

INSPECTION REPORT

COALWAY COMMUNITY INFANT SCHOOL

Coleford

LEA area: Gloucestershire

Unique reference number: 115551

Headteacher: Mrs Valerie Pittaway

Reporting inspector: Mrs Patricia Davies
22460

Dates of inspection: 19 – 22 November 2001

Inspection number: 193583

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Coalway Community Infant

School category: Community

Age range of pupils: 4 to 7 years

Gender of pupils: Mixed

School address: Coalway Road
Coleford
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Appropriate authority: The governing body

Name of chair of governors: Mr S K S Toombs

Date of previous inspection: April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22460	Mrs Patricia Davies	<i>Registered inspector</i>	Science; Art and design; Design and technology; Information and communication technology; Equality of opportunity.	The school's results and achievements; How well pupils are taught. How well the school is led and managed.
9075	Mrs Juliet Baxter	<i>Lay inspector</i>		Attitudes, values and personal development; How well the school cares for its pupils; How the school works in partnership with parents.
20457	Mr Brian Fletcher	<i>Team inspector</i>	Mathematics; Music; Physical education; Religious education.	How good are the curricular and other opportunities offered to pupils.
15590	Mrs Susan Slocombe	<i>Team inspector</i>	English; Geography; History; Areas of learning for the Foundation Stage; Provision for pupils with special educational needs.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Coalway Community Infant School takes pupils aged from four to seven years. It currently has 189 pupils, and is smaller than other schools of this type. Another reception class was created this term to cater for a recent rise in admissions. The school forms part of a larger school community as the campus also accommodates the junior school. The local playgroup is situated within the grounds of the infant site, and another building is to be used from next term as an after-school and breakfast club. Children enter the school at the beginning of the year in which they are five and join one of three Reception classes. At the time of the inspection, there were 75 children in these classes attending full-time. When children first enter the school, their attainment is just below what is expected for children of this age. The proportion of pupils eligible for free school meals is broadly average. So too is the percentage of pupils with special educational needs, which is smaller than at the time of the last inspection. Most of these pupils are at the lower stages of need, but two have statements and a significant minority receive extra support for speech and language difficulties. The pupil population is generally stable. Pupils come from a range of backgrounds, though very few have minority ethnic backgrounds. There have been some recent changes to staff.

HOW GOOD THE SCHOOL IS

This is a good school and pupils achieve well overall. Standards are above national expectations in English for pupils in the current Year 2, and they are attaining expected standards in mathematics and science. The school is well led and managed and teaching is good. The school gives good value for money.

WHAT THE SCHOOL DOES WELL

- English and mathematics are taught effectively so that pupils, including those with special educational needs, achieve well in these subjects;
- Senior staff and the governing body have created a strong sense of educational direction, and the school is well led and managed;
- Children in the reception class are given a good start to their education as a result of a wide and interesting range of learning opportunities;
- Good pastoral care and provision effectively underpin the work of the school and help pupils to behave well, developing positive attitudes and very good relationships;
- There are strong links with parents and they receive good information.

WHAT COULD BE IMPROVED

- Standards in information and communication technology (ICT);
- Assessment systems for science, ICT, religious education and foundation subjects and the use of assessment information to plan work in lessons so that it more closely matches the needs and abilities of individual pupils, particularly middle attaining and more able pupils;
- The involvement of key staff in monitoring and evaluating the school's work, in order to extend and develop existing strengths of teaching and learning to lessons in all subjects.

These areas have already been prioritised by the school for development and are being addressed. 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 a good level of improvement since it was last inspected in April 1997. The most significant improvements are to pupils' achievement and leadership and management, and also to the quality of teaching where there were previously serious weaknesses. Within the present positive climate, there is a good capacity for future improvement. Strengths in pupils' behaviour, their attitudes to school and their relationships with each other and adults have been further improved. Schemes of work have been adopted for all subjects and there is an appropriate balance of time across the curriculum. Moral and social provisions have also been improved. The roles and responsibilities of staff have been reviewed, though responsibility for monitoring the quality of teaching and learning has not yet been extended to all co-ordinators. Assessment systems have been developed for English and mathematics, but those to support teaching and learning in all other subjects are under-developed. There has not been enough improvement in ICT and, consequently, pupils are not attaining the expected standards.

STANDARDS

The table below shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
Reading	C	B	A*	A*
Writing	B	C	A	A
Mathematics	A	C	A	A

Key	
<i>Well above average</i>	A
<i>Above average</i>	B
<i>Average</i>	C
<i>Below average</i>	D
<i>Well below average</i>	E

Results in 2001 showed a considerable improvement on those of the previous year, particularly in the proportions of pupils achieving the higher level (Level 3). This was most marked in reading. As a result, the reading results were in the top five per cent nationally when compared with all and similar schools. When these pupils were in their reception year, it was predicted that their test results would be much lower. The results they actually achieved showed that they made very good progress in reading and writing, and good progress in mathematics. The school has given much effort to improving the teaching of English and mathematics, and there is a strong determination to maintain these high standards. There has been some variation in test results over recent years, particularly in

mathematics, but reading results have risen steadily. There have also been some differences in the relative attainment of boys and girls. For example, girls perform better than boys in mathematics. In contrast, boys performed better than girls in reading and writing in the 2001 tests, and the school attributes this to a higher than usual number of more able boys in that year group. This group of more able boys also had a positive impact on the teacher- assessed results for science. These science results were also in the top five per cent nationally. The school has started to investigate differences in the attainment of boys and girls, but has not yet reached a full conclusion. Given that attainment is below expected levels on entry to school, all pupils, including those with special educational needs, achieve well. The current Year 2 has a smaller proportion of more able pupils than found in the previous Year 2 group. Inspection evidence shows that pupils presently in Year 2 are attaining above nationally expected levels in reading, writing and listening skills. Their attainment is at the expected level in speaking, mathematics and science. This is also true for all other subjects, except ICT where pupils are not making enough progress because there are too few computers for them to practise and use their skills. Standards meet the expectations of the locally Agreed Syllabus for religious education, and pupils now make at least satisfactory progress in all foundation subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils express positive views about all aspects of school life and are well motivated in lessons. This makes a strong contribution to how well they learn.
Behaviour, in and out of classrooms	Good. Pupils know what is expected of them in terms of good behaviour and immediately do as they are told when asked. They are polite and treat adults with respect.
Personal development and relationships	Good overall. Relationships are of a high quality. Older pupils carry out tasks with good will, though there are limited opportunities in lessons to develop independent learning skills.
Attendance	Unsatisfactory. Attendance is slightly below the national average. This is due to term-time holidays and poor attendance on the part of a very small minority of pupils. Unauthorised absence was improved in the last school year.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Good	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 now good. This is a significant improvement on the findings of the previous inspection, when teaching was found to have serious weaknesses. However, teaching quality is not consistent across the curriculum or in lessons throughout the school. Although some teaching was very good, there is still some unsatisfactory teaching very occasionally. This occurred in science and reflects the more limited developmental focus that has been given to this core subject in comparison with English and mathematics. English, mathematics and the basic skills of literacy and numeracy are well taught and all pupils achieve well. Children in the reception class benefit from a good range of interesting learning experiences and make good progress. Personal,

social and health education is also taught effectively. The management of behaviour is a strength of most lessons. The very good relationships between staff and pupils and the use of praise and encouragement give pupils confidence in their learning and, consequently, they take part with good levels of interest, concentration and effort. Where teaching is very strong, this is enhanced by a lively and stimulating approach that engages pupils' enthusiasm so that they make very good progress. Effective questioning closely focuses pupils' attention on the topic or task or encourages their empathy with others. Learning support staff give lower attaining pupils and those with special educational needs well-planned and effective support, particularly in literacy and numeracy lessons. However, pupils of different abilities are too often given the same or similar tasks to complete. The over-use of worksheets in some subjects also inhibits independent and investigative approaches to learning, and this particularly affects the achievement of middle attaining and more able pupils. The direct teaching of ICT is improving, but limited use of computers was seen during the inspection. All other subjects are satisfactorily taught. There was not enough evidence to make an overall judgement on art and history.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall and good in the Reception classes. There are now schemes of work and appropriate allocations of time for all subjects. Provision for personal and social education is good. Improvements are well established for English and mathematics but less well for other subjects. There are very good links with partner institutions.
Provision for pupils with special educational needs	Good. These pupils are seamlessly integrated into class activities and given good support. They are set clear targets in their individual plans and there is good liaison with outside agencies, particularly for pupils with speech and language difficulties.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Moral and social provisions are good. Spiritual and cultural are satisfactory, as opportunities for the expression of personal thought and opinion and the appreciation of the wide cultural nature of society are not routinely planned for in lessons.
How well the school cares for its pupils	Good pastoral care and support. The school has been less successful in establishing effective assessment systems for other subjects than it has for English and mathematics. Assessment is under-developed in all other subjects.

There is a strong partnership with parents and they are provided with very good quality information.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head and deputy headteacher have a strong determination to raise standards and are playing an effective leading role. There is greater teamwork and a growing commitment to shared responsibility amongst staff. The role of co-ordinators is being extended but is at an early stage.
How well the governors fulfil their responsibilities	Well. The governing body is a supportive, committed and well-informed group. Key governors are able and reflective, and give much of their time to the school.
The school's evaluation of its performance	The school is well aware of where it next needs to improve. The responsibility for monitoring and evaluating the school's work has not yet been fully extended to staff and governors.
The strategic use of resources	Satisfactory. Specific grants are used well and unallocated funds have been appropriately earmarked for specific projects. Support staff are effectively used, but not enough use is made of ICT resources or the library. The school is increasingly seeking best value for the standards it achieves.

Staffing, accommodation and learning resources are satisfactory overall, but there are not enough computers and some temporary accommodation is inadequate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They find it easy to approach the school when they have questions or problems. • Their children like coming to school. • Children make good progress. 	<ul style="list-style-type: none"> • The amount of information they receive about how well their children are progressing. • The amount of work children are given to do at home.

Parents are positive about the school's work and are more satisfied with the amount of progress made by their children than they were at the time of the last inspection. Inspection findings agree with parents' positive views. However, they do not agree with criticism of the information that parents receive about their children's progress; this information was found to be of good quality. Homework arrangements are satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter the Reception classes, their attainment is just below that expected for their age. There has been a good improvement in provision for children of this age since the last inspection. As a result, all children in these classes now make good progress, including those with special educational needs. By the time they move into Year 1, the majority of the children attain the expected goals in all areas of learning, with some attaining higher standards.

2. The national test results taken in 2001 showed considerable improvement on those of the previous year, particularly in the proportions of pupils attaining at the higher level (Level 3). This was most marked in reading. As a result, the school's reading results were very high, placing them in the top 5 per cent nationally when compared with all schools and with similar schools. Test results for writing and mathematics were well above the national averages for all and similar schools. The predicted national test results made for these pupils when they were assessed at the end of their reception year show that these pupils made very good progress in the development of reading and writing skills since then. Their progress was good in mathematics. The school attributes this success to the positive effects of the National Strategies for Literacy and Numeracy and the careful use of extra teaching staff last academic year, which allowed English and mathematics to be taught to smaller groups. Additionally, this group had a higher proportion of more able pupils than the Year 2 group of the previous year, and it included a group of higher attaining boys. However, most significantly, there is a strong determination on the part of senior management to raise standards and, to that end, considerable emphasis has been given to improving the teaching of English and mathematics. Assessment systems and the analysis of data for these subjects are also more advanced than for other subjects, and this information is being used with increasing success to set targets for improvement.

3. Although there has been some variation, particularly in mathematics, test results have never been below the national average over recent years, and reading results have steadily improved since 1998. There have been some differences in the relative attainment of boys and girls. In the 2001 mathematics tests, for example, girls' results were better than those of the boys when compared with national averages, which confirms the pattern of previous years. The school has started to look closely at reasons for this trend, but has not yet come to a conclusion. In contrast, boys performed better than girls in the 2001 tests for reading and writing. The school attributes this to the greater proportion of higher attaining boys in that year group in comparison with previous years, and to the possible influence of boys' interest in the non-fiction texts used in the 2001 tests. This group of more able boys also influenced the assessed results for science, where a much greater proportion of boys attained the higher level than did girls. Teacher assessments for science in 2001 placed the school's results in the highest five per cent nationally, and were very high in comparison with all and similar schools. These test results in science were considerably higher than those of the previous year.

