

INSPECTION REPORT

**CHRIST CHURCH CE INFANT SCHOOL AND
NURSERY**

Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104362

Headteacher: Miss Wendy Large

Reporting inspector: Tony Painter
21512

Dates of inspection: 22 – 24 April 2002

Inspection number: 225521

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Voluntary controlled
Age range of pupils:	3-7
Gender of pupils:	Mixed
School address:	Shaw Lane Tettenhall Wood Wolverhampton
Postcode:	WV6 8EL
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Janette Lewis
Date of previous inspection:	3 April 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Tony Painter 21512	Registered inspector	Special educational needs Equal opportunities Mathematics Music Physical education	What kind of school is it? The school's results and achievements How well is the school led and managed? What should the school do to improve further?
Lee Kuraishi 11450	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Jennie Platt 11565	Team inspector	English English as an additional language Geography History Religious education	How good are the curricular and other opportunities offered to pupils?
Mike Wehrmeyer 15015	Team inspector	The Foundation Stage Science Information and communication technology Art and design Design and technology	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a voluntary controlled infant school for pupils between three and seven years. There are 215 pupils on roll, 69 of whom attend the nursery part time. The school is around the size it was at the time of the last inspection. Most pupils come from the advantaged area around the school. Most pupils are white but around a fifth have other ethnic backgrounds. Thirty-eight pupils come from families where English is an additional language but all are fluent English speakers. The proportion of pupils in receipt of free school meals, at 4 per cent, is below average. The attainment of children joining the school is above that expected of children of their age. Two pupils are on the register of special educational needs, which is below average. One of these has a Statement of Special Educational Need.

HOW GOOD THE SCHOOL IS

This is an effective school that gives pupils a very good foundation for their personal development and gives satisfactory value for money. Good management has helped the staff to work hard to remedy the weaknesses identified in the last inspection. In particular, teaching has improved and is now good throughout the school. Standards of attainment have generally been above the national averages and younger pupils' work gives clear evidence of standards improving further. Pupils are interested and enthusiastic in their lessons and their behaviour is good.

What the school does well

- Good teaching helps pupils to achieve above average attainment, particularly in English, mathematics, science and religious education.
- Children get a good start to their schooling in the nursery and reception classes.
- Very good provision for pupils' personal development encourages them to try hard and do their best.
- Good leadership and management have established a clear framework for improvement.
- A very positive atmosphere encourages very good relationships that encourage pupils' learning.

What could be improved

- Teachers do not make enough use of accurate information of what different pupils can do in planning to meet their needs.
- Subject co-ordinators do not have enough knowledge of how their subject is taught and the standards achieved.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 2000, when serious weaknesses were identified, particularly in the quality of teaching. Since that time, good leadership and management, with greater emphasis on monitoring teaching, have helped to ensure that good improvements have taken place. Good teaching and effective new behaviour strategies now ensure that pupils pay good attention in lessons and learning is improved. Teachers' planning in all subjects has improved through better guidance, although some weaknesses still exist in teachers' collection and use of assessment information in their plans. Governors and subject co-ordinators are more effectively involved in identifying and ensuring improvements. As a result, the school's development planning process is now good. This has helped the school to make a number of improvements in provision for pupils leading to improved standards.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	A*	A*	B	C
writing	A*	A	C	D
mathematics	A	A	B	C

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

Children enter the school with attainment that is above that generally found in children of their ages. They make good progress through the nursery and reception classes and most exceed the standards expected of children when beginning the National Curriculum. By the time pupils leave the school, standards shown in the National Curriculum tests at age seven have generally been high over the years. Sometimes, such as in reading and writing in 1999 and reading in 2000, they have been in the top 5 per cent in the country. The most recent results are a little lower but these have reflected a generally less able group of pupils. The school's analysis of the attainment of individual pupils shows that most made good progress through the school, exceeding their predicted results.

The performance of the current Year 2 pupils is higher than last year. Improved teaching of writing is closing the gap between reading and writing shown in last year's results and overall standards in English are well above average. Attainment in mathematics and science is above average. The school is improving its assessment and tracking systems, setting ambitious but achievable targets to raise attainment further. Evidence of younger pupils' achievement suggests that standards are rising.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Throughout the school, pupils are very keen to come to lessons and take part in activities with enthusiasm.
Behaviour, in and out of classrooms	Pupils behave well around the school and in lessons.
Personal development and relationships	Very strong relationships between teachers and pupils ensure that pupils' personal development is very good.
Attendance	Attendance has improved recently and is satisfactory.

The very strong relationships in the school are a foundation for the very effective atmosphere that helps pupils to have very positive attitudes to school and to grow in maturity.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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 quality of teaching and learning through the school is good and meets the needs of all pupils, motivating them to want to learn. Literacy and numeracy are taught well and pupils have good opportunities to apply their developing skills in other subjects. All teachers plan lessons well, making good use of national guidance and the school's improved planning format. This is particularly seen in teaching in the nursery and reception classes, which is often very good. In infant classes, teachers do not make such good use of records of how well pupils have learned when planning future tasks. Effective use of a good variety of teaching methods makes lessons in all subjects interesting and helps pupils to learn well. Teachers have very good relationships with pupils and use these successfully to manage lessons effectively. This has very effectively eliminated the weaknesses identified in the last report. Support staff make a very positive contribution to pupils' learning, particularly when supporting the learning of pupils with special educational needs. The teaching of English is good although the school has correctly identified the need to further develop the teaching of writing skills, particularly for more able pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum includes a good range of activities planned effectively to the school's new guidelines and making good use of national guidance.
Provision for pupils with special educational needs	Good support is given to pupils with special educational needs to help them to reach their full potential.
Provision for pupils with English as an additional language	Although none of these pupils is at an early stage of learning English, the school is conscious of their needs and makes effective provision where necessary.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made and this ensures that pupils become mature and responsible. All staff provide good examples of positive attitudes for pupils to follow. Pupils learn to share their thoughts and feelings with increasing confidence.
How well the school cares for its pupils	The school cares for its pupils well and there is a friendly working atmosphere in which pupils feel safe and valued.

The curriculum for children in the nursery and reception classes is particularly effective and challenges them well. Throughout the school, greater attention is being paid to assessment systems and some information is being effectively used to identify where improvements can be made. However, teachers, particularly in the infant classes, do not make a thorough enough analysis of how well pupils are doing when planning developments and lessons. The school has established good links with parents and these continue to make a positive contribution to pupils' achievement. Parents have very positive views of the school's work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership and management have helped the school to improve. The headteacher has established effective teamwork. Co-ordinators are increasingly involved in managing their subjects.
How well the governors fulfil their responsibilities	Governors have good knowledge of the strengths and weaknesses of the school and use this well in fulfilling their responsibilities.
The school's evaluation of its performance	There is effective evaluation of data and monitoring by the headteacher that gives a clear view of the school. Co-ordinators' monitoring is less secure and they do not have a sufficiently clear view of standards and provision in their subjects.
The strategic use of resources	All resources available to the school are used effectively.

Effective action by the governors and the headteacher has helped the school to overcome the weaknesses identified in the last report. The principles of best value are applied well through appropriate tendering systems and good evaluation of the impact of spending on standards, teaching and learning. The staffing, accommodation and resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fourteen parents attended a meeting before the inspection and there were 138 replies to a questionnaire (56 per cent of those sent out). Informal discussions with parents took place during the inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Good teaching and high expectations ensure that children learn and behave well. • Every child is valued and helped to become mature and responsible. • Children of different cultural backgrounds work and play together harmoniously. • The school is well led and managed. • Parents are welcomed and the school responds quickly to any concerns. 	<ul style="list-style-type: none"> • The range of extra-curricular activities could be greater.

The inspection team fully agrees with the very positive views expressed by parents. The range of extra-curricular activities is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entering the school is above average overall. Children in the nursery and reception classes have a wide range of interesting activities. Good teaching in all the areas of learning is having a positive effect on children's attainment. By the time they begin working on the National Curriculum in Year 1, almost all pupils achieve standards above those generally found in pupils of that age.
2. Pupils make good progress in the infant classes. The school's results in the National Curriculum tests and tasks at the age of seven have generally been high over the years. Sometimes, such as in reading and writing in 1999 and reading in 2000, they have been in the top 5 per cent in the country. The most recent 2001 results are a little lower but these have reflected a generally less able group of pupils. Pupils achieved above average standards in reading and mathematics although results in writing were around the average. In particular, no pupils achieved the higher Level 3 in writing. The school has responded to this weakness and introduced measures to promote writing skills more effectively. Teacher's assessments of pupils' attainment in science at age seven show overall attainment that is above average. The school's analysis of the attainment of individual pupils shows that most made good progress through the school, exceeding their predicted results. The school is undertaking greater analysis of all results and this is helping teachers to set higher and more challenging targets for pupils' attainment. As a result, standards are rising through the school. Observations during the inspection suggest that the higher targets are achievable.
3. Pupils identified by the school as having special educational needs make good progress. Support assistants work effectively in classrooms, for example, giving individual help in literacy and numeracy lessons. This ensures that pupils understand what they need to do and are able to take part in all activities. Some pupils come from homes where English is an additional language. However, they are fluent in English and make good progress with all the other pupils.
4. The inspection finds signs of better standards in the school. Overall standards seen in lessons and pupils' work are above average and improved from the 2001 National Curriculum assessments. The attainment of younger pupils, in particular, is stronger and suggests that standards are rising significantly. Improved teaching is ensuring that pupils achieve well through the school. Teachers use national guidance in English and mathematics more effectively to target work to improve pupils' learning in literacy and numeracy. Pupils have good opportunities to apply their developing literacy and numeracy skills in other subjects. Pupils' good literacy skills make a positive contribution to their learning in other subjects. For example, pupils research confidently for information in books. They write up experiments in science and descriptions of their Victorian activities. In design and technology, they set out instructions to make a glove puppet using bullet points correctly. Some use their developing mathematics skills effectively in lessons such as science and information and communication technology.
5. Pupils in Year 2 achieve well above average standards in English, maintaining the high standards shown in the last report. Standards generally reflect the past National Curriculum test results although writing has improved due to several successful strategies to raise standards and improve teaching. Writing is above average but is still weaker than reading, speaking or listening. Most pupils structure sentences confidently and use the correct punctuation. Higher attaining pupils extend their stories using paragraphs and include imaginative vocabulary. Handwriting is legible although some pupils still mix upper

and lower case letters and presentation could be neater. Reading is a strength in the school and most pupils make good progress to reach high standards. All pupils have a good knowledge of letters and their sounds because these are taught thoroughly. They use their growing knowledge effectively to tackle new words. Pupils make good progress in their speaking and listening skills. Weaknesses identified in the last report have been resolved because teachers give good opportunities for discussion in lessons. As a result, pupils now listen attentively and use a wide and imaginative vocabulary to express their ideas.

