legible style, but, in some pupils' work, letter size and spacing are inconsistent and some letters are poorly formed.
86. By the age of seven, most pupils are enthusiastic readers. They read with fluency and expression and demonstrate a clear understanding of what they read when retelling their stories in their own words. Pupils talk about favourite authors such as Roald Dahl and Jacqueline Wilson as well as 'Harry Potter' and 'Charlotte's Web' which some are currently reading. Research skills are very well developed. A Year 1 pupil located very quickly information in a reference book, using contents and index pages. There has been a strong focus on the teaching of reading. As well as in-service training on reading strategies, the refurbishment of the library and replacement of books has a very positive input on pupils' attitudes to reading and the development of good library skills. The shortcomings in library provision identified in the previous report have been fully addressed.
87. Pupils make good progress in developing their speaking skills and listening skills. They express ideas clearly during class discussion and use a wider vocabulary than normally expected of seven year olds. They use subject-specific terminology correctly, for example when talking about growing 'cacti' or in referring to 'thorax' and 'abdomen' when discussing mini-beasts. More articulate pupils talk informally about topics ranging from the quality of school lunches to the benefits of using 'Windows 98'. Most pupils listen attentively to teachers and respond appropriately during lessons. A few tend to call out. This interrupts the flow of the lesson and makes it difficult for the teachers to assess what others know.
88. The quality of teaching is good, overall, showing an improvement since the last inspection. Lessons are planned well, so teaching builds on what pupils know. The learning objectives are shared with pupils at the beginning of the lesson, so they know what is expected of them. Work is matched well to the different abilities of pupils; consequently, each group is appropriately challenged. In one lesson, for example, more able pupils working independently wrote descriptive settings for a story, using a list of words 'transformed' earlier, while the least able, working with the teacher, used the computer to write their joint story. Pupils with special educational needs and those for whom English is an additional language make good progress, as they are given tasks at the appropriate level. Teachers question pupils skilfully to draw out their ideas, using questions such as 'Why do you think?' or 'What might happen if?' This effectively promotes speaking as well as thinking skills. Teachers manage pupils well because of the very good relationships, which are established. Teachers value the contribution pupils make to the lessons so pupils work with confidence and are eager to read their stories to others. Learning in one lesson was unsatisfactory, because the organisation of

teaching of groups, when some pupils were withdrawn to have swimming lessons, was inadequate. The teacher's planning did not include focused and challenging tasks to be completed by groups whilst in the classroom. Consequently, much of the lesson was 'time filling' and unproductive. There are sufficient opportunities to develop pupils' literacy skills in other areas of the curriculum, but teachers make insufficient use of ICT to help pupils in drafting and re-drafting their writing.

89. The quality of leadership and management by the head teacher is very good. She also has a very clear overview of the strengths and shortcomings in the subject and leads the staff very well in the drive to raise standards. The quality of teaching and the outcomes are carefully monitored and assessment data from 'baseline' onwards are used well to predict attainment levels and set targets for pupils. Very good relationships are established and there is a strong commitment among staff to further improvement.