4. The school's commitment to raising standards and increasing pupils' achievement has brought about a good level of improvement since the previous inspection. Taking account of their below average attainment on entry to the school, all pupils achieve well, particularly in the key core subjects of English and mathematics. This includes pupils with special educational needs. Improvements to the curriculum have had most impact on mathematics

and English. The introduction and implementation of the National Literacy and Numeracy Strategies have been well supported through lesson observation and, more recently, by target setting and the analysis of test results and papers. Additionally, there have been regular sessions focused on the development of phonic knowledge, and these have had a positive effect on reading and the improvement of spelling.

5. In contrast to the findings of the previous report, evidence from this inspection shows attainment to be above national expectations in reading, writing and listening skills for pupils in the current Year 2. They meet national expectations for speaking skills, though this is a good achievement considering the significant minority of pupils who enter the school with speech and language difficulties. Standards are also at the expected level for mathematics. Pupils make satisfactory progress in science, and standards are also at the expected level for the current Year 2. However, there is limited evidence in the present Year 2 of pupils' producing science work at the higher level. Standards overall for this group of pupils are not as high as those attained by the group taking the tests in 2001. This is because the present Year 2 has fewer higher attaining pupils than last year's Year 2 group. Nevertheless, the school has high expectations of its current Year 2 pupils and is working hard to match the success of the 2001 national tests.

6. Standards in all other subjects are broadly similar to national expectations, except in ICT, where they are below the expected level. Pupils are now making satisfactory progress in art and design, design and technology, history and physical education, and this represents a good level of improvement since the previous inspection. Pupils are now also meeting the expectations of the locally Agreed Syllabus for religious education. Less attention has been given to the development of other subjects over recent years. This has had the greatest effect on ICT where pupils are not achieving as well as they should. Staff are conscientiously improving their subject expertise through training, but there are still not enough computers to give pupils the opportunity to practise their skills and use technology as a natural part of their work in other subjects. Most significantly, whilst effective assessment systems are being developed for English and mathematics, there is little in place for all other subjects. Consequently, staff do not always have enough specific information about pupils' standards to guide them in planning activities that are varied to match the needs of pupils with different needs and abilities. This tends to inhibit the achievement of middle attaining and more able pupils, notably in science.

7. Pupils listen carefully and attentively. Because they have regular opportunities to speak during lessons, pupils confidently answer questions and express their views. Most pupils have an appropriate range of vocabulary, though their articulation and pronunciation are not always clear. Attitudes to reading are good. Most pupils in Year 2 have good phonic knowledge and apply this and other strategies to reading unfamiliar words. They read accurately and with some fluency. Sometimes they read with lively expression. They begin to use text to discuss characters' feelings and behaviour. There are more limited opportunities, however, for them to develop the necessary skills to research information in books or on the computer. Writing is well planned and of good quality. Most Year 2 pupils write short stories with little help, working hard to use their knowledge of grammar and punctuation accurately. When looking at books, pupils identify and explain the function of more sophisticated punctuation, such as *commas* and *speech marks*. They correctly use forms of writing for differing purposes. For example, pupils of all abilities in Year 2 understand how to write instructions. Lower attainers complete this work with close support from adults, enlivening their sentences with interesting vocabulary. Middle and higher attainers are quick to self-correct their work. Handwriting is legible and letters are correctly formed, although the letters of middle and lower attainers are not yet consistent in size. Although teaching has begun to focus on joined handwriting, this is not yet evident in pupils' work.

8. Pupils achieve well in mastering the key aspects of number, shape and measure, although they are less successful at using and applying their mathematical knowledge to solve problems. Most Year 2 pupils use mental recall of addition and subtraction facts to 10. They count forward in multiples of two and five, but some have difficulty counting backwards. Most know the names of two dimensional and three dimensional shapes, and accurately count edges, corners and sides. They use standard measures of length and check their estimations. Sometimes, pupils represent their findings using block graphs. In science seen during the inspection, Year 2 pupils completed a simple electrical circuit to light a bulb. More able pupils used this knowledge to then light two bulbs. Pupils drew and labelled the circuit using the correct terms. They sort materials according to their properties and record observations using simple charts or tables. They also conduct simple fair tests, for example to see where ice melts the quickest, first giving simple predictions of likely outcomes. However, the over use of worksheets does not give pupils enough scope to develop independent approaches to their investigations or to recording their work. This particularly limits the achievement of more able and middle attaining pupils. Examples of the over use of worksheets were also seen in other subjects, such as design and technology and history.

Pupils' attitudes, values and personal development

9. The school is a community of warmth and purpose. Within this positive ethos, pupils have good attitudes to school life. They happily talk to adults, share what they are doing and ask questions in a naturally curious manner. When talking to groups of pupils, they are positive about their teachers, friends and their work. They like all subjects of the curriculum, enthuse about visits and trips to the theatre and museums, and are well motivated in their lessons. Parents are very aware of the school's success in creating this positive response, and many expressed their strong appreciation in responding to the inspection questionnaire. Attitudes and behaviour were never less than satisfactory in those lessons seen during the inspection. They were good or better in 94 per cent of lessons and very good in 22 per cent. Strengths have been effectively maintained since the last inspection and improved further. The school, therefore, successfully fulfils its aims in this area of its work. No instances of disruptive behaviour were seen in lessons during this inspection. Relationships have improved and are now of a high quality throughout the school. These positive features make a considerable contribution to improved standards, good learning and progress. However, despite the enthusiasm of many pupils for school, the attendance rate is slightly below the national average for primary schools and, as such, is unsatisfactory.

10. The basis for pupils' good behaviour and enthusiasm for school is well established from when children start school in the Reception classes. These children are attentive and well behaved. They work well with others and have a growing self-confidence and independence. This is because routines and expectations are effectively established within a calm and friendly environment. Similarly, as a result of the purposeful and constructive relationships with teachers and support staff, pupils with special educational needs also show good levels of interest and confidence in their activities.

11. Pupils have a clear understanding of the school and class rules on display around the building, and know what is expected of them in terms of good behaviour. This is because all members of staff consistently apply the school's behaviour policy. Behaviour in lessons is generally good, although pupils are sometimes restless during lengthy whole-group sessions. However, they immediately comply when they are sometimes asked to improve their behaviour, responding well to the firm but kindly way in which staff seek their co-operation. They are polite, for example holding doors open for adults, and treat all grown-ups with respect. Their thoughtful contributions to discussion during personal and social education clearly illustrate that pupils have a very good understanding of the impact of their

actions on others. In the playground and lunch hall, pupils socialise pleasantly and enjoy their break times, although there is some occasional jostling in the queue for lunch. During one wet break time, they gathered in larger groups in some classrooms and quietly enjoyed activities provided by support staff. They behave well in assemblies and arrive in the hall with an appropriate sense of the importance of coming together as a whole community. Pupils report few instances of unkindness. There have been no recent exclusions.

12. The school's happy and friendly ethos ensures that all pupils are equally included and valued. Relationships throughout the school are very good, both between pupils and with all adults who work in the school. Pupils trust their teachers and are very clear about whom they can turn to if they are unhappy or in trouble. The warmth of their relationships with adults enables them to confidently take part in discussion and share their thoughts, even those experiences or feelings that are sometimes particularly special or significant. They are also helpful and supportive to those pupils who find learning more difficult. They like working together in groups and share resources without squabbling.

13. In keeping with the findings of the previous report, pupils' personal development is satisfactory. On joining the school, the youngest children soon adapt to the everyday routines and procedures that provide the framework for their personal development. They are quick to develop self-control and to understand the need for being responsible for themselves and for others. Older pupils undertake simple tasks with good will, for example taking registers to the office and generally helping to keep classrooms neat and tidy. However, opportunities to harness this enthusiasm and willingness further are limited. The over-use of worksheets in some subjects, such as science, design and technology, history and geography, inhibit the development of independent learning skills as they do not always give middle and higher attaining pupils' enough challenge in their work. This reflects the findings of the previous report.

14. Most pupils are keen to attend school regularly. Nevertheless attendance is slightly below the national average for primary schools. Scrutiny of school attendance records shows that reasons for absence, in addition to the usual childhood illnesses, are a significant number of children taking holiday during school time and poor attendance on the part of a very small number of individual pupils. However, there was no unauthorised absence in the last school year, and this represents an improvement on past years.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. Evidence taken from pupils' work and from lessons seen during the inspection shows the overall quality of teaching and learning to be good. This is a significant improvement on the findings of the previous inspection, when teaching was found to have some serious weaknesses. During this inspection, teaching was satisfactory or better in 97 per cent of lessons. Of this proportion, 34 per cent was good and 25 per cent was very good. Very occasionally, teaching is still unsatisfactory. This occurred in science, and reflects the more limited developmental focus that has been given to this core subject in comparison with English and mathematics.

16. The careful placement of new teaching staff and improvements to monitoring have successfully enhanced the quality of teaching and learning. This has made the most impact on the teaching of English and mathematics, where the National Strategies for Literacy and Numeracy have been effectively introduced and implemented. As a result, English and mathematics and the basic skills of literacy and numeracy are well taught. So too are children in the Reception classes, where there is a good range of interesting learning experiences. These teaching strengths are valuably supported by assessment arrangements that are more developed in these curriculum areas than in others. Personal,

social and health education is also taught well. However, evidence from lessons and from pupils' work shows that teaching is not yet consistent in quality across the curriculum or in lessons throughout the school. This is also largely because not all subject areas have had the same degree of focused improvement as English and mathematics.

17. There was not enough evidence to give an overall judgement on the quality of teaching and learning in art and design or ICT. The limited amount of teaching of ICT seen during the inspection suggests that whole-group sessions are satisfactorily taught, but that there are not enough opportunities for pupils to use computers in lessons in ICT or in other subjects and so practise and extend the skills demonstrated by the class teacher. All other subjects are satisfactorily taught. Nevertheless, there are relative weaknesses within this picture, which include the teaching of independent and investigative learning skills in science, design and technology, history and geography, the use and application of mathematical knowledge to solve problems, and the evaluative element of design and technology and physical education. Additionally, weaknesses in planning and the match of work to pupils' differing needs and abilities means that middle attaining and more able pupils are not always well enough challenged or extended.

18. All areas of learning for children in the Reception classes are effectively taught. This is a considerable improvement on the findings of the previous inspection. The teaching of personal and social skills forms the basis of the whole curriculum, and independent learning habits are well fostered. So too are speaking and listening skills. Teachers have high expectations of what children can achieve and learning is presented in imaginative and stimulating ways. All the strengths of teaching found in other year groups are reflected in the Reception classes. This enables children to make good progress and gives them a good start to school life.

19. The management of behaviour is a strength of most lessons. This is achieved principally through encouragement and praise and the very good relationships all staff have with their pupils. Pupils' self-esteem is raised as a result, and they take a confident part in discussion and activities, showing good levels of interest, concentration and effort. Where teaching is very strong, this is enhanced by a lively and stimulating teaching style that holds and engages pupils' enthusiasm so that they make very good progress. This was the case in a numeracy lesson for pupils in Year 1. A prompt start and a brisk and animated pace had pupils hanging on the teacher's every word from the moment the lesson began. In a literacy lesson in Year 2, pupils read with considerable expression from 'The Enormous Crocodile', reflecting the teacher's earlier amusing interpretations of the characters' different voices. In this lesson, all aspects of the subject were skilfully woven into the discussion and a wide range of knowledge and understanding was constantly reinforced and extended, including punctuation, spelling, sequencing the story line and exploring the text. Pupils were alert and responsive throughout this lengthy whole-group discussion because every part of it was used to the full and expectations were high. The use of questions during discussion is another feature of effective teaching and learning. In a very good personal and social education lesson in Year 1, for example, lots of questioning and requests for ideas about how characters might feel or react was a powerful vehicle for encouraging pupils' empathy with others. In this way, they were enabled to make many suggestions as to how to behave well or make amends when they have done something wrong.