6. Standards in mathematics are above average by the time pupils leave the school. Although these standards are lower than those identified at the last inspection, they reflect the relative abilities of the groups of pupils involved. The successful implementation of the National Numeracy Strategy has contributed to teachers' knowledge and understanding of mathematics and lesson planning. This is having a particularly good effect on pupils' attainment in mental and oral arithmetic. Good teaching ensures that boys and girls achieve well as they move through the school and current standards in Year 1 suggest that standards are rising further. New systems of assessment and target setting are positive but can be developed further to indicate how pupils can achieve even higher standards.
7. Attainment in science is above the nationally expected levels by the time pupils leave the school. In 2001, teachers assessed that an above average proportion of pupils reached both the national average, Level 2, and the higher Level 3. The trend of pupils' attainment is rising faster than the national trend because teachers have adopted a new curriculum that makes good use of national guidance. Teaching of the subject has improved as a result of greater attention to practical activities that promote pupils' sense of curiosity.
8. The standards in other subjects such as information and communication technology, history and geography, physical education and design and technology meet the national expectations with some signs of improving standards resulting from the clearer approach to the curriculum. In information and communication technology, for example, new equipment and more confident teaching is giving pupils opportunities to learn a wide range of skills. However, pupils have limited opportunities to apply this to work in other subjects and further raise their attainment. In history, effective monitoring of teaching has identified ways to promote pupils' skills and raise standards. Attainment in religious education, music and art and design is above the expected standards by the age of seven. In all these subjects, effective planning ensures that pupils have a good range of experiences.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to learning, behaviour, personal development and relationships with every one in the school are very good. This has a very positive effect on their learning and social development. This is a significant improvement since the previous inspection when these areas were satisfactory in the main. Parents overwhelmingly feel that their children like school and their behaviour is very good.
10. Children's attitudes and behaviour in the Nursery are very good. They show good levels of concentration, initiative and independence for their age and they receive high quality support and guidance from dedicated staff. Children share resources, and work together as friends. In a mathematics lesson a group of children worked very well together in pairs, sharing resources and helping one another to count up to eight.
11. Pupils respond well and make good progress when teachers make clear at the start of lessons what pupils will be learning and enthuse them with exciting teaching strategies. They are confident when trying out new activities and willingly volunteer to write answers on the white board during the lessons. They get excited to be chosen to answer the teacher's questions. Pupils generally share ideas and resources, co-operate with others

and take turn sensibly in joint tasks. In a Year 1 art lesson, pupils followed the parent helper's instructions and waited for their turn to make prints using paint and dry leaves. Their teachers encourage them to appreciate each other's ideas and pay attention when others are speaking, and they respond willingly. This was evident in the whole school celebration assembly when pupils listened to each other's presentations with care and attention. Occasionally, especially during lengthy whole class sessions, pupils find it more difficult to maintain concentration. Some pupils start to fidget and do not listen to teachers with sufficient care. At times, noisy chatter affects the atmosphere and prevents teachers from hearing pupil's answers. Most pupils respond positively to reprimands from staff and seek to improve their efforts for the rest of the lesson.

12. Pupils' attitudes to their school are also very good. Nearly all parents state that their children like school. Pupils talk very positively about their friends in celebration assembly and they respect their teachers. They show an enthusiastic interest in school life, and are eager to take part in the extra-curricular activities provided by after school clubs, such as football club on Monday and ocarina club on Wednesday afternoon.
13. Pupils' behaviour around the school is good and it has improved significantly as a result of the school's positive initiatives. Teachers have made good use of advice and support from the local education authority. Pupils move around the school in an orderly manner. They are sensible at the beginning and end of lessons, lining up in good order to enter or leave rooms. Good habits are learnt early in the nursery classes, and pupils are aware of class rules and routines. They are well behaved at lunchtimes and, as a result, there are very few collisions or accidents. Pupils are sociable at lunchtimes; they chatter with their friends and eat carefully. In assemblies, behaviour is often very good. Pupils sit closely together without fuss and pay attention to whoever is conducting the assembly. A good proportion of pupils are willing to volunteer answers when asked. Pupils respect their school and respond to the environment by taking care of resources and the school property. There have been no exclusions for inappropriate behaviour. This is the same as reported in the previous report.
14. The personal development of pupils is very good. From the time that they enter the school, all staff treat them with care and respect, and value the efforts that pupils make. This builds their confidence and self-esteem. As a result, pupils join in willingly and rise to the challenge to do their best. Teachers use Circle Time¹ and celebration assemblies to help pupils gain in confidence to speak in front of other pupils and adults. Pupils respond well to the responsibilities provided within the school and take the initiative well when they have the opportunity. They take dinner registers to the school office and help tidy away resources at the end of lessons. They increasingly make decisions about their work, and meaningfully evaluate their outcomes.
15. Relationships throughout the school are very good. Staff set a good example in caring for all pupils and this fosters the very good relationships that exist throughout the school. This is pivotal to the teachers' success in managing pupils' behaviour and has a very positive effect on their learning. They know that other pupils and staff will value their efforts for behaving sensibly. Pupils have a good understanding that other people's beliefs may be different from their own. Pupils from minority ethnic backgrounds and those with special educational needs are fully accepted, and work and play happily alongside other pupils. Relationships between boys and girls are generally good.
16. The attendance rate is improving and is now broadly in line with the national average. The school takes effective steps to ensure that most children on roll attend regularly and benefit from the education provided. However, some families find it difficult to bring their children

¹ [During Circle Time pupils discuss a wide range of personal and social issue. All pupils agree that no interruption should occur and only one person will speak. Respect for other pupils' views will occur at all times and so pupils feel confident that they can talk with ease free from the interruption from other pupils.](#)

to school on time. Attendance registers are completed twice daily and the school meets statutory requirements for safe keeping of the attendance records. The school recognises specific difficulties and takes prompt actions to provide extra support through the education welfare officer. Some children regularly arrive late but most are punctual, and both morning and afternoon sessions start promptly.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching has improved significantly since the school was previously inspected and is now good overall throughout the school. Three quarters of the lessons seen were good or better. Some good teaching occurred in every class. The unsatisfactory teaching seen in the last inspection has been eradicated. The level of very good teaching has increased, with one in ten lessons judged to be of that quality. The school tackled the issue with determination, for instance, by implementing an effective teaching and learning policy. Although this has made teaching much more consistent, there is still a degree of variance. Much of the good and very good teaching takes place in the Foundation Stage. In the infant classes most of the good teaching and all of the very good teaching occurs in Year 1.
18. The strengths in teaching and learning are:
 - very good relationships and strategies for managing pupils well so that they learn in calm classroom conditions and are able to develop interest, concentration and independence;
 - teachers' knowledge and understanding of their pupils and their subjects, and use of a variety of methods to extend pupils' knowledge of their own learning;
 - good use of teaching assistants to support the learning of all groups of pupils who need special attention, encouraging good progress;
 - improved planning that sets out sequences of lessons so that pupils acquire basic skills in most subjects well.
19. Areas for development in teaching and learning are:
 - the quality and use of day-to-day assessments;
 - planning which does not specify clear objectives;
 - classroom methods that do not inform pupils clearly what they have to do.
20. The improvement in the monitoring of teaching has enabled the school to share expertise and place greater emphasis on good teaching methods. These are based on good question and answer techniques, which heighten pupils' interest, involvement and thinking. The adoption of a unified planning format and greater attention to sharing skills has improved the structure of lessons. Teachers lead introductory sessions of appropriate length, and summarise learning in effective discussion sessions at the ends of lessons. A good strategy, seen in Year 1, is to ask the pupils 'What have you learned about this today?' From the earliest days in the nursery onwards, the teachers provide the pupils with effective strategies for learning. Most lessons start with pupils hearing the objectives for the lesson. By the end of Year 2, pupils are confident and independent in their work, able to solve problems and show persistence.
21. Teachers' planning is based effectively on the school's long and medium term work schemes, and lays out pupils' learning as sequences of small steps. This enables new learning to build carefully on what pupils have already mastered. This is a clear improvement since the previous inspection, where continuity of learning was identified as a weakness. Teachers know their pupils well and are committed to doing their best for them. The planning, however, draws too much on this general knowledge rather than on accurate ongoing information about pupils' attainment. The underdeveloped assessment systems do not give enough detailed guidance to teachers on what pupils have succeeded in

learning and what they need to learn next. Consequently, the match of work to the pupils' ability is not always as close as it could be.