## **MATHEMATICS**

90. Pupils achieve high standards by the time they reach seven years of age. Standards show substantial improvement since the last inspection.
91. The results of the 2000 national tests for seven year olds were very high in comparison with the national average. Pupils' performance was also well above average when compared with the results achieved by schools with pupils from similar backgrounds. Results were very high, because, not only did all pupils reach at least level 2, the proportion of pupils reaching level 3 was also very high in comparison with the national average. These results represent a very good improvement since 1997 when results were in line with the national average. Results have risen sharply over the last four years: from average to the top five per cent nationally. There were no significant differences in the attainment of boys and girls in the 2000 tests. Verified results for 2001 show that the school has maintained its high levels of pupils' performance in national tests.
92. Inspection findings confirm that standards are high. Analysis of pupils' work in Year 2 shows that the standards achieved by pupils were well above average in the early part of the school year. Standards have risen to higher levels by the time that pupils reach the age of seven years. Year 2 pupils make good progress because of teaching that engenders very positive attitudes and gives pupils a high level of challenge in all aspects of the subject. Test results and inspection evidence confirm that higher attaining pupils make good progress and often very good progress. Pupils' high achievements are due to several factors. These include the good achievement in previous years, effective target setting for all pupils, the impact of revision and the improved quality of teaching. The Numeracy Strategy is also having a positive effect on achievement. In particular, the emphasis on mental arithmetic and discussion, using correct mathematical language, is leading to higher standards.
93. By the age of seven years, most pupils count confidently in steps of two, five and ten and have a secure understanding of place value to 100 and beyond. Pupils use a range of methods, such as, "counting on and back" to mentally solve problems. Pupils add and subtract with two digits mentally and numbers with three digits, using written methods. They tell the time to the nearest half and quarter hours, know the days of the week and the months of the year. Most pupils have a good understanding of fractional parts. Higher attaining pupils find halves and quarters of larger odd numbers, such as, one half of eighty seven and record the result on a number line. Most pupils correctly identify a range of two and three-dimensional shapes and their various properties, such as, the number of sides. The majority of pupils understand the concept of symmetry and recognise reflective symmetry in familiar two-dimensional shapes and patterns. Pupils use graphs and show good understanding of interpreting data. They are able to use money and to relate it to every day real problems. Pupils solve problems related to number at a level above that expected for their age showing independence and originality in their thinking.
94. The overall quality of teaching and learning is good and has significantly improved since the last inspection. Very good teaching was seen in the mixed Years 1 and 2 class. Lessons are carefully planned, based on the pattern of the numeracy strategy and the quality of planning

has improved since the last inspection. In particular, teachers make careful allowance for the provision of practical and problem solving activities as well as for the work to suit pupils' particular needs. All teachers make good use of mental activity at the beginning of lessons. These oral/mental starters are slick and are used to extend pupils' mathematical knowledge. Teachers have good subject knowledge, provide clear instructions and give much well-directed support. The lesson focus is displayed at the front of the class in each lesson. Teachers explain it to the pupils at the start of the lesson and then evaluate whether or not they have learned what they were intended to. Lessons are well based on pupils' previous learning, so that pupils learn in a planned progression. In all lessons, pupils make good progress in their learning. Pupils with special educational needs and those for whom English is an additional language also make good progress as they are given tasks at the appropriate level. Most pupils work hard and enjoy their lessons with response of the pupils in the mixed Years 1 and 2 being very good indeed. The main activities in mathematics lessons are well organised and well resourced, including good use of question and answer sessions to promote pupils' thinking and learning. Management of pupils in all lessons is good and, in turn, pupils respond with good behaviour and settle to their written and practical tasks with interest and enthusiasm.

95. In the very good lesson seen pupils were well challenged and appropriate tasks were given to match pupils' needs. For example, higher attaining pupils were finding fractional parts of larger odd numbers and recording their results on a number line. There was good use of time which allowed pupils to complete their tasks. Also, the plenary session at the end of the lesson very effectively reviewed what pupils had learned. In the satisfactory lesson seen, the lesson was not well timed and the main activity did not give pupils the opportunity to make good gains in their learning. Also, the plenary session was rushed and not used effectively, with no reinforcing of knowledge and skills from the main activities.
96. Resources are well selected and there is good emphasis on the development of mathematical language to support learning. The good use of resources was seen when teachers demonstrated fractional parts on the large class board. White boards are used effectively for pupils to work out quick calculations. The use of these boards helps to move the pace of the lesson forward, with pupils answering quickly and staying interested in the lesson. Special needs assistants give good additional support to pupils throughout the lesson. Teacher assistants give good support to pupils in the main part of the numeracy lesson. However, during the oral/mental starter and the plenary session, pupils with special educational needs do not receive sufficient support. The higher attaining pupils are often well motivated by teachers' enthusiasm and their learning is helped by their own motivation and willingness to apply themselves to their work. Relationships in class are good and teachers are pleasant and supportive to the pupils. Teachers mark books regularly and neat working and correct answers are praised with favourable comments.
97. There is some use of information and communication technology in mathematics. On occasions teachers use the computer effectively to emphasise a teaching point. There were examples in pupils' books where computers had been used to create a range of graphs. However, the use of numeracy to support work across the curriculum is underdeveloped with only a few examples seen during the inspection.
98. There has been good improvement in the leadership of mathematics since the last inspection and the subject is very well managed by the co-ordinator. This has contributed much to the raising of standards. All teachers have been well trained in the requirements of the National Numeracy Strategy. Monitoring of teaching and planning is used well to gather information about standards. Reviews of pupils' work are carried out regularly. Assessment procedures are good in mathematics and are closely linked to planning. Regular testing takes place and results are recorded for all pupils. Pupils' test results are analysed systematically in order to monitor standards and pupils' progress. Mathematics is one of the strengths of the school.