20. Where teaching is strong, teachers are relaxed and confident with the subject matter. These lessons have been well planned and give activities a firm educational direction. Activities are appropriately matched to pupils' differing abilities and needs, and pupils with special educational needs and lower attainment are well supported by a generous number of support staff. During discussion, all pupils are equally treated and invited to contribute. However, tasks are not always well planned to meet pupils' differing needs. Activities are usually appropriately planned for lower attainers and those with special educational needs,

while good levels of adult support ensure that these pupils successfully complete their tasks. However, pupils of different abilities are too often given the same or similar tasks to complete. Worksheets are used too frequently to record work, and this inhibits pupils from developing independent learning skills and does not sufficiently challenge middle and higher attaining pupils. Examples of this were seen in science, design and technology, history, geography, ICT and still, sometimes, in mathematics and English. Some science activities do not fully challenge or extend pupils' subject knowledge and understanding, and this very occasionally prevents pupils from making enough progress in lessons. Work is generally checked regularly. These checks sometimes include praise and encouragement or useful remarks about the work's content or presentation. Such comments help pupils to understand how they might improve their work, but are not included consistently or frequently enough.

21. Direct teaching of ICT is improving as a result of current staff training. However, limited use of existing hardware was seen during the inspection, and there are not enough computers to allow pupils either to reinforce what they have learned or to support and enhance their learning in other subjects. Opportunities for homework are satisfactory. The greatest emphasis is on reading, although there are other opportunities for simple spelling exercises and mental mathematics.

22. Pupils with special educational needs achieve well, particularly in literacy and numeracy lessons, where they are given close learning support from adults to complete their tasks. Support for these pupils is well documented and built into teachers' planning. Support staff are well briefed and effectively included through weekly planning meetings with teachers.

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

23. The quality and range of learning opportunities have been successfully improved since the previous inspection. The success of recent national test results and the good overall achievement of pupils are strong evidence that the school now plans well to promote the intellectual development of its pupils, particularly with regard to English and mathematics and the teaching of basic literacy and numeracy skills. There are now schemes of work and appropriate allocations of time for all subjects, and most policy statements have been reviewed. This is particularly helpful to teachers who are new to the school. Consequently, the school offers a curriculum that is not only broad but also balanced and relevant to the needs of all pupils, including those with special educational needs and for those children in the Reception classes. All subjects are now planned systematically, which gives teachers good support in designing detailed lesson plans and this has a strong impact on pupils' progress and attainment. However, improvements are less well embedded in subjects other than English and mathematics. Although the planned curriculum for ICT is satisfactory and covers all aspects of the subject, pupils do not make enough progress in this subject and have too few opportunities to use or practise their skills across the curriculum. Some other curriculum weaknesses noted in the last inspection report still remain. These are related to the planning for some aspects of mathematics, science, design and technology, history and physical education.

24. There has been a good level of improvement to the curriculum for children in the Reception classes. It is now stimulating and interesting, with a wide range of activities across all the areas of learning for these young children. Planning is very detailed and

ensures that all children have an equal opportunity to take part and make good progress. Planning for the development of personal and social skills is threaded throughout all areas of learning and this makes an effective contribution in setting the tone for pupils' positive attitudes to their activities and their good behaviour throughout the school.

25. The school has successfully implemented the National Literacy and Numeracy Strategies and all pupils are given good opportunities to acquire the core skills that give access to a wide range of learning experiences. The recent addition of pupil targets in literacy and numeracy has provided a much sharper focus for planning. Both subjects are given a prominent place in the curriculum and time allocated to each is used well. The school has successfully focused on writing whilst maintaining the strengths of its reading curriculum. Short sessions focusing on increasing phonic knowledge and understanding have improved both reading and spelling skills.

26. The school is aware that it has focused most of its attention on developing English and mathematics. The most recent revision of policies and adoption of national guidance have been deliberate moves to further develop and improve other subjects. However, some of these schemes are new and have yet to be customised to meet the school's needs, for example that for history. Planning for design and technology is not yet fully established throughout the school and is not consistently planned for as a subject in its own right. Some aspects of different subjects are also given less emphasis: for example, the use and application of mathematical knowledge and understanding to solve problems. This is also true of the investigative aspect of science, enquiry skills in history and the evaluative aspect of design and technology and physical education. The over-use of worksheets is inhibiting the development of independent learning skills in science, design and technology, geography and history, and limiting challenge for middle and higher attaining pupils.

27. The personal, social and health education programme (PSHE) is of good quality and well organised. Sex education and drugs awareness are appropriately taught as part of the science curriculum and within PSHE. In addition, pupils' questions are encouraged and factual answers are promptly given as they occur. Pupils are effectively, and sometimes very effectively, provided with an open forum to discuss ways of reconciling differences and putting things right.

28. Governors and staff share the determination to offer a curriculum that takes into account the needs of all pupils and raises standards for all. All pupils enjoy equality of access and opportunity. There are no barriers to self-improvement, and groups of pupils, such as those with special educational needs, are seamlessly integrated in classroom activities. However, national tests have revealed some differences in the relative attainment of boys and girls. For example, boys consistently under-perform in mathematics. The school is seeking a reason for this discrepancy, but has not yet found the cause. Sometimes, middle attaining and more able pupils are not challenged enough because activities are not consistently well planned to meet their needs. This was most noticeable in science, but examples were also found in English, mathematics, geography and design and technology.

29. Provision for pupils with special educational needs is good. It is seen as a high priority and the school is wholly committed to ensuring these pupils take part fully in the life of the school. Documentation is meticulously maintained. Individual education plans have clear objectives and targets and a good range of information. There is good liaison with outside agencies. This is particularly effective for those pupils with speech and language and hearing difficulties. Two learning support staff work closely with this service to give these pupils valuable extra support in school. Pupils are supported well in lessons, and tasks are generally well targeted to their needs.

30. Although there are no extra-curricular activities after school or at lunch times, the formal curriculum is considerably extended. For example, pupils make regular trips to local nature and historical centres and to local churches. This makes a significant impact upon learning, as can be seen in the sculptures completed by Year 2 pupils, made from natural materials during their visit to a field study centre.

31. The contribution of the community to pupils' learning is satisfactory overall, but with some significant contributions. This is particularly the case in the school's positive links with the playgroup. Good curriculum links have been established which are of mutual benefit to children in both the playgroup and the Reception classes. There are visits to local churches and places of interest, and local clergymen visit the school to take assemblies.

32. The school has very good contact with its partner institutions. The effectiveness of this contact is particularly enhanced because the school's campus is shared with the junior school and the local playgroup. This gives added resonance to the school's commitment to community projects. The two schools offer a joint prospectus to parents. Pupils visit each other's schools and attend concerts. Before transfer, Year 2 pupils spend a morning at the junior school. There are also close links and liaison with the playgroup to ensure a smooth transition into the Reception classes. The school links well with the community through its school based scheme for *Lifelong Learning* jointly organised with the junior school and playgroup. This helps to make learning a continuous process, involving parents and the local community. As a further extension of this project, plans are underway to bring opportunities for adult education onto the school's site.

33. The overall provision for pupils' spiritual, moral, social and cultural development is good. This is better than was found at the time of the previous inspection. Moral and social provisions are now strong features of the school and give an effective foundation for a tolerant and respectful community.

34. The provision for spiritual development is sound, and based on the daily assembly. Here pupils are taught to respect and value each other. This time is well used to encourage pupils to think of people in other countries. They are also taught to observe nature, for example the changing seasons, and to take care of the environment. A candle is regularly lit in assembly so that staff and pupils may reflect upon the part they may play in making the world a better place. A prayer is spoken and there is a moment of quiet reflection. Prayers are also said at other times of the day to establish moments of quiet. These opportunities are not routinely planned for in lessons, although there are opportunities for the expression of personal thoughts and feelings in English, art and design, religious education, and personal and social education.

35. The provision for moral development is good. The school makes very clear statements about what it expects from its young pupils. They know what is right and wrong and the good behaviour of most is evidence that they understand the difference. A system of rewards, highlighted in the achievement assembly, gives strong emphasis to the central aims of the school. Pupils know that the school is an honest and fair place. Adults very successfully model respect and care for others in the way they value pupils' contributions and manage their activities with warmth and kindness.

36. The school's strong sense of community is demonstrated in its aim of linking all members of that community through fostering personal and social development. This forms a powerful foundation and driving force for the school's good provision for social development and, as a result, relationships are very good throughout the school. They are sensitively monitored and effectively role modelled by staff, so that pupils are kind and caring towards each other.

37. The provision for cultural development is satisfactory overall. Pupils make visits to places of historical and geographical interest in the Forest of Dean. This is followed-up by writing and art and design activities. Pupils visit the local theatre and seek inspiration for their end-of-term performances. They are entertained by visiting musicians. Authors, illustrators and storytellers visit the school in Book Week. All these activities help to make the school the vibrant place that it is. The school recognises the need to make pupils aware of the wide cultural nature of the society in which they live, but this aspect is not well developed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Pupils are well supported by the school's warm and caring environment. Good standards of pastoral care contribute to their security, safety and well being. This represents a good level of improvement since the previous inspection. Strengths in the school's systems for monitoring and encouraging good behaviour and eliminating any incidents of oppressive behaviour have been maintained. There is also good care and provision for children in the Reception classes and for pupils with special educational needs. There has been a good level of improvement to assessment systems and their use for English and mathematics. The impact of these improvements is evident in the rise in standards and achievement in these subjects since the last inspection and in the high standards in recent national tests. However, the school has generally been more successful in establishing procedures for pastoral care than procedures for assessing academic attainment and recording progress. Assessment systems for subjects other than English and mathematics have yet to be developed. As a result, teachers lack the precise information they need to plan suitable work to consistently meet the identified needs of individuals and groups. This particularly inhibits the achievement of middle and higher attaining pupils, in science for example.

39. The head teacher and, in her absence, the deputy head teacher, is the named officer for child protection. All staff are clearly aware of the school's appropriate child protection policy and procedures. Governors are rigorous in their attention to health and safety, and regular risk assessments are undertaken around the school and grounds. Several members of staff have current training certificates in first aid. Accident and relevant incidents are properly recorded, and fire drills are undertaken regularly.

40. Procedures for monitoring and improving attendance are satisfactory. Attendance registers are monitored regularly by the school administrative officer and entered on the school computer. However, the school has realised that it needs to do more to promote regular attendance. It plans to award certificates for good attendance to pupils more frequently and has started to monitor requests for holiday leave more rigorously.

41. Although the school does not monitor pupils' personal development and behaviour formally, the informal systems are effective. To provide this information, the school relies upon the very good knowledge that staff have of their pupils, regular discussion at team meetings and general daily observation of pupils. This is well supported by the very good relationships staff have with pupils and the trust and confidence that pupils have in their teachers and other school staff. There is good provision for children's personal education in the Reception classes, which helps children to make a good start in developing independence and confidence. Certificates and awards at assemblies are another means of tracking pupils' behaviour and personal development.

42. There are good arrangements for pupils with special educational needs, including those with statements of need. The school is very committed to fully integrating these pupils and achieves this with much success. As a result, these pupils are enabled to take a

full part in lessons. Assessments taken at the beginning and end of the reception year are used to identify early any children needing extra support. Assessments in Year 1 are used in the same way. Progress made against the targets identified in individual education plans is reviewed termly and updated. These documents have detailed information and the help of outside agencies is sought where necessary. This is particularly strong in the support of pupils with speech and language and hearing difficulties. Pupils are supported well in lessons and the assessments of learning support staff are taken into account when planning future work. Teachers are fully consulted before formal review meetings, when the progress and targets of these pupils are reviewed, but teachers do not attend the meetings and are therefore not able to make a direct contribution to the discussions. Additionally, the school has yet to consistently link the literacy targets on individual education plans with those set for all pupils.