22. Pupils with special educational needs and lower attaining pupils are well supported in lessons and this helps their learning. In particular, teachers make effective use of the increasing numbers of support staff and often involve them closely in planning work and observing progress. As a result, good attention is paid to ensuring that pupils have good access to all subjects. Support is targeted at ensuring that pupils of all abilities are able to make progress in their lessons. When additional support is made, it is well-planned and purposeful. For example, when a hearing-impaired pupil had additional support outside the classroom, this was very effectively linked to the work being done by other members of the class.
23. In most lessons, the sharing of objectives gives pupils a good framework of knowledge about their own learning. In some lessons, however, the objectives are not sufficiently clear, usually in classes for the older pupils. For instance, a religious education lesson lost track of the essential religious education objectives, and became an English lesson. This was because the planning focused too much on the writing activities, at the expense of the skills that the pupils needed to develop in the subject. Sometimes several objectives become confused, as in the technology lesson about bridges. The pupils lost the opportunity to distinguish between two styles of learning, because the design and the scientific objectives had become mixed together too closely.
24. Often teachers use an exciting and varied range of teaching methods, which catches pupils' interest and holds their attention. Foundation Stage teachers, for instance, can hold the children spellbound with a well-chosen storybook, or engage their investigation instincts during a minibeast hunt. The infant teachers also use resources well, in history for instance, with a parade of bicycles of different ages. This gave the pupils the opportunity to observe closely and see real differences at first hand. Occasionally the methodology falters. This usually affects the middle part of some lessons, for example, when the teacher gives the pupils too many instructions to follow easily. Occasionally too few instructions are given, so that pupils are unclear that they are expected to settle and produce a piece of work of a certain length and quality.
25. The classroom computers were not used as much as expected during the inspection. Teachers' plans do not usually show how they intend to use information and communication technology in the wider range of subjects. Teachers use their most valuable resource, the classroom assistants, well. They have very close communication, and are clearly briefed on their role in a particular lesson. In the best examples they work with the pupils they have been assigned to, right from the start of the lesson, quietly supporting, encouraging and guiding. Pupils have confidence in them and respond with careful listening and good behaviour. Teachers manage their pupils well. All have simple strategies such as 'Point to the ceiling, point to the floor', which can quickly establish calm and purposeful conditions in the classroom.

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

26. The school provides a good range of activities in all subjects of the National Curriculum and religious education. The school successfully provides a good balance between the academic, creative and physical aspects of the curriculum. This is an improvement since the previous inspection and has been brought about by the introduction of more detailed planning guidelines. These enable teachers to check that they are giving full attention to all aspects of the National Curriculum. The school offers a sound range of extra-curricular activities. This includes the popular ocarina club, which is very well attended and enhances pupils' musical skills.

27. Children in the nursery and reception classes benefit from a rich and stimulating curriculum that makes learning great fun and leads to good progress. The focus on learning through practical activities and the careful thought given to developing pupils' social and independent skills ensures the children get off to a good start in their education.
28. The National Literacy and Numeracy Strategies are firmly embedded in the school and are having an on-going positive effect on standards. A strength of the curriculum is the promotion of literacy and numeracy skills in other areas of the curriculum. However, the use of information and communication technology to support the pupils' learning in other subjects is under-emphasised. Subject co-ordinators are checking on the introduction of the new planning guidelines and starting to adjust them to meet the school's needs. This is being very effective in history where more emphasis is being placed on development of pupils' historical skills.
29. Since the last inspection, the school has greatly improved provision for pupils' personal and social development. The school has established 'Circle Time' and these sessions are providing useful opportunities for pupils to share any concerns as well as extend their understanding about how their actions affect others. This has had a significant effect on behaviour and self-discipline, which were identified as weaknesses in the previous inspection. When the need arises, the necessary attention is given to drug misuse and sex education. The school promotes healthy living through aspects of many subjects and has joined the National Fruit Scheme to encourage sensible eating.
30. The school is entirely successful in implementing equality of access and opportunity. Throughout the school all pupils, regardless of gender, race or religion are fully included in all activities. Careful planning means that pupils with special educational needs receive effective support in lessons. Provision for these pupils is good with teachers planning tasks that match the needs identified in their individual education plans. On the rare occasion that these pupils are withdrawn for special attention, this is effective because the sessions build on the activities being taught in class. The school follows the Early Literacy Strategy and this enables pupils needing an extra boost in their literacy skills to catch up with the other pupils. Currently, the great majority of pupils who are learning through English as an additional language are all confident speakers of English. However, the school has been quick to spot some early concerns for the youngest pupils and extra help, including the expertise of bilingual staff, is enabling these children to be fully involved in all activities.
31. The provision that the school makes for the pupils' spiritual, moral, social and cultural development is very good. This is a significant improvement since the last inspection and leads to a happy and caring community.
32. Teachers provide many relevant experiences that contribute to pupils' spiritual development. The school's Christian ethos permeates its work and is a reason for many parents choosing the school. A regular feature in whole school acts of worship is the lighting of a candle, which provides a spiritual focus and leads to a calm and peaceful atmosphere being established. Many classes also have special areas where a candle or attractive displays of flowers develop pupils' appreciation of the world in which they live. Prayers are said in classes and this sets the school's values, to build a strong foundation through faith, in context. Teachers give due attention to extending pupils' curiosity by planning opportunities for investigation. This led to true amazement for the pupils in Year 1 as they looked at their minibeasts. The youngest children were fascinated by the trails snails make and created their own trails using paint and computers.
33. Moral development is very good because all staff provide good role models for the pupils. Tolerance and understanding is a feature in the management of pupils. Incidents of unacceptable behaviour are dealt with positively and staff take time to discuss with pupils

how their behaviour affects others. Consequently, pupils are clear about what is acceptable behaviour in the school. In assemblies, the stories often have a message linked to establishing caring relationships. During the inspection, the pupils were led on to reflect on the support of the friends for a sick man and to consider how they can play a useful part in the community. The pupils are encouraged to understand the needs of others and they support many charities. For example, they raised funds for the local hospice and children in Romania.

34. Strong emphasis is given to developing the pupils' social skills. All staff grasp every opportunity to remind pupils of the importance of good manners. They are encouraged to say 'good morning' to the secretary when they take the registers and to be polite to each other. Circle Time has led to an improvement in relationships because teachers provide time for discussion about relationships and the need to help each other. A positive feature in many lessons is the opportunity to collaborate and share their ideas. This has given pupils confidence to express their views about personal values, such as the importance of being a Sikh. Self-esteem is also developed through the opportunities provided to take responsibility. This starts early and the children in the nursery and reception classes soon learn to tidy away their resources. In Year 2, pupils show their growing maturity as they carry out small tasks around the school. The emphasis the school places on establishing caring relationships is a major factor in the success the school has in this aspect of the curriculum.
35. Provision for pupils' cultural development is good. The school successfully brings together the different cultures in the school. For example, parents have visited to tell pupils about the importance of Eid and have sent in clothes and artefacts for Diwali. This leads to racial harmony with all being valued in the school community. Pupils learn about their own culture through visits, visitors and work in many subjects. A visiting drama group imaginatively introduced the pupils to the work of Shakespeare and in art they learn about famous artists. In the whole school act of worship presented by Year 1 pupils the text used was Edward Lear's *Mr Quangle Wangle Quee*. Through imaginative drama, the school learnt about the poet and enjoyed his style of writing. Pupils are less informed about their own local culture although they enjoy learning country dancing.
36. The school has good links with the local community that contribute effectively to the quality of education provided. The links with Christ Church are especially strong and special services are held in the church. Visitors from other churches also regularly lead the school worship. The school garden party is an important event in the school diary and establishes good links with the local community. Local businesses sponsor events and donate prizes. The curriculum is enriched through visits in the area. For example, the children in the nursery visit the shops and older pupils extend their data handling skills by conducting a traffic survey.
37. The school has good contacts with other schools in the area. A cluster group of schools meet to share experiences and arrange joint training events. Pre-school visits to playgroups helps children to make a happy start in the nursery. The teachers are sensitive to the needs of the children who do not attend the school Nursery. Relevant details are collected and teachers check that these children quickly establish friendships. Pupils have good opportunities to visit their junior school and teachers visit the school so that pupils transfer confidently to their next phase of education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school's care for its pupils' well-being is good and has been maintained since the previous inspection. The school is a relaxed place, and there is a friendly working atmosphere where pupils feel safe and valued. The general cleanliness of the buildings and the upkeep of the grounds are of the highest standards. Parents' response to the questionnaire shows they strongly agree that their children feel safe while they are at school. Teachers and support staff work closely to ensure that a good level of personal support and guidance is given to all pupils. The procedures for child protection and pupils' welfare are good. Health and safety procedures are in place and the school has developed satisfactory systems for monitoring and improving attendance. The school promotes good behaviour effectively and procedures for eliminating oppressive behaviour and racial harassment are in place.
39. The school complies with the locally agreed child protection procedures. These provide clear instructions about action to be taken and how cases will be followed up by other local authority agencies. Teaching and non-teaching staff are aware of the procedures and know what action to take if the need arises. Mid-day staff are aware of the procedures but they, along with other staff have not had formal training. Pupils' emotional needs are cared for through an established network of support agencies. Children with special educational and physical needs receive good support from appropriate agencies.
40. The school pays good attention to health and safety matters. Regular checks are made on the safety of the buildings, grounds and equipment and a governor takes responsibility for overseeing health and safety matters. The school monitors implementation of health and safety procedures and regular risk assessment of the premises is undertaken. Teachers and support staff promote hygiene very well as part of the curriculum. The site manager takes good care to ensure that the buildings, equipment and the school grounds are free from health hazards. There are good arrangements for first aid and the school secretary cares sympathetically for sick pupils. Staff know what to do in case of an emergency or if a pupil becomes ill whilst at school. All pupils feel that they are valued and well cared for by the adults. The staff are aware of pupils' health and safety and they monitor vulnerable children while awaiting collection by carers. Parents are confident that their children are safe in the school.
41. Overall administrative procedures for monitoring attendance and punctuality are satisfactory. However, the use of information technology to monitor attendance and punctuality is not in place. Therefore, the secretary faces a cumbersome task when manually preparing periodic attendance statistics. Registers are marked in accordance with the legal requirements and the secretary ensures their safekeeping.
42. Recently introduced procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are having positive effects. The pupils are courteous to each other and adults. A system of mutually agreed, simple, but effective, school rules support positive behaviour. Pupils are encouraged to behave well through a range of strategies such as praise, good work stickers, name in the golden book and half-termly praise in assemblies. Procedures for dealing with difficult behaviour are understood by staff.
43. Parents feel that rewards and sanctions are appropriate and are applied consistently to motivate pupils to behave well or to reflect on their unsociable behaviour. They confirm that the children's behaviour is good and has improved further since the school has adopted new strategies. The inspection findings confirm that most pupils know that good behaviour is expected of them and they agree that the sanctions and rewards procedures are fair. Pupils from different social and cultural backgrounds are taught to respect one another and they respond positively by working and playing together. The school takes

incidents of bullying seriously and has good systems to deal with any concerns, although no incidence of bullying was seen during inspection week.