## **SCIENCE**

99. Standards of attainment achieved by seven-year-olds are well above expected levels and pupils make good progress. This is a substantial improvement since the last inspection.

100. Attainment at the time of the last inspection was judged to be in line with national expectations. Teachers' assessments at the end of Key Stage 1 in 2000 indicated that there had been little improvement since the last inspection. The proportion of pupils achieving Level 2 was judged to be below that typically found nationally and, in addition, the percentage of pupils reaching the higher level was below the national average. However, the latest teachers' assessments for the current Year 2 indicate a significant improvement. These assessments indicate that nearly all pupils reach at least the expected level and that the proportion of pupils achieving level 3 has greatly increased. National comparative data for the current year are not available, but inspection evidence confirms the school's assessments and indicates a substantial improvement in standards since last year.
101. This improvement is a result of effective intervention by headteacher and coordinator. They have evaluated school practice and investigated the reasons for under achievements in the past. This has led to an improvement in teaching, particularly through raising teachers' expectations and improving their use of assessment information. In addition the school has raised the profile of the subject among pupils and reorganised the teaching of science to enable all Year 2 pupils to be taught separately from the Year 1 pupils.
102. Analysis of pupils' work shows that they make good progress over the year and achieve good standards of work. Pupils in both Year 1 and 2 have good knowledge and understanding of basic scientific facts across the range of the science curriculum. They gain understanding through discussions, observations and investigations, recording their findings in a variety of ways. They know the dangers of mains electricity, make simple electric circuits, using batteries and bulbs and investigate conductors and non-conductors. Pupils learn about health, the body and growth and classification of foods. They have a good knowledge of the properties of materials and the processes of change. They learn that heating permanently changes some substances, but not others. Through first hand experience, for example pond dipping and observations, they acquire good knowledge of plants and animals found in different habitats. Year 1 pupils have a good understanding of life cycles and can sequence the main stages in the life cycle of a butterfly. Pupils have very good knowledge in this area of science. They can identify a variety of living creatures, sort by category and understand that animals live in different habitats because of different conditions and sources of food. Attainment in investigative skills is consistently good across the school. By seven years old, pupils begin to understand the need for making a test fair, make predictions and test out their ideas in groups. For example, in investigations on use of forces and the effect of different surfaces they can explain how to make the test fair by keeping things the same.
103. The quality of teaching and learning is good and has improved since the last inspection. In the lessons seen, teaching was always at least good and often very good. Lessons are well prepared. For example, the planning and organisation of lessons are good and teachers make effective use of a variety of resources. Lessons have clear objectives and these are shared well with pupils so that they are clear about what they are learning. The pace of lessons is usually brisk and teachers' questioning is good which ensures that pupils are interested, motivated and keen to learn. Teachers have good subject knowledge and this is effectively communicated to pupils. Teachers know their pupils well and ongoing assessment procedures are effective. This ensures activities are usually matched to the needs of pupils. The quality of learning is good, because pupils develop their knowledge and understanding through interesting activities that provide appropriate challenge and build effectively upon prior learning. Teachers have high expectations to which pupils readily respond. They are attentive and take a full part in class discussions, answering questions thoughtfully and knowledgeably. Their very good attitudes to learning are a significant factor leading to their good progress. Pupils of all abilities make good progress; higher attaining pupils are sufficiently challenged and there is good support for the few pupils who find the work difficult. There is a good balance of activities with an emphasis on using and applying scientific knowledge and opportunities for discussion, so that pupils use scientific terms and explain their results.
104. The subject makes an effective contribution to the development of pupils' literacy and numeracy skills. Teachers develop pupils' scientific vocabulary effectively and provide ample opportunities for pupils to develop their writing skills, for example in recording what they

expect to happen and what they have found out. Pupils make appropriate use of their measuring skills in their investigations and record results in charts and graphs. Teachers make good use of computer programs as a teaching aid, but limited resources mean that pupils do not have sufficient opportunities to use ICT to support their learning.