43. The development of academic assessment is currently a main school priority. The school is seeking to develop more effective ways of recording assessment information and tracking pupils' progress over time. They are also improving their analysis of test and assessment data and are keen to involve pupils more fully in looking at their own achievement. The analysis of data has been largely undertaken by the headteacher, although this responsibility is now increasingly being shared with appropriate co-ordinators, such as those for English and mathematics. Assessment procedures are good in the Reception classes. Ongoing checks give precise information about children's attainment and what they need to do next in all areas of learning. The assessments taken by children at the end of their reception year are used to predict their attainment in the national tests at the end of Year 2, and predictions are compared with actual test results. Targets are now set for English and mathematics in all year groups for broad ability groups and individuals within these groups. These are translated into language easily understood by pupils and shared with parents. The school also maintains good quality reading records. Test results, test papers, examples of written work and teacher assessments for science have been analysed to identify areas of weakness. This has particularly benefited test standards in writing, for example. The school is aware of differences in the performance of girls and boys in national tests but has not yet come to a conclusion as to their cause. The school has also sought to improve the accuracy of teachers' assessments in science through local education authority advice and support. Samples of pupils' science work are collected each term and placed into broad ability groupings, but pupils' attainment is not identified by National Curriculum Levels and target setting systems have yet to be developed for this subject. There are no systems in place for ICT, religious education and foundation subjects. These weaknesses were also noted in the previous inspection report.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Responses to their questionnaire show that parents continue to have positive views about the school. This evidence is reinforced by the much greater percentage of parents who returned the questionnaire for this inspection in contrast to the last. Many feel strongly that their children enjoy coming to school, and the most significant increase in satisfaction is the recognition of the school's success in raising standards. Many parents support the opinion that the school has improved a good deal since the last inspection. The small group of parents who attended the pre-inspection meeting echoed these positive views. The partnership between the school and parents is strong and mutually respectful. In its welcoming brochure, the school clearly acknowledges the importance it gives to parents as the first educators of their children. The school operates an open door policy at all times and, during the inspection, parents came freely into school, talked to teachers and clearly felt comfortable and welcomed. The partnership is underpinned by a well-structured home-school agreement, which most families sign.

45. There is an effective parent-teacher association that organises a number of social and fund-raising events each year. The funds raised are spent, in consultation with the head teacher and staff, to benefit pupils.

46. The school provides parents with good quality of information. Newsletters are regular, and spare copies and other information are available in the reception area should the originals have been mislaid. Some parents in their questionnaire indicated that they were not kept as well informed as they would like of how well their children are getting on. However, inspection evidence found pupils' annual reports at the end of the school year to be generally well detailed so that parents are aware of what their children know, understand and can do, and at which National Curriculum Level they are attaining. There is also an open evening each term. This gives parents valuable opportunities to discuss their children's achievement and share literacy and numeracy targets with staff. Parents of children with special educational needs are properly involved in annual reviews of their progress. Parents are also informed about pupils' forthcoming study each term. The school prospectus is a helpful document for new parents, and the annual report of governors is of a particularly high standard. It is detailed and its style reflects the school's genuine wish to involve and include parents in major issues such as improving attendance.

47. The contribution of parents to their children's learning is satisfactory. Pupils take home their reading books home regularly and parents are encouraged to help and support their learning and share information with teachers. Some parents help with reading in school and on school visits. Although some parents feel that their children are not given the right amount of work to do at home, inspection evidence found arrangements for homework to be satisfactory, and the school brochure includes a useful booklet about the school's policy.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The headteacher, deputy headteacher and governing body have established a strong sense of educational direction since the previous inspection. As a result, there has been a good level of improvement to the quality of the school's work. The school's aims are now well fulfilled, particularly in relation to raising achievement in English and mathematics and in promoting good opportunities for moral and social development. The school is a supportive and welcoming community, and the self-esteem and confidence of all pupils are encouraged effectively within this positive ethos. Pupils are happy to come to school and keen to learn. Relationships between pupils and with adults are of a high quality. Greater teamwork and a growing commitment to shared responsibility indicate a good capacity for further improvement. Staff have a constructive and positive approach to professional development and, significantly, the overall quality of teaching and learning is now good. Priorities for development clearly show the school to be well aware of where it next needs to improve, and steps are already being taken to address these areas.

49. The headteacher is closely supported in her work by a very able and enthusiastic deputy headteacher. Together, they have worked hard to raise standards and improve the curriculum and the quality of teaching and learning. The deputy headteacher's lively and highly competent teaching skills act as a very good model for other staff, and she leads and manages her responsibilities for English well. Her achievements have gained the respect of staff, and she led and managed the school well during the inspection in the absence of the headteacher. A significant proportion of teaching staff are new, and many are new to their co-ordinator appointments. The roles and responsibilities of subject co-ordinators have recently been reviewed and updated, and the development of their monitoring role is a current priority. Until this point, the analysis of test and assessment information and the observation of teaching have largely been undertaken by the headteacher, with limited

delegation or extension of these tasks to other key staff beyond the deputy headteacher. Co-ordinators have started to extend their role by reviewing policies and attending governing body meetings to give reports. In many subjects, co-ordinators have drawn up action plans to guide future improvement, though these initiatives are in the very early stages of development. They have already made a successful impact on teaching and learning in English and mathematics, but have yet to fully influence the quality of education in other subjects. As a result, higher and middle attaining pupils are not always challenged enough to achieve as well as they might.

50. The governing body is committed and supportive, and fulfils its responsibilities well. It is kept well informed of the school's strengths and weaknesses through very regular and frequent meetings of the full governing body. This meeting structure was deliberately adopted to ensure the full involvement of all members of the governing body. Key governors are able and reflective and give much of their time to the school's work. Governors are fully involved in reviewing and contributing to the school improvement plan. An annual review meeting usefully brings together staff, governors and parents for this purpose. The school's achievements are fully shared and discussed, and the headteacher's targets for school improvement within her performance management programme are closely monitored. However, the governors' role in monitoring and evaluating the success of other planned initiatives or the quality of teaching and learning is not formally identified in the school improvement plan. In addition, the criteria for judging the school's success do not routinely reflect the impact of initiatives on pupils and their achievement.

51. Since the previous inspection, the headteacher has established systematic procedures for her to monitor teaching, with English and mathematics as the main targets. She has given verbal and written feedback to staff, appropriately noting areas for development. This monitoring role has now been extended to the deputy headteacher within the school's performance management arrangements. This programme has been firmly established and support staff are usefully involved through annual professional interviews. A comprehensive programme for professional training has also been put in place. Newly qualified staff are mentored by the deputy headteacher, and the headteacher gives appropriate support to other new members of staff. However, currently there is no financial reward for, or recognition of, staff who take on significant extra responsibilities, so as to encourage aspiration and reward experience.

52. Financial planning and monitoring are generally good and funding is appropriately directed at educational priorities. Specific grants are well used and monitored, including that for pupils with special educational needs. Unallocated funds have been appropriately earmarked for recent improvements to the school playground and car park, to improve safety at the school gate, and to the extension of ICT resources. The administrative officer is very efficient and hard working. Daily administrative and financial systems are good and well managed, including the use of new technology, though such technology is not well used for educational purposes. All the recommendations of the most recent auditor's report have been addressed. There is an increasing use of the principles of best value to judge value for money, in terms of the quality of education provided and its impact on learning.

53. Staffing levels and the match of experience to the demands of the curriculum are satisfactory overall. New staff have been carefully and effectively deployed throughout the school. There are good levels of support staff who work as a strong team and give effective help during group work to pupils with lower attainment or special educational needs. This is an improvement on the findings of the previous inspection. Their commitment and effectiveness are valued and enhanced through regular meetings with senior staff, and with

teachers to plan work. Lunchtime staff have the same opportunities to meet with senior staff, and also benefit from joint training with those at the junior school. There are now good opportunities for staff to take professional training. However, teaching staff do not yet have the knowledge and expertise needed to teach ICT with full confidence.

54. Accommodation and learning resources are also satisfactory overall. The school's main building is spacious, well maintained and generally used well. Outside play facilities have been improved and further development is planned to allow for a greater variety of playtime activities. The school office and reception area are attractive and welcoming. The learning environment throughout the school is enhanced by attractive and well presented displays. Cleaning staff maintain high standards of cleanliness. The library is centrally placed so that it is easily accessible, but its potential is not fully used in encouraging personal research skills. The school benefits from the location of the local playgroup on its site and the useful addition of an extra building to house the after-school and proposed breakfast clubs. However, temporary accommodation for children in the Reception classes is cramped and the latest temporary building, to accommodate the new reception class, is inadequate. There are good resources for mathematics, music and physical education. There are not enough computers to allow pupils to practise the skills they are taught, nor is full use yet made of existing ICT equipment to support learning in all subjects. Resources for all other subjects are satisfactory.

55. Although the cost per pupil is high, the school gives good value for money. The school is well led and managed. Standards of behaviour are good, as is the quality of teaching and learning. Because of these positive factors, all pupils achieve well, particularly in English and mathematics.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. To raise standards of achievement in all subjects and for all pupils, the governors, headteacher and staff should:

- Improve standards in ICT by:
 - * continuing to increase teachers' subject knowledge, expertise and confidence through training;
 - * increasing the number of computers for pupils' use;
 - * planning opportunities for pupils to use ICT more extensively and for all subjects.
- Develop assessment systems for science, ICT, religious education and foundation subjects, and improve the use of assessment information to plan work in lessons that more closely matches the needs and abilities of individual pupils, particularly for middle attaining and more able pupils.
- Increase the involvement of key staff in monitoring and evaluating the school's work, in order to extend and develop the existing strengths of teaching and learning to all subjects and lessons, by:
 - * continuing to develop the leadership and monitoring role of co-ordinators;
 - * fully extending to all subject co-ordinators the responsibility for collecting and analysing test and assessment data and setting targets;
 - * further involving class teachers in setting and reviewing targets in the individual education plans of pupils with special educational needs;
 - * ensuring that criteria for judging success indicate the impact that initiatives will have on pupils and their achievement.

57. Other areas in need of development, which the governors should consider for inclusion in the school's action plan, are:

- ensuring that marking of pupils' work regularly and consistently includes guidance for how they can improve their work;
- planning more opportunities in lessons for pupils to reflect on deeper issues and develop a greater understanding of society's wide cultural nature;
- formally identifying the governors' role in monitoring and evaluating the success of the school's work in the school improvement plan;
- considering procedures for rewarding staff who take on significant extra responsibilities, so as to encourage aspiration and reward experience.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	57

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	11	12	1	0	0
Percentage	0	25	34	38	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one three percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	189
Number of full-time pupils known to be eligible for free school meals	N/A	25

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%	Unauthorised absence	%
School data	6.4	School data	0.0
National comparative data	5.6	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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2001	34	26	60

National Curriculum Test/Task Results	Reading	Writing	Mathematics	
Numbers of pupils at NC Level 2 and above	Boys	33	34	34
	Girls	25	26	25
	Total	58	60	59
Percentage of pupils at NC Level 2 or above	School	97 (95)	100 (97)	98 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments	English	Mathematics	Science	
Numbers of pupils at NC Level 2 and above	Boys	34	33	34
	Girls	26	25	26
	Total	60	58	60
Percentage of pupils at NC Level 2 or above	School	100 (94)	97 (95)	100 (87)
	National	85 (84)	89 (88)	89 (88)

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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes:**

YR – Y2

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23:1
Average class size	27

Education support staff:

YR – Y2

Total number of education support staff	9
Total aggregate hours worked per week	145

Qualified teachers and support staff:

Nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

*FTE means full-time equivalent.***Financial information**

Financial year	2000/2001
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£

Total income	377510.00
Total expenditure	373345.00
Expenditure per pupil	2146.00
Balance brought forward from previous year	34245.00
Balance carried forward to next year	38410.00

Recruitment of teachers

Number of teachers who left the school during the last two years	3.6
Number of teachers appointed to the school during the last two years	4.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	189
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	28	4	0	0
My child is making good progress in school.	67	30	0	0	2
Behaviour in the school is good.	41	57	1	0	1
My child gets the right amount of work to do at home.	27	52	6	4	12
The teaching is good.	66	33	0	1	0
I am kept well informed about how my child is getting on.	41	45	13	0	1
I would feel comfortable about approaching the school with questions or a problem.	73	24	0	0	2
The school expects my child to work hard and achieve his or her best.	63	34	2	0	1
The school works closely with parents.	42	46	11	0	1
The school is well led and managed.	59	35	1	0	5
The school is helping my child become mature and responsible.	55	41	0	0	4
The school provides an interesting range of activities outside lessons.	30	51	10	0	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. At the time of this inspection, there were 75 pupils in the Reception classes. These children start at the beginning of the year in which they reach five years of age. They attend full-time after a short period of part-time attendance that allows them to adjust to school life. Applications for places rose this year, so a third Reception Class has been created. Like the other Reception classes, this new class is also housed in temporary accommodation, but this latest temporary building, supplied by the local education authority, has limited space and facilities and, consequently, is inadequate.