44. Procedures for monitoring and tracking pupils' personal development are very good. All members of staff get to know the children's individual needs very well. The nursery staff keep detailed and precise records of children's progress. The records include information on the progress of each child through the nationally devised 'stepping stones' towards the early learning goals². These provide useful guidance for teaching plans. In addition, teachers keep a separate folder for each child containing carefully annotated photographs of activities the child has taken part in and examples of the child's drawings and early writing. Where necessary, strategies to increase interest and motivation are devised and consistently used by all members of the nursery staff. Throughout the school, parents are provided with regular reports on their children's personal development. Pupils requiring additional and special support with learning or personal difficulties receive good support. Where appropriate, individual educational plans are prepared and monitored for regular review. Parents of children at risk for lateness and inappropriate behaviour are provided with sympathetic advice.
45. Infant teachers monitor pupils' attainment and progress soundly. This is largely based upon their close knowledge of pupils' individual circumstances. Baseline assessments identify children's early achievements and teachers use these to set overall predictions for pupils' attainment. Some pupils who may possibly require special educational support are identified at this stage. The school maintains records of pupils' personal achievement in most aspects of the curriculum, making use of teachers' assessments. These assessment procedures are satisfactory and the analysis is increasingly used to identify any gaps in pupils' learning. The progress of all pupils is tracked and individual and group targets are set. However, the analysis is not always thorough enough to allow class teachers to plan well-matched activities and targets are not consistently sharp enough to help to promote pupils' attainment. Some recording of progress, for example in the pupils' reading records, is not precise enough to help teachers in their planning. The new planning system gives teachers regular opportunities to evaluate lessons to aid their further planning. The assessments made, however, are often of the content of lessons rather than of what the pupils have learned. These comments do not help teachers enough when deciding at what level to pitch future work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school's partnership with parents of children in the nursery and infant classes is very strong. Parents have the highest praise for the approachability, professionalism and friendliness of the nursery staff. The programme for introducing children to the school is very well structured. All information is presented in an attractive, user-friendly way and keeps parents very well informed about what is happening and how they can help their children to develop. Homework tasks involve parents who respond well and offer good support for their children's learning.
47. Overall, parents and carers have very good views of the school. They are pleased with the quality of education provided and the standards achieved by the school. Parents feel that the quality of education is good, and all pupils behave well. Therefore, their children develop positive attitudes to school and make good progress. All parents agree that their children like school and that the school expects their children to work hard and achieve their best. The inspection confirms these views. This is in line with the findings at the time of the last inspection.

² [Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development.](#)

48. Parents at the pre-inspection meeting confirm that arrangements for settling their children in the school are flexible and supportive. Those parents who spoke with the inspectors felt comfortable in approaching the school to enquire about their children's welfare and progress. All parents feel that the school values them as partners in their children's learning.
49. Parents are welcome to the many activities provided by the school. They feel comfortable in approaching the school secretary to enquire about school routines. Inspectors observed many parents talking to teachers and helping their children to settle down in the class routine. Large numbers of parents were seen helping in lessons during the inspection. Staff value this contribution from parents and make good use of parents' expertise, such as in art and design and technology lessons. .
50. The school ensures that good quality information provided is accessible to all parents and carers. The school prospectus is easy to read and contains useful information, including how to make contact with the school. Pupils' annual progress reports are good and give parents clear information about how well their children are doing and how parents can help them to improve. The school continues to provide good opportunities for parents to visit school such as to attend parents' evenings, open mornings, achievement assemblies, and curriculum workshops. Parents are kept informed about school life through regular newsletters. There is a strategically placed notice board in the school foyer, which displays notices on information of interest to parents and carers.
51. Good links between parents and school contribute to the pupils' positive attitudes to school. Many parent helpers accompany children on school visits and on special events in the school. Parents make a very good contribution by working in partnership with the school to support the children's learning. A successful Parents and Friends Association raises a significant amount of money to support school projects, and to improve the quality of equipment and storage space in the school playground. This is in line with the findings at the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management of the school are good. This has helped the school to make good improvement since the last report when serious weaknesses were identified, particularly in teaching. Effective leadership from the new headteacher has established good teamwork and a clear educational direction for the school. As a result, all staff work together well to improve all aspects of the school's work in order to achieve high standards. The overall result is a positive and supportive ethos that encourages governors, staff and pupils to do well. The headteacher's management of staffing changes was very effective and contributed to the current stability. Clear overall aims steer developments well, are referred to frequently, and are reflected in all the work of the school.
53. Acknowledging the identified weaknesses in teaching, the headteacher established strong structures to monitor lessons. Her sensitive monitoring, with good support from members of the senior management team, is substantial and well organised. It gives a clear and accurate picture of the school and identifies priorities well. Good use has been made of representatives of the local education authority to ensure the accuracy of judgements. Increasingly effective analysis of school data is identifying strengths and weaknesses of pupils' achievements. Subject co-ordinators play a greater role in managing the school's work. Monitoring of planning, scrutiny of pupils' work and some observations of lessons have improved the information about how well the school is doing in each of the subjects. Sometimes this information is used to identify necessary improvements, for example in identifying the need to develop pupils' history skills. However, this is not consistent in all subjects and co-ordinators do not have a sufficiently clear view of standards and provision

in their subjects. Too few opportunities are taken to monitor lessons to identify potential priorities for wider discussion and to establish action plans for subjects.

54. Governors responded very quickly to the weaknesses identified in the last report. Their action in setting up a small Task Group to oversee developments was very effective. It enabled full and frank discussion to take place while giving the school the necessary support to improve. Governors have reviewed their ways of working and are now more closely involved with the school, including some observations of teaching. As a result, they are well informed and have a good understanding of their role to question and challenge. They take an increasingly wide range of additional roles such as links with classes and subjects to ensure their information is secure. These structures are giving governors a clearer view of the school and are helping them to ensure that the school fulfils all its statutory duties.
55. The process of developing a framework of priorities has been improved through more opportunities for consultation. This allows all staff and governors to contribute their views of how effectively the school is working. As a result, the school development plan is detailed and it guides all staff effectively. Action taken on the priorities is evaluated effectively within the development process. Financial management is good and spending is linked closely to the identified priorities. New systems ensure that all spending is specifically targeted and that the intended outcomes are clearly stated. Governors keep a close eye on spending at regular intervals through the year. Developments and spending are evaluated carefully against intended improvements, particularly in pupils' achievements, to ensure satisfactory value for money. For example, governors looked closely at the relative gains to pupils when employing different types of support staff before making further appointments. This approach ensures that best value is obtained for all the resources at the school's disposal. Although there have been relatively large surpluses in recent years, these have been appropriately allocated towards identified building improvements. These include the new nursery building, improvements in the school's heating systems and replacement of temporary classrooms.
56. The management of special educational needs is good. The school has recently successfully reviewed its provision to take account of the latest national requirements. As a result, the number of pupils identified on the special needs register has been substantially reduced. The school has introduced good arrangements to continue to monitor the progress of those pupils who are no longer on the register. Good documentation identifies pupils' needs well and includes good individual education plans. Effective management of special needs support ensures that pupils do well.
57. The school's staffing, accommodation and learning resources are satisfactory. Over the last two years, there have been changes in staffing and this has positively affected the learning of some pupils, especially in Year 1. The professional development of staff is securely managed and the school's systems for performance management are effective. Training opportunities for staff address personal priorities and are linked well to the overall needs of the school. As a result, all staff are well trained and there are effective strategies for inducting new staff into the school. The school offers a sound environment for training new teachers. Teachers responsible for subject areas have appropriate expertise.
58. There are sufficient numbers of learning support staff with a satisfactory balance of experience among them. They play an important part in enhancing pupils' learning. Mid-day supervisors are well supported by the headteacher, but do not receive relevant in-service training. The school secretary makes a very valuable contribution to the smooth running and life of the school. There are hard working cleaning and dining room staff, who take pride in their work and this provides a welcoming environment where children feel valued and safe.