105. The subject is well managed. The co-ordinator has a good strategic overview and leads developments in the subject well. She has produced a sound action plan which identifies appropriate priorities for development. She regularly monitors teachers' planning, observes classroom practice, analyses test results and monitors pupils' progress. The science curriculum is broad and balanced, provides good coverage of the National Curriculum and is organised effectively to meet the needs of mixed-aged classes. The scheme of work, based on national guidelines, provides clear guidance and helps ensure that pupils' skills are systematically built upon. Assessment arrangements are satisfactory. Regular assessments take place and individual progress is recorded against key objectives linked to National Curriculum levels. However the format for recording progress has shortcomings, because it does not provide a clear picture of progress over time. The development of portfolios of examples of work assessed against the new Curriculum 2000 attainment targets enables teachers to make more accurate teacher assessments. Resources are good and used well. Teachers make good use of the school environment, including the pond, as a learning resource.

## **ART AND DESIGN**

106. The school has maintained the good standards since the last inspection. Overall standards are better than those typically found nationally. Standards are good, because the teaching of skills, such as colour mixing and observational drawing is done in a systematic way and there is good breadth to the curriculum. For example, photographic records show that pupils learn good techniques in clay modelling and sculpture as well as in the collage and weaving work displayed in the school.
107. The work displayed around the school reflects the expectation of high standards. The work by Year 1 and 2 pupils in the style of Van Gogh clearly demonstrates good observational skills combined with sensitive use of colour. There is good development of techniques when observational pencil drawings are transferred to print blocks to create coloured designs. Year 2 pupils print background settings inspired by descriptions from storybooks and use colour-mixing skills effectively. Their work shows good links between art, design and technology and science.
108. Not enough lessons were seen to give an overall judgement on the quality of teaching. In the one observed lesson teaching was very good. The task was purposefully linked to pupils' learning in science so they sustained interest, because what they were doing was meaningful to them. The teacher used her knowledge of pupils' abilities very well and matched the level of activity precisely to pupils' capabilities. This resulted in every pupil achieving well in the lesson and being pleased with what they did.
109. The subject is led and managed effectively. Good curriculum planning provides a social basis for teachers' lesson plans. This means that teachers are confident in what they teach. The quality of work displayed is monitored rigorously by the co-ordinator to ensure that standards are maintained.

## **DESIGN AND TECHNOLOGY**

110. The standard of work of the seven year olds is similar to that normally found nationally. Pupils' achievements are satisfactory and standards have been maintained since the last inspection. Pupils make satisfactory progress, including those with special educational needs and those for whom English is an additional language.
111. By the age of seven, pupils systematically develop a sound knowledge of designing and making processes and have opportunities to use a range of materials. Pupils design and create "minibeasts" from a range of re-usable materials. They are able to think of ways to

make their models better as they use pipe-cleaners to make insects' legs. Pupils are given the opportunity to design and make helicopters from paper and then test them for flight. They design and make a vehicle that moves, labelling the design accurately and listing the materials they need. By using wood and cardboard, pupils design a picture frame showing the stages of how it will be made. Pupils make puppets, following a stencil provided, but using a range of textiles and decoration effectively. They generate ideas and, after designing their puppets, respond creatively to questions about what to do next. They discuss how they might join the different components to produce the puppet drawing on their own and others' models. They use scissors carefully and a range of materials, developing observational skills which they apply successfully. As part of food technology, with the help of volunteer parents, pupils use pastry cutters efficiently as they make biscuits. Pupils are given time to evaluate their products.