59. There has been a good level of improvement to this area of the school's work since the previous inspection. The curriculum is now well planned and linked successfully to that in Years 1 and 2. Expectations are now high and the environment is bright and attractive. A particularly valuable improvement is the good liaison with the local playgroup, which has been further enhanced following its newly acquired accommodation next to the Reception classes. The newly appointed early years co-ordinator provides enthusiastic and committed support to staff and children.

60. When children start in the reception class, their level of attainment is just below that expected for their age group. The calm and friendly staff take considerable time and effort to settle the children and help them adapt to their new environment. Consequently, the children settle quickly and adjust well to the routines. They quickly benefit from good teaching and the wide range of stimulating and interesting activities that cover all the recommended areas of learning. All children in the Reception classes, including those with special educational needs, achieve well. By the time they move into Year 1, the majority of the children will attain the early learning goals in all areas of learning, with some attaining higher standards.

Personal, social and emotional development

61. The teaching of children's personal, social and emotional development is good. It is well provided for through all aspects of school life and underpins the whole curriculum for these young children. Opportunities are identified in teachers' planning for children to gain knowledge and understanding of their own actions and those of others in all the areas of learning. Emphasis is placed on giving children the skills, confidence and initiative to become increasingly independent within a safe and secure environment. This is a considerable improvement on the findings of the last inspection. They learn through well-established routines how to behave on differing occasions and what is an acceptable manner in which to behave. For example, they say prayers in a quiet and thoughtful manner at lunchtime. They learn about life skills through role-play and real situations. In running a 'pretend' travel shop, children adopt different roles, taking turns, treating each other politely, and using the available resources well. The more formal lessons in the mornings prepare children well for when they move into Year 1, whilst they are provided with good opportunities to learn through play in the afternoons. The good organisation of the learning areas within the classrooms assists children in making choices and developing independence. The very good relationships between teachers and children help to promote the children's self-confidence. This enables them to be confident enough to ask questions, seek clarification and help when unsure or attempt unfamiliar tasks and activities. They show a growing awareness of the feelings of others. After listening to a story about when to say sorry, children responded thoughtfully to the teacher's questions about how they would

behave in similar circumstances. Most children in the Reception classes are able, on arrival at school, to remove their outdoor clothes with very little assistance and a minimum of fuss, and similarly dress again at the end of the school day. Children with special educational needs are fully involved in all activities in the Reception classes, and the appropriate support provided enables them to make good progress in this area of learning.

Communication, language and literacy

62. Teaching and learning are good. Throughout the school day, children's speaking and listening skills are successfully consolidated in all areas of learning. In numerous individual and group activities, good opportunities are provided for children to listen carefully, answer questions and respond effectively to instructions. Literacy lessons are well structured, with a range of interesting activities and tasks designed to engage children's attention and develop their skills. The children are enthusiastic in learning and practising letter sounds. During the inspection, they drew the letter 'v' in the air and linked this to 'v' in van. As part of their current topic on transport, the children followed the words carefully as the teacher read 'The Train Ride' from a big book. The introduction of Jolly Phonics has successfully given a more structured approach to the teaching of letter sounds and words. Many children identify the initial letters of some words when asked and confidently answer questions on the text. They handle books with care and enjoy looking at pictures. They understand stories read to them and know that print conveys meaning. Their increasing knowledge of letter names and sounds is used well to extend their early writing skills. Children show good pencil control and were observed, as part of a group task connected with the transport theme, writing labels to stick on pictures and collages they had created. Children were not seen using ICT to support learning in literacy during the inspection, but teachers' planning identifies regular opportunities for use of ICT. Assessment of the group literacy targets is undertaken frequently and good records are kept. This provides information that enables teachers to measure children's progress and ensures that important areas of learning are not overlooked.

Mathematical development

63. Overall the quality of teaching and learning in mathematics is good. There is a wide range of enjoyable and relevant activities to interest children and encourage them to learn, together with a wide range of resources. Children practise counting in songs and rhymes, using actions to match numbers. Many can count numbers to ten and correctly name a square, circle and triangle. In number games, children add on and understand the meaning of "one more" and "how many". They are beginning to write simple addition sums using numbers and signs and sort objects successfully according to their colour and shape. During the inspection, all children took part in a well-organised grouped activity to make a tally of vehicles passing the school gate, in preparation for making pictorial graphs in subsequent lessons. On their return to the classroom, they displayed lively interest in discussing their findings. However, time allotted for group work is occasionally insufficient and there are some missed opportunities to extend discussions during these sessions. Good assessment procedures and record keeping assist staff in identifying and meeting the needs of all children in the reception year, including those with special educational needs.

Knowledge and understanding of the world

64. This area is well taught. Teachers plan well, ensuring that tasks and resources are suitable. Children develop a growing knowledge and understanding of the world from the wide range of topics studied. They are beginning to develop ICT skills, showing that they

can use the mouse confidently, and, with help, can click and drag items on the screen. As part of their transport topic, the children were observed using computer graphics to generate a colour picture of a double-decker 'bus. They learn about the properties of different materials and imaginatively use both Lego and scrap material to make models of different forms of transport. A simplified, large-scale road plan is used effectively to promote, through play, an awareness of road use and safety. Children test the stability of sandcastles, experimenting with wet and dry sand for their construction and appreciating the different textures and properties. There is a growing understanding of past and present, and a developing awareness of the geography of their homes, school and the surrounding area.

Physical development

65. The development of children's physical skills is good, with interesting activities and tasks to develop their skills and maintain their enthusiasm for learning. They move confidently and use space well. In a lesson in the hall, the children were observed hopping, skipping and jumping with good control and agility. They followed instructions well, listening carefully both to the teacher and to the tape. In preparation for their lesson, they changed their clothes quickly, needing little help. During the lesson, they moved equipment sensibly and showed awareness of health and safety issues. However, occasionally the pace of these lessons is too slow, with too little physical activity. The children enjoy building imaginative models using a range of materials, producing colourful, interesting examples from both junk materials and construction kits. They display good skills in using scissors, pencils, glue spreaders and paintbrushes. Provision for outdoor play, which was identified as an area for development at the last inspection, is now satisfactory. It is planned using the facilities and equipment of the playgroup situated next to the school.

Creative development

66. The creative development of the children is promoted well. Children are well motivated by a range of tasks and activities that make learning interesting and fun. As a result, they use a wide range of materials with confidence and display good skills in cutting, sticking and painting. They use equipment carefully, fetching materials to use and tidying up at the end of lessons with little help. Good resources and interesting tasks allow children to try out different techniques. They take pride in their work, showing good concentration and manipulative skills. They sing familiar songs and rhymes from memory with enthusiasm. They play imaginatively in a number of contexts. For example, they pretend to prepare to go on a holiday. They discuss and select appropriate items of clothing and draw and label these in their suitcase.

ENGLISH

67. The results of the national tests in reading for Year 2 pupils in 2001 show that the school's standards were very high compared with the national averages for all and similar schools. Results in the writing tests were well above national averages in comparison with both groups. The test results in reading placed the school in the top five per cent of schools nationally and in comparison with similar schools. These results mark a considerable improvement on those of previous years, particularly in the proportion of pupils attaining at the higher level (Level 3) in reading, and in the proportion reaching the top end of the expected level (Level 2) and the higher level in writing.

68. This significant success reflects the effective implementation of the National Literacy Strategy and the high priority attached to the literacy hour within the school. Short, regular phonics sessions make an effective contribution to pupils' phonic knowledge and spelling skills. Extra staffing last year was also judiciously used to create smaller teaching groups in literacy lessons. Additionally, the school has stepped up its assessment procedures and the analysis of information in English and, as a result, activities are generally appropriately matched to pupils with different abilities. The subject is ably led and managed by an enthusiastic and knowledgeable co-ordinator who takes a strong lead in developing the subject. Although the results predicted for the current Year 2 pupils are not as high as the predicted results for last year, the school is working hard to maintain good results. Areas for improvement have been identified, both in class teaching and in individual pupils' work, to enable the school to fulfil its high expectations.

69. Given that children's attainment is below expected levels on their entry to school, all pupils, including those with special educational needs, achieve well in English. Inspection evidence reflects the school's analysis. Pupils in the present Year 2 are attaining standards above national expectations in reading and writing. Standards in listening skills are above expectations, whilst those for speaking are broadly similar. This reflects the significant minority of pupils identified with speech and language difficulties.

70. Pupils listen carefully to one another and are confident in their responses. This is because they have regular opportunities to speak in lessons and are regularly encouraged to ask and answer questions and talk about stories and their daily activities. Time given at the ends of lessons allows pupils to talk about their work and what they have done well or could improve. Pupils confidently express their views about poems and stories they have read and, on one occasion, a pupil volunteered to lead her class in their lunchtime prayer. They listen well in assemblies and in lessons, are attentive and follow instructions with confidence. However, although most pupils have a generally appropriate range of vocabulary, their articulation and pronunciation are not always clear.

71. Pupils grow in confidence as they develop their reading skills and enjoy reading books that are well matched to their level of skill. Most pupils in Year 2 have good phonic knowledge. They successfully use this knowledge and refer to picture clues to help with words they do not recognise on sight. The majority accurately read text from 'The Enormous Crocodile' with some fluency and very good expression. They explained clearly the meaning and effect of punctuation in the story, and gave clear explanations of why the author had used particular words, for instance 'waddle' to illustrate a way of moving. The teacher's high expectations and skilful questioning enabled these pupils to discuss the possible feelings of characters or reasons for their behaviour. In response to the teacher's constant encouragement, pupils were beginning to use information in the text to justify their answers. Attitudes to reading are good and well promoted through events such as book weeks. During this time, pupils made colourful bookmarks and listened to stories read by visitors. In the hall, an interesting display of pupils' work contains information and illustrations relating to books by their favourite authors. They are aware of the difference between fiction and non-fiction books and how books are organised. Recently purchased big books and guided readers are enjoyed by pupils and provide stimulating materials to capture their enthusiasm and further their skills. Most classrooms have a range of reading materials from which pupils can make independent choices. The school library contains a good range of reading books but it is under-used. Pupils select books on a weekly basis but do not use the library for the development of independent research skills in other subjects such as history. Although timetabled for classes, pupils did not use the library during the time of the inspection.

72. The school has successfully focused on improving writing skills. Pupils are given a broad range of writing opportunities, and spelling standards have been improved. Pupils have a sound knowledge of grammar and punctuation and work hard to use this knowledge correctly in their writing. Most pupils in Year 2 write short stories with little help. They write in complete sentences, using full stops and capital letters correctly. During a literacy lesson, Year 2 pupils correctly named more sophisticated punctuation, such as *commas* and *speech marks*, and could explain their use. In Year 2, writing is well planned and organised and pupils produce a good amount of work of a good quality. They correctly use different forms of writing for differing purposes. In a literacy lesson during the inspection, for example, more able and middle attaining pupils independently wrote instructions to guide characters in 'The Enormous Crocodile' with a growing understanding of this style of writing. Some swiftly self-corrected their work when mistakes were pointed out. More able pupils included directional vocabulary, such as *turn left* or *right*. Lower attainers were also correctly framing instructions with close adult support. The growing vocabulary of these lower attainers was clearly illustrated in their use of interesting verbs, such as *scramble*, *creep* and *paddle*. Some work, however, was more repetitious. Pupils also write poems containing alliteration. Standards of handwriting are good. Pupils practise forming letters correctly and work is mostly neat and well presented. Year 2 pupils all have legible handwriting with correctly formed letters, although the letters of middle and lower attainers are less consistent in size. Work has just begun on joined handwriting, but is not yet evident in their present work.