59. Much improvement has been made to the nursery accommodation since the last inspection and facilities are now very good. The nursery displays are not only very attractively presented but also interesting and stimulating for children and adults. Overall, the accommodation is generally adequate in the rest of the school although there are some weaknesses. The library is located in the school hall and this is unsuitable for allowing pupils to undertake independent work. The passing staff and pupils disturb activities in the school hall, which also doubles up as a dining hall. The available accommodation is well used and organised to provide a good range of learning opportunities for the children. There are plans to further improve the teaching areas in Year 1 by replacing temporary classrooms with more permanent buildings.
60. There is good access to the generous and pleasant playground area, which is equipped with sufficient play equipment and a quiet area where older pupils enjoy the social time together. There are swing ropes, climbing apparatus, walkways and sheltered areas offering space for setting up a variety of activities such as extended role-play. The school is well fenced so that the pupils can learn and play in complete safety. The site manager ensures that the buildings are kept in very clean decorative order and free from any obstacles so that pupils and staff can move around in safety.
61. Learning resources are very good in the nursery and satisfactory overall in the rest of the school. The quality and quantity of most books is satisfactory and there are sufficient numbers of computers per pupil.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The school has made good progress from the time of the last report and has eliminated the identified serious weaknesses. A number of positive strategies have been introduced and, as a part of this continuing process, the headteacher, staff and governors should now:
 - (1) make greater and more thorough use of the school's developing assessment systems to guide and evaluate teaching and curriculum planning;
(paragraphs 6, 19, 21, 45, 87, 92, 100, 109, 118, 121, 123)
 - (2) ensure that subject co-ordinators have greater understanding of the strengths and weaknesses in their subjects through observations of lessons and more thorough analysis of pupils' work.
(paragraphs 53, 88, 118, 123, 126)

The following less important weaknesses should be considered for inclusion in the action plan:

- (a) give greater attention to improving pupils' handwriting and presentation skills;
(paragraphs 5, 70, 84)
- (b) ensure that pupils have sufficient opportunities to apply their developing skills in information and communication technology in other subjects;
(paragraphs 8, 25, 28, 87, 89, 116)
- (c) investigate further ways of giving pupils better access to the library to enhance their independent research skills.
(paragraphs 59, 88)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	4	24	9	0	0	0
Percentage	0	11	65	24	0	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 two 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)	35	180
Number of full-time pupils known to be eligible for free school meals	N/A	7

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	1

English as an additional language

	No of pupils
Number of pupils with English as an additional language	38

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.3

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	38	22	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	36	35	35
	Girls	22	22	21
	Total	58	57	56
Percentage of pupils at NC level 2 or above	School	97 (100)	95 (98)	93 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	34	37
	Girls	22	20	22
	Total	57	54	59
Percentage of pupils at NC level 2 or above	School	95 (97)	90 (100)	98 (97)
	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	12
Pakistani	3
Bangladeshi	0
Chinese	0
White	95
Any other minority ethnic group	10

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)	7
Number of pupils per qualified teacher	25.7
Average class size	30

Education support staff: YR – Y2

Total number of education support staff	4
Total aggregate hours worked per week	126

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	35
Total number of education support staff	2
Total aggregate hours worked per week	62
Number of pupils per FTE adult	11.7

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	426,306
Total expenditure	411,436
Expenditure per pupil	1,660
Balance brought forward from previous year	66,444
Balance carried forward to next year	29,969

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	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 55.4%

Number of questionnaires sent out	249
Number of questionnaires returned	138

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	31	1	0	0
My child is making good progress in school.	56	40	0	0	4
Behaviour in the school is good.	49	47	1	0	3
My child gets the right amount of work to do at home.	33	55	8	0	4
The teaching is good.	59	37	0	0	4
I am kept well informed about how my child is getting on.	33	56	9	0	2
I would feel comfortable about approaching the school with questions or a problem.	63	34	3	0	0
The school expects my child to work hard and achieve his or her best.	57	39	2	0	2
The school works closely with parents.	41	46	8	0	5
The school is well led and managed.	56	43	0	0	1
The school is helping my child become mature and responsible.	57	41	0	0	2
The school provides an interesting range of activities outside lessons.	29	38	12	2	19

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

63. Children join the school either into the nursery class or into one of the two reception classes. Parents, children and staff are delighted with the new nursery accommodation. The bright new furniture and equipment create an inviting and stimulating place for learning. The staff have enhanced this with careful display of children's work. Similarly, the reception teachers have taken care to provide a lively atmosphere for work and play. The reception outdoor play area is a particularly attractive feature. The adults set very good examples and these build very positive attitudes in the children. They love coming to school, and concentrate well throughout the busy day.
64. Children in the nursery and reception classes follow the Foundation Stage curriculum, as recommended in national guidance. This enables children to transfer smoothly from the nursery into the reception class, where the later learning is planned to flow seamlessly into the first level of the National Curriculum. Provision for nursery and reception children has strengthened further since the previous inspection. Staff have worked together well to implement the new Foundation Stage arrangements. They have adopted the school's personal and social education programme wholeheartedly. This is now a strength of the provision, setting a very strong foundation for the children's future education.
65. The curriculum for the Foundation Stage is well organised. Teachers achieve a good balance between the focus activities supervised by the staff, and the free choice activities that children can select for themselves. The reception classes' curriculum gently becomes more formal during the year, as the children prepare to go into Year 1. Teachers keep a good record of the children's interests and abilities, started during the teachers' visits to playgroups. This record, known as the baseline, is extended during the first few weeks, to enable the teachers to match the activities appropriately. During the year, the teachers observe the children closely and note their progress through all the areas of learning. This information guides their next stages of planning, and this is the secret of their successful inclusion, enabling all groups of children to make secure progress. The teachers are very ably assisted by the classroom assistants and nursery nurses, who give valuable planned support to the groups identified.
66. Children enter the nursery at an above average level of ability in most of the areas of learning. They achieve well in the nursery and enter the reception year well placed to work towards the National Curriculum. The children continue to make good progress through the reception year, and most start Year 1 at a level above that expected for their age. The youngest reception class contains some children who have been in the class for only a term. The teacher is careful to ensure that these children are keeping up with the pace of the work. The good co-ordination has created an effective first stage of learning. The quality of teaching in both the nursery and reception is good overall, with regular examples of very good teaching.

Personal, social and emotional development

67. Children start at an average level but make very good progress in their personal, social and emotional development. They soon settle to the expected routines, which the staff explain clearly to them. After a term, the nursery pupils are confident in their environment. They chat happily with visitors and each other, and are capable of concentrating well.
68. By the end of the reception year, all the children socialise well, mix appropriately with older pupils and understand the class rules and the behaviour expected of them. In both classes, the teachers use well-established routines. They train the children in polite

behaviour and require them to tidy up after activities. Relationships are very good, and adults are good role models for the children to follow. The reception children get on well with the Year 1 pupils. They line up to go to the hall sensibly and sit quietly and pay attention in assemblies. They easily achieve the nationally expected levels in self-confidence, behaviour and self-control. This is due to very good teaching.

Communication, language and literacy

69. Children start school with above average language skills and make very good progress. By the time they leave the nursery, many of the children exceed the expected standards in recognising letters and writing their names and other words. They listen well, both to each other and to the teachers. Children are articulate and speak clearly in free activities, role-play and in the very good question and answer sessions. However, teachers could help less able children more to extend their answers.
70. The very good progress continues in the reception classes. By the end of the reception year, children achieve well beyond the expected standards and into Level 1 of the National Curriculum. This is due to very good teaching. The teachers make good use of elements of the literacy hour to introduce children to the letters and sounds needed to build their reading and writing skills. A particular strength is the support given to groups of different abilities, to push them as far as they can manage. Children love reading the big books with expression. Teachers aim to encourage children to enjoy writing. The children are well motivated, and continuously increase the amount they write, improving spelling and punctuation as they go. However, letter formation in handwriting reaches a point where it does not improve further, and in some cases deteriorates. The writing materials that teachers provide are not ideal to help children to write clearly. Later in the school, the impact is seen in less than perfect script. The school is reviewing its policy on style, when and how it is to be taught.

Mathematical development

71. Children start school with above average mathematical awareness. They make good progress through the Foundation Stage and are likely to achieve beyond the last 'stepping stones' at the end of the reception year, above the national expectations. Teachers plan and resource good practical activities to give the children the hands-on experience to understand shape, size, weight and capacity. The nursery teachers stress the importance of correct vocabulary, and ensure that the children know terms such as *full*, *empty* and *half-full*. They seize many opportunities to point to numbers, for instance in setting problems in registration or singing number jingles. Regular opportunities to play with construction kits enable the children to see different shapes, how they fit together, how heavy they are and how to make patterns with them. The teaching is good. At the end of the lessons, the teacher checks that the children have understood the new material and activities.
72. The staff track the Foundation Stage children's mathematical progress by careful observation. They plan accordingly and match tasks to children's developing ability. During the simplified numeracy hours the children are separated by ability so that the faster children can move ahead, while the slower are given more time and help to gain a confident understanding. They learn how to solve simple problems involving *more than* and *less than*. Good teaching through the foundation classes promotes good learning with children enjoying number and eager to learn more.

Knowledge and understanding of the world

73. Children enter the school with above average knowledge and understanding of the world. Good teaching helps children to make good progress through the nursery and reception classes. By the end of the reception year, most are likely to exceed the required learning goals. The teaching in the nursery is very good, and creates a lively learning environment filled with objects to stimulate the children's curiosity. Teachers plan topics to capture the children's interest. They marvel, for instance, at the *minibeasts* they have searched for, and at the snail trails and spiders' webs. The teachers go to a lot of trouble to bring resources that extend the children's ideas about new life. Children learn to classify ideas, for instance the difference between creatures with many and few legs, those that do and don't have spots. Reception children study objects floating and sinking and the growth of plants. Teachers supply a wide range of lenses to aid close observation.
74. Children learn about the world in and around the school, making good use of the school's site and further afield, on visits to widen their horizons. They receive good direct teaching on the use of computers. They develop an awareness of past times from events they recall in their family lives, and from looking at the life cycles of insects and frogs. They talk about the seasons, the changes in the weather and the passage of time. The school values the contribution of parents to the teaching of some of these activities, enabling the many trips to take place. The teachers introduce the children well to the cultural richness of various faiths and nationalities in the locality.