112. The quality of teaching and learning is good, overall. One lesson seen in Year 2 was excellent. Teachers use their good knowledge to plan appropriately challenging activities. This results in pupils gaining confidence in their ability to design objects. They plan activities appropriate to the needs of their pupils that promote steady progress in the development of skills. All support staff are used well in lessons. They either support individuals or work with a specific group. Good use is made of questioning to stimulate pupils' thinking. Good gains in learning were observed in lessons. Pupils are well managed and appropriate interventions are made to encourage pupils to discuss their work and the next steps. Appropriate attention is given to safety measures.
113. In the excellent lesson seen in Year 2 which was based on making puppets, the pupils hit a problem in their design and models. Instead of being defeated the teacher encouraged pupils to dismantle their puppet, discuss the problem, evaluate and then try a different method to achieve a better finished product. As a result of good teaching in the subject, pupils listen intently, follow instructions well and sustain concentration. Pupils work hard and co-operate well, sharing resources together in a sensible manner.
114. Leadership and management are satisfactory. The curriculum co-ordinator has a very clear view of the subject. She is looking forward to taking on a more focused monitoring role next year. The school follows some exemplars from the national scheme, but a new scheme of work is in the early stage of development. There is not any systematic assessment of pupils' attainment in design and technology to assist teachers in planning the next stage of work to promote pupils' learning. Assessment procedures are being developed by the co-ordinator. Resources are adequate, easily accessible and used well to promote pupils' learning.

## **HUMANITIES - HISTORY and GEOGRAPHY**

115. Overall standards are similar to those typically found nationally and are similar to those at the time of the last inspection. Pupils' geographical knowledge is better than that found nationally. Pupils' historical knowledge is similar to that found nationally. The development of skills in both subjects is less secure. Pupils made satisfactory progress in the lessons seen, but there is little evidence that pupils of above average ability are being sufficiently challenged.
116. No history lessons were observed during the inspection, so judgements are based on an analysis of pupils' work and teachers' planning and on discussions with pupils. Pupils' historical knowledge is appropriate for their ages. They can recall basic information about historical figures, like Florence Nightingale and historical events, such as the great Fire of London that they have studied. They have a sound sense of the past and of chronology through the use of timelines. They can make comparisons between then and now and note some differences that have taken place over time. Teachers' planning indicates that they make little use of drama, role-play or re-telling stories to develop pupils' understanding of the past. However, their accounts of the Fire of London written in the form of personal diaries are of a good quality and indicate that pupils are capable of good understanding. In general, pupils' books show little development of historical skills, for example, in progressing their research skills or in using historical artefacts or sources of information to find out about the past.

117. In discussions, pupils show good awareness of different places and relative distances. Younger pupils' knowledge of places and location is good and they have a good knowledge of the world around them as they follow the travels of Barnaby Bear on his travels around the world. They know the countries of the United Kingdom and can show their relative positions on a map. They know what type of clothes Barnaby Bear needs on his travels to a hot climate. They show good knowledge, for example, of why camels are used in hot countries and why houses are sometimes built on stilts in wet countries. Pupils in Year 2 make good use of atlases and have a good knowledge of places in Europe. They have a sound knowledge of human and physical features of places. They can extract information from pictures and can identify similarities and differences between different environments. They can use physical and political maps of Europe to locate rivers, mountains, cities, countries and borders. Their verbal responses to teachers' questions are good, but their books show that there is insufficient recording of work, limited development of map skills and too few opportunities for pupils to develop their skills of enquiry. There is very little evidence of pupils gaining experience in making their own maps, real and imaginary, or in locating geographical features in and around their school and the local area.
118. Teaching of geography is satisfactory, overall, with some good teaching. Lessons are well organised and prepared. There is a specific geographical focus to lessons and teachers make the objectives of lessons clear to pupils, so that their learning is always purposeful. The starts of lessons are generally brisk and effective. Teachers use resources effectively to stimulate pupils' interest. For example, in one good lesson, the teacher used a range of photographs of different places to stimulate discussion. Teachers draw effectively upon pupils' own experiences of travelling on holidays, for example, to discuss different types of weather or appropriate modes of travel to different places. This promotes good discussions and sharing of knowledge. For example, Year 1 pupils engaged in a lively discussion on what Barnaby Bear should take in his suitcase to a hot country. Teachers make good use of maps, atlases and globes to develop pupils' knowledge of location. Teachers are good at holding pupils' attention through effective questioning and good management. After an effective start to lessons, pupils settle quickly and sensibly to tasks, because they are clear on what is expected of them. When teaching is good, there is an appropriate range of tasks to match the different levels of attainment in the class. However, this does not always happen and more able pupils are not always sufficiently challenged. Sometimes, the pace of learning slows when the concluding part of the lesson is too long and teachers spent too much time going over what pupils have already learnt. Assessment during lessons is satisfactory and teachers have a clear picture of how well pupils are learning but they do not use marking of pupils' work sufficiently to help pupils improve.
119. History and geography make an effective contribution to the development of pupils' literacy skills. In history, there are sound opportunities for pupils to develop their writing skills, for example in writing their own version of Samuel Pepys' diary on the Great Fire of London. In geography, teachers promote pupils' vocabulary and speaking skills effectively, although they provide insufficient opportunities for writing. Teachers make sound use of computer programs as a teaching aid. For example, during the inspection, the "World Explorer" program helped the pupils find out more about South Africa. Geography makes an effective contribution to the cultural education of pupils. For example, when discussing travels in Europe, pupils were able to give examples of words spoken in a number of different languages. However, in an otherwise good lesson, the teacher missed opportunities to explore the multicultural element when discussing Barnaby Bear's trip to South Africa.
120. The role of the curriculum co-ordinator is underdeveloped. Both subjects have been low priorities for development in recent years because of other more pressing priorities. An enthusiastic teacher has recently taken responsibility for both subjects. She has clearly identified what needs to be done and has produced a sound action plan, but, so far, has had little opportunity to lead developments. There are schemes of work, based on the nationally recommended guidance that ensure sound coverage in terms of knowledge and understanding and have been suitably planned to address the issue of mixed aged classes. However, curriculum planning does not ensure that skills are sufficiently built upon. Although informal assessments provide teachers with a sound understanding of what pupils understand and can do, there are no whole-school systems to monitor pupils' progress over time. A