73. Evidence from lessons and pupils' work shows the overall quality of teaching and learning to be good. Teaching was good or better in all lessons seen during the inspection. It was very good in one lesson. The teaching of literacy has a high profile within the school. Teachers and learning support workers have benefited from training on the literacy strategy, and they receive valuable support and guidance from the co-ordinator. As a result, teachers have a good understanding of how to teach reading and writing. Work is well planned, with activities and tasks that provide an appropriate level of challenge to the pupils. Although written work from earlier in the term suggests that pupils often complete similar tasks, lower attaining ability groups receive higher levels of adult support to help them achieve well. In a Year 2 literacy lesson, where teaching was most successful, all aspects of the subject were given equal importance. They were explored and interwoven during the course of the lesson so that every moment was used to the full to extend pupils' knowledge and understanding. Lots of praise and encouragement and the targeting of individuals for questioning kept pupils interested, alert and confident to 'have a go'. Pupils' answers and contributions were effectively built on to extend knowledge and understanding. Lively reading of the text gave pupils a powerful model and they responded well, reading direct speech with good expression. The very good relationships between pupils and staff help pupils to feel confident in their work, knowing that help is available in an unobtrusive way when needed. In this same lesson, for example, lower attaining pupils returning from a session on phonics were quickly and smoothly integrated back into the whole class group. Pupils concentrate well even when they are expected to sit for lengthy periods. This occurs occasionally when insufficient time has been allocated to group work and pupils have remained in one place for too long. Evidence from pupils' work shows that it is regularly marked but that comments about its quality are often brief.

74. Work for pupils with special educational needs is adapted effectively and this, together with good support from learning support workers for these pupils and those with lower attainment, helps them to make good progress. Trained support staff are also available for those pupils with particular speech and language difficulties. However, modified work for more able pupils is not always identified in lesson plans. Literacy skills are satisfactorily developed in other subjects, although there is sometimes an over-use of

work sheets, for example in science and design and technology, which limits independent writing. Information and communication technology (ICT) is not used consistently or frequently enough to help in developing literacy skills. For example, pupils in Year 2 do not have opportunities to draft their written work onto computers.

75. There has been a good level of improvement to assessment systems and the analysis of test and assessment information, and these procedures are now good. Literacy targets are set for all pupils and reviewed regularly. There are good quality reading records. These assist teachers in measuring pupils' progress and thus ensure that areas of weakness are addressed. Together with the headteacher, the co-ordinator identifies areas for improvement from the scrutiny of assessment data and test results. This information is shared with teachers and has a significant impact on planning and target setting, successfully helping to raise standards. Resources are carefully chosen to match the requirements of literacy teaching and the interests of pupils. Pupils' work and teachers' planning is satisfactorily monitored by the co-ordinator to provide information for improving the subject and ensuring consistency of teaching and learning. The headteacher has observed lessons, but as yet this role has not been fully extended to the co-ordinator.

MATHEMATICS

76. There has been a good level of improvement to mathematics since the last inspection. In the national tests in 2001, Year 2 pupils attained standards well above average for all schools nationally and for similar schools. Most significantly, a higher proportion attained the higher level (Level 3) than in the tests in the previous year. All teachers share a commitment to the maintenance and the improvement of present standards. Jointly, they have good capacity to succeed.

77. Attainment in the present Year 2, in the first term of the school year, is in line with the national average. This is not as good as the previous Year 2 group because this year's Year 2 has a smaller proportion of more able pupils. However, given that most children enter the Reception classes with below average numeracy skills, pupils achieve well in mastering the key aspects of number, shape and measure. This represents good improvement since the previous inspection. At that time, although pupils were making satisfactory progress overall in mathematics, progress in the number aspect of the subject was found to be unsatisfactory. That is no longer the case. All pupils, however, are not as successful in using and applying what they know in solving problems than they are in other aspects of the subject. Pupils with special educational needs are given good support by the class teacher and by learning support workers. These pupils are also given work that is at the right level for their needs, and they build securely upon previous knowledge. The school has worked hard to drive up standards in mathematics and is highly committed to achieving similar high results in the coming national tests. It feels that the National Numeracy Strategy has made a significant impact on the quality of teaching and learning. Additionally, the allocation of extra staffing last year to offset large class numbers was used effectively to teach pupils in smaller groups. This benefited pupils in all ability groups. Occasionally, however, some higher attaining pupils are not sufficiently challenged and spend time repeating work in which they are already competent.

78. Most pupils in Year 2 count sets of objects reliably and use mental recall of addition and subtraction facts to 10. Mental recall is better than at the previous inspection because pupils now have much more practice. The majority of pupils know the 10 times table, but use their knowledge of it with varying degrees of confidence. Lower attainers, for example, represent multiples of ten by making towers with counting blocks whilst most other pupils used their knowledge to complete simple calculations using 10 pence coins. They count forwards in multiples of 2 and 5, but find some difficulty in counting backwards. Pupils

double and halve numbers and begin to see that one is the inverse of the other. More able and some middle attainers accurately double 50. Pupils satisfactorily apply their knowledge of number to working out the change from 10, 20 and 50 pence though they have not yet fully established competence. Many pupils correctly tell the time on the hour and the half-hour, although some have difficulty in distinguishing between a quarter past and a quarter to. Most pupils know the names of regular two dimensional and three dimensional shapes and accurately count edges, corners and sides. Pupils estimate the length of classroom objects in centimetres and then check their result by measurement. Some pupils measure the heights of teddy bears and enterprisingly show their results on a block graph.

79. Numeracy skills are used satisfactorily in other subjects, although teachers do not make this a sufficiently specific focus in their planning. Pupils beat time to music, for example, and correctly measure the ingredients required to make a cherry cake. The numeracy skills required to use computer programmes are not well enough developed.

80. Evidence from lessons and pupils' work shows the quality of teaching and learning to be good overall. This is better than at the time of the previous inspection, when a minority of teaching was found to be unsatisfactory. Although the quality still varies, teaching and learning were never less than satisfactory in lessons seen during this inspection. Three quarters of the lessons were good or better and half were very good. Work now matches the needs of most pupils, although occasionally more able pupils are given work that is too easy for them. The use of work sheets and workbooks is generally sensibly planned and judiciously used to promote and chart pupils' progress. Pupils are also given the opportunity to write out number statements in full, which reinforces their learning and allows the teacher to note and correct any errors. Pupils are encouraged to use the language of mathematics, which helps their understanding. However, scrutiny of pupils' work shows that marking tends to be perfunctory and does not give pupils enough information about how to improve their work.

81. Very good teaching was seen in both Years 1 and 2. It was precise and careful and built well upon what the pupils already knew. These lessons moved at a swift pace, which ensured that pupils were constantly stimulated. In one such lesson in Year 1, the whole group session was animated and punchy, and pupils were highly attentive and eager to respond. The teacher praised their efforts and valued their contributions. Where teaching is of this calibre, expectations of pupils' work and behaviour are high and pupils readily rise to the challenge. The creation of this high degree of motivation ensures that pupils make very confident gains in their learning. However, where the pace is too slow, in otherwise satisfactory lessons, pupils become restless and do not give their full attention to the work. In all lessons, pupils are well managed, with sensitivity. Relationships are good and based on mutual respect. Class teachers and learning support workers liaise throughout the lesson to ensure that all pupils are given the help they need to make good progress.

82. The subject is soundly managed and the plans for future development are carefully set out. There are well advanced plans to track the progress of individual pupils, and so ensure that progress is even more secure. The National Numeracy Strategy is well established, although all oral work is not yet consistently brisk and demanding, and not enough attention is paid to applying numeracy skills to simple problem solving. Numeracy is now separately taught so that pupils' minds are focused more acutely on the development of essential skills. However, the use and application of mathematical skills and knowledge, and opportunities to record work independently are not yet as strongly developed. Assessment systems are satisfactory. They are now more rigorous and used well as a basis for planning successive lessons. The advent of group targets in numeracy gives

pupils a clear sense of direction and an appreciation of their achievement, while it enables teachers to measure and record progress. Teachers plan their work together so that good practice is shared. However, there are too few formal opportunities for monitoring and evaluating the quality of teaching and learning.

SCIENCE

83. Teacher assessments of science in 2001 showed pupils then in Year 2 attaining standards in the highest five per cent nationally. The number reaching the higher level (Level 3) was well above the national average, although a much greater proportion of boys achieved the higher level than girls. The results were similarly high when compared with the results of similar schools. Relative weaknesses in pupils' performances identified in the 2000 assessments were successfully addressed. As a result, the results in 2001 were considerably higher than those of the previous year, when pupils attained standards below the national average at both the expected and higher levels in comparison with the national averages for all and similar schools.

84. Inspection evidence reflects the findings of the previous inspection report and shows achievement in science to be satisfactory overall, particularly in the development of pupils' scientific knowledge and understanding. Pupils in the current Year 2 are attaining standards that are broadly similar to national expectations, but there is only limited evidence in the present Year 2 of pupils producing work at the higher level. This is partly because the present Year 2 contains a smaller proportion of more able pupils than the Year 2 group assessed in 2001. However, weaknesses in planning and assessment also inhibit higher achievement.

85. During introductory sessions to a topic on electricity, all pupils in the current Year 2 accurately sorted objects into those that were powered either by battery or by mains electricity. Most used trial-and-error methods to successfully complete an electrical circuit and light a bulb, and subsequently drew a correctly labelled picture of their findings using the correct terms. Some more able pupils who finished quicker than others went on to find a way of lighting two bulbs. One higher attaining pupil correctly explained the meaning of 'mains' power and spotted the vital role of metal components in successfully creating a circuit. However, a significant minority of pupils could not read the word 'mains' and were unclear about its meaning because it had not been fully explained. In earlier work this term, Year 2 pupils had sorted materials according to properties and recorded their observations on simple charts or tables. They explored how materials change when they are cooked or when they melt. Within this activity, they considered how to make their ice-melting test fair, and gave some simple predictions of likely outcomes. However, all pupils completed work at much the same level and often used the same or similar words to record their findings. This sometimes over-direction of tasks reflects a weakness noted in the previous inspection.

86. The quality of teaching and learning remains satisfactory overall. In the very small sample of teaching seen, it was mostly satisfactory, but was unsatisfactory in one lesson. This occurred when activities did not have enough scientific content and, therefore, pupils did not make enough progress in developing their scientific knowledge and understanding. Pupils are expected to complete a good quantity of work. This is regularly marked and never allowed to remain unfinished. Teachers write encouraging comments about pupils' work and sometimes comment on pupils' achievement, but this does not happen consistently. The stronger features of teaching include interesting introductory activities that gain and hold pupils' attention. For example, in one Year 2 lesson on electricity, the teacher asked the pupils to match different sized batteries to possible objects. Some of these items were amusing or were used imaginatively to reinforce learning. When the camera batteries

were put back, for instance, the teacher took a 'picture' of the class to make sure it was being powered. Group activities were well organised and support staff worked busily to make sure the equipment worked and, as a result, all pupils were able to successfully light a bulb. Pupils enjoyed their free exploration of the electrical components, and their effort and concentration did not falter, even when bulbs failed to light despite making the correct connections. The introduction of subject vocabulary was well supported through useful displays of associated terms and helped pupils to correctly label their drawings of an electrical circuit. However, sometimes pupils are not given enough guidance or preparation for their tasks. For example, the word 'mains' was not properly introduced, and this source of power was not fully explored in the initial discussion. Therefore, some pupils were not able to read it on their worksheet and had only a hazy understanding of what it meant. Where planning does not identify key questions for use in discussion, talk does not fully probe or extend pupils' understanding.