Physical development

75. Children start school with average physical development. They make good progress through the Foundation Stage, and most are likely to exceed the early learning goals by the time they finish the reception year. Teaching is good in this area. The school provides two secure outdoor play areas, where nursery and reception children can grow in confidence and practice running, jumping and playing imaginatively. The nursery tricycle drivers role-play filling up with petrol and driving safely. The reception children climbing over interesting equipment, such as the tyres and the bridge, learn to co-ordinate and control their bodies well as they move around. They take care to use the space well and show concern for the safety of others. The children are agile, alert and enthusiastic.
76. The very wide range of equipment and media planned and provided in the nursery and reception, allows children to learn to use tools and materials safely and with increasingly fine control. Teachers explore aspects of health and exercise so children know that their heart beats faster after an active lesson. Children co-operate well with each other in the small group activities in both classes. The co-ordinator is aware that the full potential of the outdoor play area is not yet developed. The acquisition of new equipment is planned to widen the range of activities, linking them more closely to classroom topics.

Creative development

77. The children's creative development is average on starting school. Children know what the equipment is for but have limited skills in use. They make very good progress so that by the time of leaving the reception year, all the children have exceeded the final stepping stones. For example, children reach good standards when they design their textile human figures, make them effectively and write short accounts of how good they are. This progress is due to the wide experiences provided, and to good teaching of basic skills in the nursery. With the encouragement of the staff the children develop enthusiasm and confidence to explore their own ideas. They gain knowledge of colour, texture and shape, for instance, when printing hand patterns or painting pictures of ladybirds. Many activities lend themselves to song and the adults lead the children in singing a range of popular

rhymes and jingles. Reception children have a regular hall session with the pianist to extend their range and musical knowledge.

78. Children develop their imaginations well and they are never bored. They explore a wide variety of imaginary situations, play with the construction material, run cars along the routes provided, or order their morning tea in the classroom café. Promoting children's creative development, and extending their curiosity, imagination and ability to investigate, is a strength of the Foundation Stage.

ENGLISH

79. Current standards in Year 2 are well above average in speaking and listening and reading and above average in writing. Considering the great majority of pupils start school with above average language and literacy skills this reflects overall good achievement.
80. Standards are similar to those identified in the previous report and show the school has sustained the very high standards evident in the results of national tests. Results between 1998 and 2000 have always been well above the national average in reading and writing and for two years the results were in the top 5 per cent of schools across the country. In 2001, the results of national tests dropped to above average in reading and average in writing. Analysis of the results shows no pupils reached beyond the level expected for their age in writing and this brought down the overall results. The school has given more attention to writing, for example by encouraging pupils with special writing awards. Consequently, standards have improved although writing is not as strong as the other aspects of the subject.
81. Pupils with special educational needs make good progress because of the effective support they receive. Pupils are rarely withdrawn from lessons but their tasks are effectively linked to the class lesson so pupils have full access to the curriculum with the additional benefit of extra help. Discussions with pupils learning through English as an additional language show the pupils in Years 1 and 2 are confident speakers of English. Test results suggest that boys have performed better than girls in the national tests. During the inspection there was no evidence of any inequality, and boys and girls learned at similar rates in lessons.
82. Pupils make good progress in their speaking and listening skills. The previous weakness identified in not listening while others speak has been resolved because teachers often include opportunities for pupils to discuss their ideas with a neighbour. This is very effective and takes part in many lessons in all subjects so pupils see it as a regular feature in lessons. Consequently, pupils now listen attentively to each other and to their teachers. Pupils use a wide and imaginative vocabulary to express their ideas. When working with a partner, they collaborate well and their responses are often well structured sentences and include phrases such as, 'I am begging you...' and finish with 'most of all it is effective because...'. Pupils use correct terminology accurately to explain their work in other subjects. Pupils are confident speaking in front of an audience. This was seen during the inspection when pupils from Years 1 and 2 spoke clearly and confidently in school assemblies. The younger pupils showed great composure when they had to wait for the laughter to die down before they spoke their parts.
83. Reading is a strength in the school and many pupils greet books with enthusiasm and make good progress to reach high standards. Many have favourite authors and stories and are happy to discuss the books they read at home with friends and parents. Teachers' reading records show the books pupils have read but lack detail about pupils' progress and as a result some of the pupils reading to the inspectors had books which were too easy and they could have been making better progress. All pupils have a good knowledge of letters and their sounds because these are taught thoroughly. They use their growing knowledge effectively to tackle new words. Pupils also make good use of pictures and the higher

attaining pupils check that their reading makes sense. Pupils in Year 2 use non-fiction books competently. They find facts and relate accurate information about the details on the page.

84. Levels of writing are above average. Considering pupils' skills as they start in Year 1, their achievement is satisfactory. Pupils understand the purpose of writing. For example, they write letters from *Little Tiger* to his mother as part of their work using the book *I Don't Want to Go to Bed* by Julie Sykes and Tim Warnes. The higher attaining pupils rise to the challenge to construct their letters writing in the first person as they pretend to be the little tiger. Others are at the early stage of planning their work and do not give enough attention to the conclusion of their stories. Many are confident in structuring their sentences and use the correct punctuation. Higher attaining pupils extend their stories using paragraphs and include imaginative vocabulary such as *looking at the sun setting over the sea*. Handwriting is legible although some pupils in Year 2 still mix upper and lower case letters and presentation could be neater. The school is unclear about the most effective introduction of a joined-up script. Teachers are looking into ways to teach the same approach as the junior school to which most pupils transfer.
85. These good literacy skills make a positive contribution to learning in other subjects and pupils use books confidently to research for information. They write up experiments in science and descriptions of their Victorian activities. In design and technology, they use bullet points correctly to sequence the instructions to make a glove puppet.
86. The overall quality of teaching is good and enables pupils to learn at a good rate. All of the teaching seen was satisfactory or better. The weakness shown in the last report relating to the management of pupils was not evident in this inspection. Teachers manage lessons effectively and this ensures that behaviour is good. The use of an interesting range of activities makes learning exciting and relevant. For example, in Year 1, the use of drama enthused pupils and greatly accelerated their learning. The teaching of letters and sounds is good because teachers use games that capture pupils' interest. Pupils quickly pick up this knowledge and start to use it in their reading and writing. The additional focus on speaking and listening has reaped benefits as pupils now appreciate the need to listen attentively to each other. Effective use is made of the National Literacy Strategy when planning lessons and this is having a positive effect on standards. Teachers often explain to pupils the tasks to be covered in the lesson so that pupils understand what is expected of them. In the best lessons, teachers tell pupils clearly what they are going to learn and then return to this in the conclusion. Teachers and pupils then have a more informed view of the progress being made in lessons. For example, in Year 2 the pupils read their work to the rest of the class and, through effective questioning, the teacher consolidated their appreciation of the use of imaginative vocabulary. In other lessons, this was less apparent.
87. Lesson plans include an opportunity to record on-going assessment but comments lack sufficient detail about pupils' progress or areas for development. Consequently, not all teachers have a precise knowledge of the levels of attainment of their pupils. This also hampers the effectiveness of group targets for improvement because teachers do not refer to them in lessons or when marking their work. As a result, pupils do not recall them and so they have limited effect on their progress. Teachers do not always make full use of information and communication technology and sometimes miss opportunities to extend pupils' planning skills.
88. The management of English is satisfactory. Monitoring of teaching and standards has taken place but the lack of formality restricted the effectiveness of this evaluation process. For example, the school is aware that pupils' handwriting is not always as fluent as required to exceed the level expected for their age but have not drawn up a clear plan to tackle this weakness. Much has been done to improve resources and the new library shelves are especially attractive. The position of the library in the hall, however, makes it

difficult for pupils to access books for independent research or to browse and read a book. The subject makes a positive contribution to pupils' cultural development as they read a wide and challenging range of books in literacy lessons. Drama workshops have used *A Midsummer Night's Dream* as a focus and Year 1 performed an imaginative interpretation of Edward Lear's *Mr Quangle Wangle Quee*. This was clearly understood by all as they danced happily under the Crumpetty tree.

MATHEMATICS

89. By the end of Year 2, pupils attain standards that are above average, in line with the most recent National Curriculum test results. These standards are a little lower than those found at the time of the last inspection but reflect the relative strengths of the groups of pupils involved. Good teaching ensures that boys and girls achieve well as they move through the school and current standards in Year 1 suggest that standards are rising further. Well-targeted support, particularly from classroom assistants, enables pupils with special educational needs to make good progress. Pupils with English as an additional language encounter no problems and learn effectively with all pupils. Pupils have good opportunities to apply their developing numeracy skills in subjects such as design and technology and science. They use computers in some lessons, particularly to reinforce their learning in aspects of number and shape. This use of computers is not, however, a strong aspect of the school's provision.
90. Pupils enjoy their lessons and show enthusiasm for all aspects of learning mathematics. This contributes to the good progress they make throughout the school. Year 1 pupils gain a good range of mathematical terms that they use correctly in their answers and explanations. They improve their speed and accuracy when doing mental arithmetic and show good understanding of two digit numbers. Teaching effectively challenges higher attaining pupils to achieve further through more demanding questions. By the end of Year 2, pupils confidently understand place value to 1,000 and put three-digit numbers in the correct order. They know multiplication tables such as 2, 5 and 10 times and are beginning to learn other tables. Higher attaining pupils also multiply by 3 and 4 and begin to work out associated division facts. Pupils tally results when collecting information, make bar charts and interpret information well. Challenging activities encourage pupils to use a range of strategies to solve problems. Pupils begin to offer suggestions of how to use different methods to reach the same answer. Praise by teachers gives them confidence and encourages them to articulate their thinking.
91. The quality of teaching and learning is good. Teachers use the format of the National Numeracy Strategy to plan their lessons effectively. They make good use of the introductory oral session to challenge pupils' mental arithmetic skills and reinforce number facts. Pupils respond well and become fully involved, which improves their mental arithmetic skills. Teachers use a good range of well-organised resources to support pupils' learning and to stimulate their interest. They provide good opportunities for pupils to explain their mathematical thinking and ask probing questions, targeted at pupils of different abilities to involve them all. This encourages pupils to think carefully and answer confidently.
92. Teachers' planning generally identifies what different groups of pupils are to learn, taking account of their knowledge of pupils' achievements. However, this is not always as sharp as it could be because teachers' records are not sufficiently focused on what pupils have learned. For example, in a Year 2 lesson on weighing, the task for average attaining pupils gave them good practice at estimating and using scales but many could have been challenged further. Although teachers make evaluations of past lessons, these often concentrate on the success of activities rather than on pupils' attainment. Teachers use marking to praise pupils' achievements and build their self-esteem, but rarely point out

what pupils need to do next. However, teachers have begun to set targets for pupils, although these are in the early stages of development.