number of displays, including large-scale maps, promote an awareness of different places. Resources are adequate and there is a suitable range of additional activities and trips to enhance pupils' learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

121. Standards are in line with those typically found nationally for similarly aged pupils. These findings are similar to those at the time of the last inspection.
122. By the end of Key Stage 1, most pupils increase their understanding of computers. They show competence in using the keyboard to word process sentences, poems and short stories. They are very familiar with the layout of the computer keyboard and the functions of particular keys, such as, delete, shift and the space bar. They know how to change the size of the font to produce different effects in their presentations. Most pupils know how to enter, edit, save, retrieve and print their work. Pupils are very familiar with the menu on the screen. With adult help, they competently access information from a CD-Rom and use the information to develop their knowledge. For example, pupils in Year 2, with some help from the teacher, retrieved information on different invertebrates and vertebrates to link with their science activity. Pupils are also gaining an appreciation of the use of computer technology for data handling, but have not had too much experience of using graphics. By the age of seven, most pupils are particularly aware of the use of information and communication technology in everyday life. Most pupils are working at the level expected for their age.
123. There is insufficient evidence to make a firm judgement on the quality of teaching across the school. In the one lesson seen, the quality of teaching and learning was good. The usual method of teaching the subject is for teachers to spend a short session during the week explaining and demonstrating a new skill. For example, in the lesson seen in Year 2, the teacher showed pupils how to access information from the CD-Rom. Pupils then in turn showed each other, working in pairs. This is a secure way of ensuring that pupils acquire new knowledge and understanding appropriately. Teachers make sound use of computer programs as a teaching aid in many subjects. However, pupils' skills are not sufficiently developed, because limited access to computers restricts opportunities for pupils to apply them to science, geography, history and religious education.
124. Planning is good and teachers' subject knowledge is now more secure. Teachers plan well for the use of support staff and voluntary parent helpers who, in turn, make a good contribution to pupils' learning in this subject, working with them on a one-to-one basis on the computer. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress. However, a good proportion of pupils have computers at home and these pupils have had previous experience of the necessary skills. These skills are not promoted sufficiently in order to raise pupils' achievement.
125. Leadership and management are satisfactory. The co-ordinator has produced a good action plan that highlights appropriate planned developments for the coming year. The scheme of work is based on the national guidance and ensures that all statutory requirements are met. However, the coordinator does not have a good overview of standards and provision, because there is no regular monitoring of teaching and learning and assessment procedures are not fully established. Although informal assessments provide teachers with a sound understanding of what pupils understand and can do, overall procedures are unsatisfactory because there are no whole-school systems to monitor pupils' progress over time and to give school management an accurate picture of current standards. The staff will be receiving further training to further enhance their skills. Resources are barely adequate at present, but the school has very clear plans to improve access to computers. On order are six laptop computers and a wider range of software. All equipment is easily accessible and well used.