87. The new co-ordinator is thoughtfully considering how the subject needs to be improved and has started to take action. However, her role in evaluating the quality of teaching and learning is under-developed. There has been a satisfactory level of improvement overall since the last inspection, though the development of science has not been given the same degree of attention as English and mathematics. As a result, some of the weaknesses highlighted in the last report remain, though there have also been some good areas of improvement. National guidance is now used effectively to guide lesson planning, and the school feels that staff are gaining greater confidence in using investigative approaches to teaching science. A sufficient amount of time is allocated to the subject and it is taught regularly. Some helpful links with other subjects were well illustrated in the Year 2 study of materials, which spilled over into the design and technology project on puppets. Local education authority support has been usefully sought to improve staff expertise in aspects where they felt less confident and to help them assess pupils' levels of attainment more accurately. Resources are now adequate, although some older equipment still needs replacing.

88. The new co-ordinator has analysed the most recent teacher assessments, and samples of pupils' work are collected each term to identify pupils' attainment within broad bands of ability. However, these initiatives are not yet extensive enough to have a full impact on the quality of teaching and learning. This prevents the progress that pupils make over time from being better than satisfactory, particularly for those of middle and higher attainment. Present assessment arrangements do not allow teachers to focus closely enough on the progress of individual pupils, or on their attainment against the expectations of the National Curriculum. Teachers therefore do not have enough focused information to enable them to vary work so that it closely matches pupils' differing needs and abilities. This is particularly evident where all pupils are given the same or similar tasks. Where these might prove challenging for lower attaining pupils and those with special educational needs, these pupils benefit from greater levels of adult support in lessons to help them understand and finish their work. More able pupils are sometimes given more challenging activities, but they are first required to complete the same activities as other pupils before extending their work further. There is evidence of more demanding work at the higher level (Level 3), but the over-use of worksheets particularly limits the scope for pupils to develop an independent approach to their investigations or explore a variety of ways in which to record their findings. Within this context, little use is made of ICT.

ART AND DESIGN

89. This subject has been successfully improved since the last inspection. Inspection evidence indicates that standards in art and design are similar to nationally expected levels, which reflects the findings of the previous inspection. However, there has been an

improvement in that pupils now make satisfactory progress over time and they sometimes achieve well when they take part in particular projects. This was true of work completed by Year 2 pupils during a day visit to a local field study centre during the week before the inspection. Pupils had clearly been stimulated by their experiences, producing collage and sculpture work of a good quality that exceeded national expectations for pupils of this age. The work illustrated the greater opportunities pupils now have to explore ideas and select materials than was found at the time of the last inspection. Planning for the systematic development of skills is now soundly supported by the recent introduction of national guidance, and helpful links are made with other subjects, such as English and history. Good quality displays of work in classrooms and around the school enhance the subject's profile. Computer graphics are now also used as another means of exploring techniques and reproducing the work of other artists. Other weaknesses outlined in the last report related to the leadership and management of the subject are being addressed, although there have been few opportunities as yet for the new co-ordinator to monitor teaching and learning. Assessment systems for judging pupils' attainment and achievement remain underdeveloped.

90. Pupils work with a good range of materials. Those in Year 2 collected natural materials during their visit to the field study centre, and used them skilfully and imaginatively to create their sculptures and collage pictures. Designs were original and well finished. These features suggested good levels of enthusiasm and sustained concentration from all the pupils. In information and technology work, pupils looked at paintings by Mondrian. They considered the range of colours he used and made their own selection of colours in preparation for completing paper collages and creating computer-generated pictures, which they completed with a growing feel for his style. In earlier computer graphic work, pupils had made line drawings of skeletons and created portraits, some with a good level of detail. In connection with their work on the book 'Funny Bones', pupils made silhouette pictures of skeletons using straws and polystyrene and completed pictures of the Fire of London as part of a history project. Pupils in Year 1 had completed art and design work in connection with historical studies, comparing toys, particularly teddy bears, now and in the past. They painted teddy bear faces on paper plates and drew teddy bears on display. Portraiture was explored through looking at paintings by Gainsborough and drawing their own face.

91. There was not enough evidence to make overall judgements about teaching and learning, although where teaching was seen, there was a busy working atmosphere and pupils were enjoying their tasks.

DESIGN AND TECHNOLOGY

92. There has been good improvement to design and technology since the school was last inspected. As a result, standards are now generally similar to national expectations and pupils make sound progress. The subject is now regularly taught. National guidance is followed as a basis for planning work and systematically developing skills. This has given staff greater confidence in teaching the subject and ensured a greater emphasis on the design process, with better quality end products than in the past. As a result, the overall quality of teaching and learning is now satisfactory. Lesson planning and work completed by pupils in Year 2 indicate that work is carefully planned in these classes. Some helpful cross-curricular links are also established. For example, the skills associated with Year 2 work on puppets reflect their work on materials in science. Year 1 work in making fruit 'smoothies' also linked with literacy work on writing instructions. However, pupils' experience of the whole design process in this food technology activity was inhibited because it was not planned as a distinct design and technology task. Additionally, less

attention is given to the evaluative element of the process than to other aspects of the subject. The new co-ordinator is keen to develop the subject further, but has not yet had the opportunity to review the current policy or take part in any monitoring. Assessment systems also have yet to be developed and linked with National Curriculum Levels.

93. Pupils in the present Year 2 were just starting their first design and technology project during the week of the inspection. There was a good range of puppets available for them to look at, and a helpful video successfully drew their attention to different techniques for joining materials and producing a good standard of finish. Pupils listened attentively and made thoughtful comments on what they saw. Hand puppets completed by pupils in last year's Year 2 were imaginative, individual and well finished, using several ways to join and attach different materials. Pupils of all abilities had developed a sound knowledge of different kinds of puppets. During their preliminary design work, they labelled diagrams to indicate joining techniques, they practised stitching skills and made an initial paper prototype. They wrote instructions on how to make their puppet, listing materials and tools, though they did not give reasons for their choices. Pupils evaluated the success of their puppet, but this exercise was a retrospective view rather than being part of the process. Pupils in Year 1 last year made moving pictures of underwater scenes using simple levers, and designed and made homes for storybook characters, completing this work to a satisfactory standard.

94. Teaching and learning seen during the inspection were sound. Resources were successfully used to motivate and interest pupils. In a Year 2 lesson, pupils' attention was fully engaged in the video programme and they were keen to finish their drawings of puppets. However, levels of challenge and opportunities to explore projects independently, particularly for more able pupils, are inhibited because all pupils are expected to complete the same tasks. For example, as part of a literacy lesson in Year 1, pupils were appropriately encouraged to think about how they might prepare the fruit to make a 'smoothie' drink. They considered the ingredients and made sensible suggestions as to what each implement might be for. During discussion, pupils were given plenty of opportunity to contribute, and they were responsive and happy to make suggestions. After making the drink, pupils were invited to try it and say whether they liked it or not. All adults paid good attention to health and safety issues. However, these pupils were not given the chance to explore or design their own combination of fruit. Additionally, the groups were too large to allow each pupil a full part in preparing and mixing the drink.

GEOGRAPHY

95. By the time pupils leave the school at the end of Year 2, their level of attainment in geography meets the national expectations for pupils of this age. This is the same as was found at the time of the last inspection. Pupils' achievement also remains satisfactory. Sound improvement has taken place, and pupils have more opportunities to develop geographical skills. Provision is made in teachers' planning for the use of the school grounds to develop fieldwork skills. Further areas have been identified for development, but the new co-ordinator has not yet had time to complete the necessary work. An audit of resources has been undertaken to ensure that there are sufficient, good quality books and materials to support what is being taught. A concise policy and detailed schemes of work give teachers helpful information and guidance in planning their lessons. At present, the co-ordinator satisfactorily monitors teachers' planning and pupils' work but does not monitor teaching. Systems for assessment and record keeping are also under-developed.

96. Pupils in Year 1 learn about areas of their own country and other parts of the world by following the imaginary travels of a number of toy school bears. They study pictures and maps, observing the different landscapes and cultures of places the bears have visited.

They understand that in other countries the climate is different and that the trees and plants are unlike those they see growing locally. An interesting selection of photographs of Florida provides pupils with information on some types of fish and animals found there and the appearance of the landscape and vegetation. In a geography lesson seen during the inspection, Year 1 pupils discussed a trip to Jersey made by the teacher and the school bear. With assistance, they located Jersey on a map and discussed the journey they would make to reach the island. They understood that an island is surrounded by water and that it is therefore not possible to drive there. Pupils in Year 2 use geographical vocabulary appropriately and know the meaning of such words as *harbour*, *port* and *horizon*. They develop their use of pictures and photographs, and use these skills to compare the physical features of different places and identify the specific factors that effect life on a small island. Information is recorded in a variety of ways; for example, during the inspection, Year 2 pupils made lists of the differing facilities available where they live compared with those on the island, and used a Venn diagram to show similarities and differences.

97. Teaching and learning are satisfactory overall. Of the small sample of teaching seen during the inspection, it was never less than satisfactory and sometimes very good. Teachers plan appropriately to ensure that all pupils acquire geographical understanding, skills and specialist language, and make progress in learning about the local environment and the wider world. However, although specialist vocabulary is taught and used in lessons, there are insufficient planned opportunities for developing or reinforcing literacy and numeracy skills. Where teaching was the strongest, for example in a geography lesson in Year 1, an effective use of resources and a lively teaching style kept pupils interested and very well focused. In this lesson, pupils listened quietly and attentively and were subsequently eager to talk about their own holiday experiences. This close attention and full participation made a considerable contribution to their good progress during this lesson. Pupils with special educational needs were well integrated and made the same level of progress. During activities, pupils work well together and use resources correctly. Skilful use of questioning by teachers encourages pupils to think carefully and expand their own ideas. Teachers set tasks appropriately matched to pupils' interests, but these tasks are not always adapted to meet the full ability range in the class. Pupils' files containing completed work indicate that there is an over-dependence on worksheets, with few opportunities for practising individual writing skills. Whilst work is checked and sometimes praised, there is little written comment about how pupils could improve their work further. The use of ICT is included in planning, with research skills being developed through access to the Internet, but it is under-used as a support for learning.

HISTORY

98. It is not possible to report on the quality of teaching and learning as, owing to the timetabling of this subject, no lessons were observed during the inspection. Judgements are based on discussion with pupils, scrutiny of pupils' work in folders and displays, and on teachers' records and plans. Overall improvement to the subject since the last inspection has been satisfactory. Standards reflect those found at the time of the last inspection, and pupils' attainment is at the expected level when they leave the school at the end of Year 2. However, inspection evidence indicates that pupils' achievement has improved since the last inspection to the extent that they now make satisfactory progress. The curriculum for history has been improved and pupils now have more opportunities for historical enquiry, but some weaknesses in the development of historical skills remain.

99. Throughout their time at the school, pupils progressively develop an understanding of the passage of time and the effect this has on people and places. They compare old toys with new and know that old teddy bears look different; for example they are aware that they may have less fur than new ones. In Year 2, pupils learn about The Great Fire of London.

During a discussion with a small group, Year 2 pupils were able to give the date of the fire and describe in some detail what had happened. Their knowledge and understanding of this historical event and aspects of everyday life at that time are as expected for their age. However, work completed last year and retained in pupils' folders indicates that this learning was restricted by an over-dependence on worksheets, with pupils of different abilities completing similar activities and having limited opportunities to record their work in a variety of ways. Written comments on pupils' work praises their efforts but does not give pupils enough guidance on developing their work further. Current displays of pupils' work in the classrooms are good. There are a number of interesting, colourful pieces of artwork illustrating some of the historical events studied by pupils last year.