93. Classroom assistants make a good contribution to pupils' learning. They are clear what they are to do and challenge pupils through effective questioning. They support lower attaining pupils and those with identified special educational needs well to ensure they take an active part in lessons. Teachers know their pupils well and promote very good relationships. Pupils are eager to answer questions or to be chosen to help with number games and examples. Lively pace in lessons and interesting activities encourage pupils to work hard, concentrate effectively and foster their very good attitudes to mathematics.
94. Satisfactory management of the subject has improved the curriculum and led to improvements. The successful implementation of the National Numeracy Strategy has contributed effectively to teachers' knowledge and understanding of mathematics and to their good teaching. For example, recognition of pupils' weaker attainment in mental and oral mathematics led to a greater focus on this in teaching. As a result, standards in this aspect of mathematics are rising. The co-ordinator has made a useful beginning in monitoring teaching and plans are in hand to extend this further.

SCIENCE

95. Standards in science are above average in Year 2. The 2001 National Curriculum assessments maintained the school's record of high achievement in this subject, with virtually all pupils reaching Level 2 or higher. However, the boys significantly out-performed the girls in gaining Level 3 in 2001. This difference in achievement had not occurred before. The co-ordinator is monitoring the situation and, during the inspection, no significant differences were observed. The overall trend of improvement in science is rising faster than the national rate. This is partly because of improved teaching since the previous inspection report, and partly because the staff have adopted a new, stronger curriculum based on national guidelines. All groups of pupils, including those who have special educational needs, make good progress.
96. Strengths in the subject are:
 - the planning in a sequence of small steps of learning, based on the new work scheme;
 - the good links with literacy and numeracy and a range of other subjects;
 - the practical nature of the work given helping to maintain pupils' sense of curiosity and develop their skills of enquiry.
97. Areas for improvement are;
 - to develop the portfolio of pupils' work into a system that records levels of achievement in order to enable teachers to know pupils' attainment and track their progress;
 - to set a clear expectation for Year 2 pupils' recording of their observations, and for improved presentation of their work.
98. Teaching is good overall throughout the school. Teachers plan thoroughly to provide good activities to help pupils to learn. They explain well how their lessons link with earlier work to enable pupils to see how their learning is building up. The teachers encourage the pupils to look at science as questions. For instance, in their study of the five senses, the Year 1 pupils considered questions like 'can I identify the mystery smells?' or 'can we use two senses at the same time?' Teachers prepare and use resources well so that pupils can test out these problems, and guide them to reach accurate conclusions with clear explanations. The Year 2 pupils were curious about the effects of heat on different substances. Teachers provide clear explanations during the short introductory talks, giving pupils plenty of time to experiment and record. Pupils were excited to observe results, for example expressing surprise at the melting of chocolate. By thoughtful discussion, pupils arrived at the conclusion that some substances can change back to their original state, but

others will not. This style of teaching emphasises pupils' practical learning, and is a significant improvement since the previous inspection. The very good relationships that teachers develop mean that pupils are interested and willing to learn. This is particularly effective for pupils who have special educational needs or whose first language is other than English.

99. Teachers use question and answer sessions very effectively to draw out and extend pupils' ideas. By repeating the questions 'why?', and 'how do you know?', they encourage pupils to look more closely at the evidence. Teachers make effective links with literacy to enable pupils to develop a sound technical style of recording results. They also link with pupils' mathematics skills in measuring, collecting measurements and displaying them in the form of a table or a chart. The weakest part of Year 2 lessons is the recording. The teachers do not clearly state what they expect of pupils' quality of writing, nor that this part of the lesson requires a period of sustained effort.
100. The co-ordinator has promoted an enthusiasm for science among the staff, so that the teaching is much more consistent than it was during the previous inspection. She encourages the staff to enrich the curriculum by visits to places of scientific interest. The school is well placed to make more effective use of the assessment information in the portfolio of pupils' work, to set increasingly demanding targets, by showing the National Curriculum levels, and using them to track progress.

ART AND DESIGN

101. Standards in art are above those expected for the pupils' age by the age of seven. The work of many pupils in particular topics is above average. Pupils make good progress in basic skills and in their use of their imaginations. Pupils who have special educational needs experience success in this subject.
102. Strengths in the subject are:
 - the wide range of the pupils' skills and the variety of media they use;
 - the good quality of teaching and learning;
 - the links between art and other subjects of the curriculum;
 - the pupils' ability to think of their materials as information that will help them realise a design.
103. Areas for improvement are:
 - to develop the vocabulary for pupils to state their appreciation of art more precisely;
 - to encourage pupils to use sketch books more effectively, by providing better quality paper and pencils.
104. The coordinator has introduced a new planning scheme since the previous inspection. It is based on national guidelines and enables teachers to develop skills step by step. Because of this, the planning is consistent through the school and pupils' past work shows that teaching is good. Only one full lesson was observed during the inspection period. This was led with enthusiasm, which encouraged hesitant pupils to want to try. The teacher had a clear idea of what the pupils were to achieve during the lesson. The teacher shared the objectives with the pupils, so that they knew what was expected. While the teacher gave clear and detailed tuition, the pupils were free to explore their own ideas and media. This is an improvement on the previous inspection, in which pupils were found to be more restricted.
105. Teachers establish useful links between different subjects, to the mutual benefit of each. The computer is well used for some aspects. The study of materials in science forms the basis of information which pupils can use to guide their exercise in observation and shading. This creates good learning conditions and promotes good progress.

106. Year 2 pupils were observed at a distance sketching the outdoor play area. The teacher had planned the project as a sequence of lessons allowing the pupils to modify their work in the light of experience. This is good practice and all pupils progressed in confidence in handling line and shading. The most skilled achieved a fine, delicate effect, in spite of the inferior quality of the paper and the lack of graduated drawing pencils. The teachers introduce pupils to a wide range of famous artists. This helps pupils to expand their horizons. Pupils' work is displayed thoughtfully around the school. The high quality study of Van Gogh's 'Sunflowers', by Year 1 pupils using gouache paint to give depth and texture, brightens the hall.

DESIGN AND TECHNOLOGY

107. Standards in design and technology are at the expected level for the pupils' age in Year 2. The pupils make good progress. Pupils who have special educational needs make similar progress, and can achieve results as good as their peers.

108. Strengths in the subject are:

- activities that give equal attention to designing and making in all four strands;
- encouraging pupils to solve problems and develop care and accuracy in their work;
- research for projects which builds strong links with numeracy, history and science.

109. Areas for improvement are:

- to emphasise the stages in the process to extend pupils' knowledge of this style of learning;
- to develop a simple recording system by which the pupils and teachers know the levels they are working at, and the progress being made.

110. Although satisfactory lessons were observed with Year 2 pupils, pupils' past work shows that teaching is generally good. A strong feature of the observed lessons was the research during the lesson introduction. Through a good sequence of lessons, pupils learned about the history of bridges and about the different types. The teachers secured the pupils' interest well by basing the project on a story they love, *The Three Billy Goats Gruff*. The clarity of the teachers' instructions enabled the pupils to make a confident start to their designs. Pupils discuss well in pairs and in small groups effectively solving problems through collaboration. However, teachers tend to jump in too soon with explanations, before the pupils have reached secure conclusions. Good links are made between the subjects, for instance pupils have to use numeracy skills to measure their bridges. However, teachers do not separate sufficiently the different lesson objectives, so that pupils do not have the opportunity to distinguish between the technology and the scientific learning. The encouragement given to pupils to rely on their own ideas is an improvement since the previous inspection.

111. The quality of the pupils' finished products on display shows good teaching. Teachers ensure that pupils tackle the full process, from the design stage, through the construction and modification, to the evaluation of the results. The teachers plan carefully so that pupils build up the skills in small steps. The wheeled vehicles, for instance, which were designed from the Year 2 pupils' imaginations, showed how they used knowledge of materials and fastenings to produce a wide variety of carriages. The quality of the detail they put in shows they are reaching for Level 3. They are building well on skills learned in Year 1, where pupils make the simpler mechanisms needed for pop-up books. The teachers ensure coverage of the full range of strands. As pupils learn about healthy eating in science, they reinforce the learning in food technology by designing and making their own healthy recipes.

112. Although teachers do not use computers to help with designing, they do use them well for pupils to research the background information on which many of the topics are based. This is not always shown in planning. Overall, however, the teachers' planning has developed well since the previous inspection. It is based on the school's own comprehensive work scheme. As part of the review process the coordinator is preparing a system for measuring pupils' attainment, as a pre-requisite to raising standards further.