## **MUSIC**

126. Standards in music are in line with those expected at the age of seven. These findings are similar to those at the time of the last inspection. Pupils sing tunefully. They follow an accompaniment well and sing their own parts confidently when performing with others. They

develop musical skills satisfactorily when using untuned instruments to repeat patterns of sound and composing graphic scores, which they perform in smaller groups.

127. The pupils benefit from the expertise of a visiting musician who teaches musical skills throughout the school each week. Class teachers support pupils in these sessions, thus enhancing their own skills through observing the visiting teacher. This was reflected in the lesson seen where the teacher played music in which the pupils could identify layers of sounds and different musical patterns to further their appreciation of music. Afterwards, all pupils had the opportunity to practise repeating sound patterns, using untuned percussion. Learning was good in this lesson, because teaching had a clear focus and resources were well organised and used effectively. Pupils showed very good attitudes during the lesson, because they were interested and engaged.
128. Pupils' interest and enthusiasm for music were further promoted during a recent music week in school. Pupils were able to appreciate solo performances by the local junior school. They were able to appreciate performances of jazz and popular music, piano solos, choir performances by the local junior school and a practical session in African drumming. This generated a lot of musical interest and provided good opportunities to develop literacy skills when pupils completed written accounts of what they most enjoyed.
129. The subject is managed well by the co-ordinator who works hard to maintain standards by providing an interesting curriculum. Resources for music are good, enabling all pupils to participate fully in practical lessons.

## **PHYSICAL EDUCATION**

130. Pupils' skills in games are above expected levels. Standards in swimming are well above those typically found nationally. Pupils' performances in dance are similar to those typically found nationally. No lessons in gymnastics were observed during the inspection, as this aspect of the curriculum is not taught in the summer term.
131. During games lessons, the pupils throw and catch with confidence and are developing the skills of dodging and marking. Pupils demonstrate appropriate skills in sending and receiving balls. They successfully learn different ways of throwing a ball and develop appropriate positions to catch and throw. They show good awareness of the need to find space to receive the ball and good anticipation in interception. They apply these skills successfully in the context of simple games tactics. They work cooperatively in pairs and in groups and are aware that games have rules. In dance, they link series of actions into sequences when developing their ideas about the movement of mini-beasts. The standard of their movements is sound. They can vary speed, control and direction and show appropriate levels of coordination. Pupils have a good understanding of the need for warm ups and the effect exercise has on the body.
132. The school has its own outdoor pool and it employs a qualified instructor to provide specialist teaching to small groups. The organisation of swimming is very efficient and all pupils have regular opportunities to learn to swim. A well organised rota of parents enables the school to offer two sessions weekly to all pupils for approximately one term each year. As a result of this good provision, pupils make good progress and develop water confidence and competence in swimming well above that generally found in infant schools nationally.
133. Overall, the quality of teaching is satisfactory with some good features. Where it was good, the teacher had good subject expertise, organised the lesson well and ensured that it proceeded at a brisk pace. She managed pupils very well and gave pupils a clear indication of when they were succeeding and indicated steps for improvement. The response of pupils was good. They took their learning seriously, but with obvious enjoyment and made good progress in developing their skills at intercepting and man-marking. All teachers dress appropriately for physical education lessons. Lessons begin with a brisk warm-up session and end with an appropriate warm-down activity. All lessons make appropriate physical demands upon pupils who respond enthusiastically and energetically. Pupils have sufficient opportunities to evaluate their own performance and that of others. Clear explanations and effective use of pupil demonstrations help pupils improve their performance. For example, in a satisfactory

dance lesson, the teacher made effective use of examples of pupils' performance to illustrate, refine and improve skills. While pupils are appropriately assessed in lessons, there is no clear record of pupils' attainment in relation to planned learning objectives.

134. The subject is soundly managed, although the co-ordinator has many other management responsibilities. Provision for physical education is good. The curriculum is well balanced and the quality of learning is well supported by very good facilities and resources. There is a well-equipped and spacious hall, an outdoor swimming pool, good playground areas and a good range of small games equipment. However, there are no whole-school systems to give a picture of how pupils progress over time. The parents make a very good contribution to pupils' learning by funding the swimming pool and through their extensive commitment to supervision of swimming groups. However, swimming causes some disruption to teaching in other subjects, as lessons have to be organised around groups going swimming. Lunch-time supervisors contribute to pupils' physical education by organising small games and supervising them on the play trail. There is also an after-school football club organised by a local football club.