100. The co-ordinator has revised the subject policy to reflect the present demands of the National Curriculum, although the units of work studied by pupils have yet to be modified to include local historical events. The co-ordinator provides satisfactory support for the subject, offering advice and guidance to teachers on relevant aspects of the subject. A detailed action plan for the improvement of history is in place but has yet to be fully implemented. Arrangements for monitoring teaching and learning are not in place. Assessment procedures are unsatisfactory, with little information recorded on pupils' learning. Resources are satisfactory, with an adequate number of artefacts and books available to support the subject. Not enough use is made of information and communication technology or the library to support the development of pupils' research skills.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

101. Since the last inspection, the school has made sound improvements to the curriculum for information and communication technology (ICT), by introducing a scheme of work that covers all aspects of the subject. These plans are based on national guidance, recently supplemented with a commercially produced scheme of learning activities. The new co-ordinator is able and enthusiastic and has undertaken recent training and drawn-up a detailed action plan for future development. However, there has not yet been enough improvement overall to the subject to enable pupils to achieve as well as they should. Standards overall remain below national expectations and pupils are not making enough progress.

102. In recognition of this, the development of ICT is a major whole-school priority and the school's commitment to improving subject expertise is reflected in targets for teachers' professional development. Staff are currently taking part in training and are carefully and conscientiously teaching pupils the new skills they have gained. The success of these developments is already being seen. For example, the amount of pupils' work on display in classrooms during this inspection was limited, but its quality was close to national expectations, which suggests that pupils' progress is quickening. Pupils' interest in the subject and their good attention in lessons also helps their rate of progress. Pupils are now being taught ICT skills more effectively, but they nevertheless have few opportunities to practise what they have learned because there are not enough computers. Additionally, opportunities to use ICT in other subjects are only just being explored and established. As a result, chances are missed in other subjects for pupils to use and improve their knowledge and understanding of ICT. There is little use of ICT in mathematics, science, geography and history, for example, or in English to draft written work directly onto the computer. Limited use of computers was seen in lessons during this inspection beyond whole class demonstrations.

103. Work completed by Year 2 pupils using an art program was imaginative and colourful. Most show a good control of the mouse and a growing competence in using tools, such as the 'pencil' and 'floodfill'. In one or two examples, pupils had used these tools with particular care to complete detailed pieces of work. This project showed pupils making clear progress in the greater confidence and skill apparent in their later pictures compared with earlier simple line drawings of skeletons. After a whole class lesson, pupils used *drag* and *drop* skills to create rectangles on the screen to make pictures in the style of Mondrian. Some pupils could do this quickly and accurately. This skill was being introduced to pupils in Year 1. Those first taking their turn with the computers slowly and carefully *dragged* and *dropped* items across the screen to match different sized items in a game about the 'Three Bears'. However, pupils have only a limited knowledge of subject vocabulary to help them to explain their work. Only one Year 1 pupil remembered the term *cursor*, for example, and one other remembered *space bar*. All pupils in Years 1 and 2 now have their own disk where they can store their work. However, Year 2 pupils are not yet confident about how to save their work to disk, and need considerable adult support. For example, some attempt to put their disk into the drive the wrong way round, and others cannot remember the chain of commands for completing this task. Those pupils with special educational needs have slow and hesitant keyboard skills.

104. Where teaching and learning were seen during the inspection, they were just satisfactory, reflecting the early stages of teachers' confidence and expertise. Staff carefully rehearse their knowledge and practise skills before lessons. They allow pupils to come up and try out what they have demonstrated, and time is planned over the course of the week to allow all pupils a limited amount of time to practise new skills. To compensate for the limited opportunities that pupils have to work on computers, the new scheme of activities aims to give pupils related tasks away from the computer, but some of these tasks are unchallenging and a poor substitute for hands-on experience. Although resources have been extended, there are still not enough computers. To improve provision further, the school is currently exploring ways in which it can fund a computer suite, probably as a joint facility with the adjacent junior school. Further improvement to teaching and learning is also inhibited by a lack of assessment systems to track pupils' progress and judge attainment. Additionally, opportunities for the co-ordinator to monitor the quality of teaching and pupils' learning have only recently been put in place.

MUSIC

105. Strengths in standards attained by pupils in music have been largely maintained since the last inspection. By the end of Year 2, pupils' attainment in music is in line with standards expected nationally. Overall, all pupils make satisfactory progress. In keeping with the findings of the previous report, performance work is still the most notable element of the music curriculum, particularly in singing. Pupils make good progress in singing and they achieve well. The atmosphere in which music is taught is good. Music is studied for enjoyment and pupils respond well to this approach. The videotape of last year's performance of *Rumble in the Jungle* is evidence of how well pupils perform. They sang and acted with enormous enthusiasm and considerable skill. This lively performance clearly illustrated how much pupils enjoy the subject. The school also invites visiting musicians to broaden the pupils' experience. Pupils in Year 2 and those in Year 3 at the adjacent junior school visit each other's concerts.

106. Listening skills are satisfactorily developed, although there are not enough opportunities to listen to music in the classroom. An impressive range of music is provided to accompany pupils' arrival in daily assembly. Pupils listen well. They are sensitive to changes in style, tempo and rhythm, and are beginning to understand that music sets and

changes mood. Pupils are eager to sing and await the moment with pleasure. Singing in assembly is joyful. Pupils are happy to sing together. They do not always pitch accurately or adjust the volume appropriately, but there is no doubt about their enthusiasm and enjoyment. This was particularly evident in hymn practice.

107. Pupils in Year 1 explore a range of musical sounds. They recognise that sounds can be made in different ways for different effects. They identify instruments made from four different materials, including wood and metal. All know the *triangle* and *cymbals*, while a few correctly identified the *maracas*. Most prefer the sounds from metal instruments and describe them as exciting and noisy. Pupils in Year 2 made body sounds such as clicking, clapping and beating. They wove these into a complex rhythm, dividing into three groups to create a mini-orchestra. They played well and enthusiastically together. They joined in with the teacher to sing *Someone's Knocking at my Door*. During this song, they sang gently and well, and showed a good understanding of phrasing and expression. Pupils also took part in a musical round. Although some of the words were not quite as written, pupils grasped the idea of a round quickly and sustained the tune, responding well to the vigorous conducting of the teacher.

108. The overall quality of teaching and learning is sound, with several good features. Teachers are enthusiastic and this communicates well to the pupils. Teachers have good expectations of work and behaviour and, as a result, pupils rarely disappoint them. Music is for everyone and all pupils are invited to make a contribution. Pupils with special educational needs are fully integrated into the class group and make the same contribution and progress as their classmates. Relationships are good. Consequently, pupils and teachers enjoy music together. Pupils also learn the rudiments of musical form, which prepares them well for the next stage of their education. However, teaching and learning are inhibited from being consistently good by the lack of opportunities for pupils to keep a written record of their work and teachers are therefore not able to maintain a formal assessment of their progress. The co-ordinator effectively and generously supports the development of music, but there is still too little time for her to monitor and evaluate the work of colleagues.

PHYSICAL EDUCATION

109. Standards seen during this inspection were better than those reported in the previous report. All pupils now make at least satisfactory progress and respond well to sound teaching. Pupils' attainment by the end of Year 2 is in line with national expectations. Improvements to the curriculum ensure that all aspects are taught effectively, including swimming. Provision for outdoor games makes a positive impact on standards.

110. Pupils in Year 1 practise their skills with agility whilst using the large apparatus, and demonstrate considerable flair and imagination in travelling over, under and through the obstacles in their path. All pupils, including those with special educational needs, join in enthusiastically and most are confident in their physical ability. Pupils take turns well and follow safety instructions. They work independently but are aware of others around them and make good use of space.

111. During the inspection, pupils in Year 2 practised hockey skills, learning how to control and dribble the ball. Most made clear progress in ball control during the course of the lesson, particularly in correctly holding and using the hockey stick effectively. Newly acquired skills were used to good effect in a relay game at the end of the lesson, when pupils supported each other in a fine display of team spirit. In a dance lesson, pupils practised their first dance steps to a commercially produced tape. These were sure footed,

though the use of the tape tended to inhibit more ambitious ideas for movement. Pupils take a short, intensive course in swimming at the end of Year 2, taught by the subject co-ordinator and swimming instructors at the local pool. During this time, all pupils learn to be confident in the water and some learn to swim.

112. The quality of teaching remains variable, but is satisfactory overall and better than at the time of the previous inspection. During this inspection, teaching was never less than satisfactory and sometimes very good, especially where the teacher has particular subject expertise. In the very good lesson, teaching was particularly well planned and based upon sequentially taught skills that were practised and consolidated in a simple team game. The teaching was ambitious and encouraged pupils to explore their physical limits within a safe environment. All teachers expect good work and behaviour and most pupils respond well, taking a pride in their achievements. However, pupils have too few opportunities to learn by evaluating the performance of others or to talk about the effect of exercise on themselves. Pupils have positive attitudes towards physical education and dress appropriately, which allows them to take part safely in all activities.

113. The PE programme is soundly planned and co-ordinated, although there is too little opportunity for the co-ordinator to monitor the work of her colleagues and to share good practice. Assessment is not sufficiently well developed and there is little record of what pupils know and can do. Resources are generally good. The hall is well equipped and spacious.

RELIGIOUS EDUCATION

114. There has been a good level of improvement to the subject since the previous inspection. At that time, standards were below the expected level and pupils were not making enough progress. As a result of improvements in the quality of the curriculum and teaching, all pupils now make at least satisfactory progress and achieve appropriately for their age group. Pupils now have good attitudes to the subject and this also enhances their progress. Religious education now has a firm place in the school curriculum. There are well established links between religious education lessons, topics explored during assembly, and teaching about morality. Such links have a significant impact on the ethos of the school and relationships within it.

115. By the end of Year 2, pupils' attainment in religious education meets the requirements of the locally agreed syllabus. Pupils are taught about Christianity and Judaism. This helps them to understand that different faiths have different beliefs but also many similarities. The school celebrates important religious festivals in assembly. This provides pupils with an insight into the way that others live, and successfully helps to increase their sense of community.

116. All pupils, including those with special educational needs, make satisfactory progress. For the majority, knowledge and understanding grows steadily. Progress is good in lessons where pupils' learning is boosted by the opportunity to see and touch the symbols of religion, such as holy books and candles. For example, pupils in Year 1 learn about special books. During the inspection, they named books that were special to them and explained their reasons. They began to see the importance of the Bible and the Torah to different groups of people. They have a good recall of stories they have heard from the Bible, such as the story of Jonah and the Whale. One pupil gave a vivid account of the story told in the morning assembly. Pupils are very attentive to narrative and listen well. They are also eager to express their views and tell their own stories. Pupils in Year 2 heard

the story of the Prodigal Son and engaged in conversation about its meaning. This led to exchanges about the nature of friendship, jealousy and forgiveness. Pupils were encouraged to write down, privately, actions for which they would like to say "sorry". Subsequently, some pupils volunteered to tell the class about their own unkindness to brothers, sisters and parents.

117. Evidence from lessons and from pupils' work shows teaching and learning to be satisfactory overall. They were never less than satisfactory in the very small sample of lessons seen during the inspection, and the majority were good. All the lessons seen made good use of narrative, discussion and interactive questioning. Teachers listened carefully to what pupils said and made good use of all their responses. Classes were sensitively managed and personal stories were handled skilfully. This teaching style was used effectively in a lesson for Year 2 pupils, where links were made between the story of the Prodigal Son and the present day. This really stimulated pupils' interest and encouraged thoughtful comments. This was also true of the lesson seen at Year 1, where there were ample opportunities for pupils to give their views. Relationships are good, so pupils have the confidence in their teachers to share their thoughts and experiences. Lesson plans indicate that videotape and role-play make a valuable contribution to pupils' understanding. There is no formal assessment of pupils' progress in religious education although this is planned for the future.

118. The subject is soundly managed, although the co-ordinator has had limited opportunity to monitor standards or the quality of teaching and learning. Judaism was introduced into the curriculum a year ago and the early signs are that teachers have welcomed this innovation and are beginning to integrate elements into teaching themes. There is a good supply of resources to support learning, including books and artefacts.