GEOGRAPHY and HISTORY

113. Due to the school's timetabling arrangements and the timing of the inspection, it was only possible to see one lesson in history and one in geography. Judgements are based on a review of pupils' work, teachers' planning and discussions with teachers and pupils. Standards in both subjects broadly match those expected nationally for pupils aged seven with elements of the work seen being above this level. Achievement for all pupils, including those with special educational needs and those learning through English as an additional language, is satisfactory.
114. In geography, by the age of seven, the pupils are increasing their understanding of places in the world as they track the journeys of 'Barnaby Bear' as he accompanies them and the teachers. Using a globe, pupils in Year 2 can identify where they live and know it is cold at the north and south poles. A study of Tocuaro in Mexico provides pupils with good opportunities to compare their own lifestyles with a distant location. They understand how a very hot climate affects peoples' clothes, homes and the crops they grow. This work helps to develop the correct use of geographical language. Discussions with pupils show recall of previous work plotting their journey to school but they are unsure about the main features of their own locality and how this has been affected by people living in the area.
115. In history, by the age of seven, pupils show a clear understanding between the past and the present. They enthusiastically recall the day they dressed in Victorian clothes, played hopscotch and used slates to write on in lessons. Discussions show an ability to compare their lives with those of Victorian children although some are unclear why things were different in the past. Pupils are beginning to place important events in order and accurately place their own and their parents' birth dates on a time line. They are less sure when the Fire of London occurred but recall details of their learning about this event. A group of pupils from Year 2 described how books, diaries and the computer help to inform us about the past. During the inspection, pupils learnt the importance of finding out from resources from the past because the teacher had a wonderful range of old bicycles. This was exciting for the pupils and accelerated their learning.
116. In both subjects, pupils are extending their numeracy and literacy skills through recording their work in different ways and using books for research. Information and communication technology is not fully used to consolidate learning and co-ordinators are searching for more useful programs to support learning.
117. Insufficient evidence is available to give an overall judgement on the quality of teaching and learning. The work is planned to the school's new planning guidelines and examples of work show that teachers provide a wide range of activities to make learning interesting. A strength in the small amount of teaching seen was the positive management and effective use of praise so that behaviour is good and pupils are eager to learn.
118. The management of geography is satisfactory. The new planning guidelines have been introduced although there has been no opportunity to check closely that these are being used effectively in lessons. Management is good in history because of the opportunity for monitoring. This has been used most effectively and involves visits to lessons and the identification of areas for development. Currently, both subjects lack formal assessment

procedures and so it is difficult for teachers to have a clear understanding of the standards pupils achieve.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Standards are in line with those expected for the pupils' age in Year 2. All groups of pupils make satisfactory progress.
120. Strengths in the subject:
- an improved scheme of work enables teachers to plan in small sequenced steps;
 - good balance in the pupils' activities, giving equal attention to all strands of the subject.
121. Areas for development:
- to further improve the resources for the subject;
 - to develop the portfolio of pupils' work, using accurate assessments to track pupils' attainment and progress.
122. The teaching in lessons is good. The teachers share the objectives of the lessons with pupils in a way that enables them to see the links with earlier learning in other subjects. Year 2 pupils, for instance, could see how programming the movement of the floor robot linked with what they knew about angles. Most pupils could work out that to make him turn to face the other way would need an instruction to turn 180 degrees. Teachers' confidence in using the computer has improved since the previous inspection. They now seek to create practical opportunities for pupils to develop their understanding by solving problems. Pupils not only have a positive and enthusiastic attitude to using computers in school, but they are also willing to persevere to think through the challenges provided. This enables them to make good progress in lessons. However, over the period of a year their progress is only satisfactory, because the classroom computers are not used to their full extent.
123. The co-ordinator is addressing this problem in her action plan. Networking facilities are due to be introduced soon to give the teachers access to a wider range of software. The older computers are to be replaced with new models to be compatible with the network. Extra computers are to bring the total up to three per classroom. Monitoring by the headteacher has identified ways in which teachers could effectively use computers. However, the school does not monitor how much the computers are used and this is necessary to ensure that the pupils have sufficient access. The co-ordinator has compiled a portfolio of pupils' work, new since the previous inspection. This does not yet act as a guide to progress and tracking pupils' development, but it does demonstrate the good range of subjects in which teachers use computers. The school wisely interprets information and communication technology as a wider subject than just work on computers. Pupils learn about scanners, audiotapes, fax machines and how to use a digital camera. Year 1 pupils, for instance, learned about programming in a logical order when making recordings into an audio cassette. Information and communication technology is used to support learning in mathematics and literacy, and pupils enjoy the tables and spelling programs. Pupils sharpen their literacy and numeracy skills with information and communication technology, for instance when word-processing a range of styles of writing, or making patterns with mathematical shapes. The school is careful to ensure that all pupils have equal access, by using lists to record equal turns, and giving support to groups of pupils who need it for various reasons.

MUSIC

124. Pupils achieve above average standards by the time they are seven, maintaining the good standards identified in the last report. Although no lessons could be seen in Year 2, the good quality of the pupils' work and the school's provision was clearly seen in the many music opportunities during the week. Pupils' singing in assemblies, for example, was

tuneful and enthusiastic and they knew the words well. They showed evident enjoyment when joining in with appropriate actions to the songs. The whole school gave a high quality performance when singing a song in three parts. Teachers regularly give all pupils throughout the school good opportunities to perform for each other. Pupils have good opportunities to listen to music, for example, when entering and leaving the hall. The ocarina club is very popular with some 45 pupils attending and is a good contribution to the musical development of the pupils.

125. Teaching is good and teachers make effective use of a visiting pianist to assist in singing lessons. In Year 1, for example, she helped in the choice of appropriate songs to develop pupils' skills. The lesson was enlivened by very good use of links with simple drama and dance to the singing of *The Umbrella Man*. This captivated the pupils and contributed effectively to their personal development. The pupils sang a two part round of *I Hear Thunder* with a good sense of melody and timing.
126. The new co-ordinator has made a good start in leading the subject and has a good understanding of the necessary processes to help standards to rise further. For example, discussions with the junior school identified a need to develop pupils' musical vocabulary further and this has been incorporated into current planning. Teachers have responded well to an increased emphasis on percussion instruments and composition. This was seen in two Year 1 lessons where pupils made good choices of instruments to represent different types of weather. Good planning of activities and resources ensured that pupils of all backgrounds had opportunities to develop their ideas and perform confidently. They reacted quickly to teachers' instructions and showed enthusiasm and excitement. The teachers' enthusiasm encouraged pupils well and created an exciting atmosphere. Most listened carefully to the performances of other pupils and responded appropriately. The co-ordinator has not had any opportunity to observe lessons to evaluate the effectiveness of the developments or share the good practice.

PHYSICAL EDUCATION

127. Due to timetabling arrangements, it was possible to observe only one lesson during the inspection. However, discussions with staff and examination of planning and the regular timetables show that the school ensures that pupils have good provision for the subject. Teachers' planning has improved since the last inspection as they plan together making good use of the developing guidelines. They make good use of the hall and grounds to teach skills in all aspects of physical education, including games and gymnastics. Good resources help teachers to plan their lessons effectively. The temporary co-ordinator has good understanding of the quality of the school's arrangements for the subject. Teaching is supplemented by effective extra-curricular activities in dance and football that are taken by outside professionals but which are available to all pupils. Pupils take part in these with enthusiasm and develop good skills.
128. Insufficient evidence is available to give an overall judgement on the quality of teaching and learning. Pupils in Year 2 achieve standards that are similar to those found nationally in pupils of this age. In games skills, for example, they control a ball with hockey sticks with increasing skill. Pupils of all backgrounds showed very good attitudes when playing in small teams, helping and supporting each other sensibly. The teacher's effective planning ensured that no time was lost and good arrangements were made for the teacher and support assistant to record how well pupils were achieving. Good relationships and high expectations of pupils' behaviour ensured that pupils paid good attention and learned well.

RELIGIOUS EDUCATION

129. Standards in Year 2 are above those set out in the locally agreed syllabus. The school puts great emphasis on developing pupils' knowledge of Christianity and other faiths in the school's worship as well as in religious education lessons. As a result, the achievement of all pupils, including those with special educational needs and those with English as an additional language, is good.
130. Pupils in Year 2 have a good knowledge of the Bible. They know that it is divided into two sections, the Old and New Testaments, and that it is a special book for Christians. They are familiar with many Bible stories and through effective teaching appreciate that they often include messages about the Christian way of life. For example, they understand how Zacchaeus changed the way he lived and became kind after he had heard Jesus. Through careful reflection, pupils are led on to appreciate how they can apply this information to their own lives. Pupils understand the reasons for the main Christian festivals. They recognise the significance of baptism in the Christian faith. In a very good lesson, they showed a real appreciation of the symbolism involved and the significance of this to the family involved. Their knowledge of religion includes other faiths and, in response to high expectations from teachers, pupils begin to compare Christianity and Islam. The school teaches a wider variety of religions than required by the locally agreed syllabus. This is to ensure all of the different cultures in the school are discussed and supports the school's focus on celebrating the individuality of their pupils. Teachers also give due attention to extending pupils' human experiences through religious education. For example, pupils appreciate their environment and draw and label quiet landscapes and include descriptions, such as *peace*, *meditate* and *calm*.
131. Teaching and learning are good. In the best lessons, teachers use role-play and artefacts to give pupils a real insight into religion. This was very effective in Year 2 when pupils enacted a baptism complete with baby and godparents. The teacher successfully included all with service sheets and hymns and so maintained pupils' interest throughout the lesson. This was less obvious in Year 1 when the scientific focus on growth rather clouded the spiritual aspects of the lesson. Teachers establish very good relationships that foster self-esteem and enable pupils to join happily in discussion. Literacy skills are promoted through writing descriptions about their activities. A good example of homework in Year 2 led to further extension of pupils' knowledge as they found out about their own baptisms and shared their ideas with the rest of the pupils.
132. The headteacher provides effective management of the subject because she has a clear overview of standards in the subject. The planning guidelines provide teachers with a framework for their lessons but currently assessment procedures are not in place. These are being planned to fit in with the proposed new agreed syllabus.