## RELIGIOUS EDUCATION

135. Standards in religious education exceed those expected in the locally Agreed Syllabus. There has been a significant improvement in standards since the last inspection. Factors which have contributed to these improved standards include the effective leadership of the co-ordinator, teachers' good subject knowledge, the effective use of resources and the good response from the pupils.
136. By the age of seven years, pupils have studied three world religions, Christianity, Islam and Judaism. Pupils know that Jesus is a special person to Christians and that his teaching still has an impact and relevance to believers today. They learn the significance of the Bible and are aware that this is a Sacred Book which is very special. Pupils listen to a selection of parables including the Good Samaritan and the Feeding of the Five Thousand. They are given opportunity to reflect on these stories and the message that comes from the story. Pupils learn the different Christian symbols which are found within the church and in the home. They recognise that Muslims believe Mohammed is God's messenger and that this means they follow Mohammed's teachings. They know that special actions, words and objects are part of the Islamic faith. They discuss the rituals involved in entering a mosque and the reverence paid to the Qur'an and the importance of washing, fasting and praying. They reflect upon the end of Ramadan and the festival of Eid. To mark this occasion, pupils make Eid cards and are aware of the different script used for messages inside the card. Through some aspects of Judaism, pupils learn how Jewish people celebrate Shabbat at home. They realise that this is a special day and has an important family significance. By watching a well chosen video they follow the stages of preparation for Shabbat. Pupils learn important words, such as, kiddush, hallah and the significance of women lighting candles. Pupils are given opportunities to visit places of worship through using a website. From these visits, pupils have made comparisons between a church, a mosque and a synagogue. They have built up a deep knowledge and understanding of symbols and rituals performed in these places of worship. By the age of seven years, pupils can describe the main beliefs of three world religions. They also have the correct vocabulary when discussing religion.
137. The quality of teaching and learning is consistently good and this is a good improvement since the last inspection. Teachers' knowledge and understanding of the subject have improved and are good. Teachers use relevant visual materials and stories to develop pupils' knowledge of Christianity, Islam and Judaism. Stories are well told and pupils respond by listening intently. Teachers use skilful questioning to check pupils' understanding and enhance pupils' speaking and listening skills. Pupils make good progress. Pupils with special educational needs and those for whom English is an additional language contribute alongside their peers in discussions. They make good progress. All teachers have high expectations of pupils' behaviour and circulate well when pupils are working independently to check that they have understood what they are doing. Through the good quality of teaching, pupils are being taught a deeper understanding of religions, beliefs, attitudes and values and how they affect people's lives. Pupils in Year 2 are given the opportunity to reflect, as pupils' spiritual awareness is

raised during lessons. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development.

138. Teachers' planning shows that they are clear about what they expect pupils to learn in a lesson. Relationships are very good and an atmosphere of mutual respect is established that makes it easy for pupils to respond well and make good progress in their thinking. Teachers match tasks well to the individual needs of pupils, thus extending their learning. For example, in all the good lessons seen, pupils were given differing tasks to suit their attainment levels. Teachers make use of a good range of resources to which pupils' curiosity is aroused through the use of computer programs, videos, artefacts and posters. Marking of books is carried out efficiently with appropriate encouraging remarks.
139. Leadership and management are good. The co-ordinator is pro-active and has ensured that religious education has a high profile across the school. Pupils' standards are better now and the local Agreed Syllabus is used effectively. There is some monitoring of teaching, but this is not consistent enough. Teachers' planning and reviews of pupils' work are monitored by the co-ordinator. Assessment of pupils' attainment is not fully established. Information from assessment is not used to inform curriculum planning.
140. Resources are good. There is a good selection of videos and books with artefacts of the three major religions studied by the pupils. The school visits places of worship on the website. There is a limited range of visitors into school. The pupils have the opportunity to celebrate a good range of religious festivals from different religions, for example, Harvest, Divali, Hanukkah and Eid. Religious education makes a good contribution to assemblies. The school now has a good base from which to further develop the teaching and learning of religious education.