

INSPECTION REPORT

NEWHALL INFANT AND NURSERY SCHOOL

Newhall, near Swadlincote

LEA area: Derbyshire

Unique reference number: 112636

Headteacher: Mrs J Wilson

Reporting inspector: Mrs M Gough
22361

Dates of inspection: 20th – 23rd May 2002

Inspection number: 245268

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 and Nursery
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Sunnyside Newhall Derbyshire
Postcode:	DE11 OTJ
Telephone number:	01283 216496
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Appropriate authority:	The Governing Body
Name of Chair of Governors:	Mrs Eunice Maciver
Date of previous inspection:	March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22361	Mrs M Gough	Registered inspector	The Foundation Stage Music English as an additional language Special educational needs	The school's results and pupils' achievements What could the school do to improve further
31753	Mrs D Thomas	Lay inspector		Pupils' attitudes and values How well does the school work in partnership with parents
16493	Mr N Sherman	Team inspector	Mathematics History Equal opportunities	How well are pupils taught How well is the school led and managed
3586	Mrs E Camplin	Team inspector	Science Art and design Information and communication technology Physical Education	How good are the curricular and other opportunities offered to pupils How well does the school care for its pupils
31862	Mrs J Coop	Team inspector	English Design and technology Geography Religious education	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Newhall, near Swadlincote in Derbyshire, and caters for pupils between the ages of three and seven. There are two hundred and seventy three pupils on roll, including fifty four part-time Nursery children. Almost all pupils are of white ethnicity. Three pupils have English as an additional language, and of these, two are at an early stage of language acquisition. Thirty pupils are eligible for free school meals. This represents 13.6% of the school population and is below the national average. Thirty nine pupils are on the school's special educational needs register. This represents 16.8% of the school population and is below the national average. Two pupils have statements of special educational needs and one is awaiting a statement. When the children join the Reception classes, their attainment is below average. Their attainment is well below average when they join the Nursery classes. There are particular weaknesses in the children's spoken language and in terms of their personal and social skills.

HOW GOOD THE SCHOOL IS

This is an extremely effective school that provides a very good quality of education for pupils of all abilities. By the time they leave school at the age of seven, the pupils' attainment in English is well above national expectations, and in mathematics and science their attainment is above national expectations. Pupils make good progress overall, and their progress is very good in English and mathematics. The quality of teaching is good overall, and a high percentage of very good teaching was seen during the inspection, especially in the Reception and Year 2 classes. The leadership and management of the school are very good overall, and the headteacher provides excellent leadership. The school gives very good value for money.

What the school does well

- Pupils of all ages and abilities make good progress overall. In some subjects and classes, pupils' progress is very good.
- Key Stage 1 pupils attain very high standards in English by the end of the key stage, and high standards in mathematics and science.
- Pupils have very positive attitudes to school and to learning. Relationships are excellent. Behaviour in and around the school is good.
- The quality of teaching is good overall, and many examples of very good and excellent teaching were seen during the inspection.
- The provision for pupils with special educational needs is good and ensures that they make good progress towards their individual targets.
- The school's assessment procedures are very good overall, and in some subjects and areas they are excellent.
- The quality of the overall leadership and management of the school is very good, and co-ordinators' roles are very well established.
- The headteacher provides excellent leadership for the school, and is well supported by an informed and supportive Governing Body.
- The accommodation is very good, and makes a significant contribution to the quality of pupils' learning.

What could be improved

- The school has no significant weaknesses in any aspect of its work, but should address the minor areas for development arising from the body of the report.

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 1998, and has made very good progress since that time. All of the issues have been fully addressed, and the school has accomplished a great deal more besides. In recent months, the focus has been on the move into the new accommodation, and pupils and staff have settled in well. The constant drive over the last few years towards raising standards in English, mathematics and science has paid dividends, and there has been particularly good improvement in mathematics where standards at the time of the last inspection were well below national expectations. Assessment procedures have improved at a very good rate and are now very effective. The overall quality of teaching has improved significantly because of staff training, and a rigorous programme of monitoring. The pupils' learning has improved and pupils throughout the school now have many more opportunities to make choices and decisions about aspects of their work. The quality of leadership and management has improved, and is now a strength of the school. Given the very high levels of enthusiasm and motivation of the staff and headteacher, the school is very well placed for continued development.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
Reading	B	B	B	A	very high A* well above average A above average B average C below average D well below average E
Writing	A	A	A	A*	
Mathematics	C	B	C	A	

The table shows that on the basis of the 2001 end of Key Stage 1 national test results, pupils' attainment in reading is above the national average. In writing, pupils' attainment is well above the national average, and in mathematics the pupils' attainment is in line with the national average. When compared with similar schools, the pupils' attainment in reading and mathematics is well above average, and their attainment in writing is very high, placing the school in the top five per cent of schools within the comparative sample. Standards have been very consistent in reading and writing, but more variable in mathematics over the last few years. In science, the teacher assessments for 2001 show that pupils' attainment is above average.

The inspection findings indicate that pupils' attainment at the end of Key Stage 1 is well above national expectations in English, and above national expectations in mathematics and science. Pupils' attainment in information and communication technology, music and physical education is in line with national expectations, and their attainment in art and design, design and technology, geography and history is above national expectations. Pupils' attainment in religious education is in line with the requirements of the Locally Agreed Syllabus. Standards in most subjects have improved at a good rate since the time of the last inspection. Pupils of all abilities, including those with special educational needs and higher attaining pupils make good progress overall in most subjects, and their progress is often very good in Year 2 where there are significant strengths in the quality of teaching.

The children's attainment when they join the Reception classes is below the expected level, and the attainment of the children who start in the Nursery class is often well below the expected level. The children make satisfactory progress in the Nursery class, and very good progress in the Reception class. By the time they transfer to Year 1, they attain the Early Learning Goals in each of the six areas of learning which are language, communication and literacy, mathematical, physical and creative development, knowledge and understanding of the world, and personal, social and emotional development. Children with English as an additional language and special educational needs in the Nursery and Reception classes make similar progress to their classmates.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic about school and about their learning. They participate fully in all activities and are responsive and keen.
Behaviour, in and out of classrooms	Good. Most pupils are very well behaved both in class and around the school. Most are very polite, friendly and helpful. A small number of pupils in most classes have difficulty in managing their own behaviour, and occasionally disrupt the learning of others.
Personal development and relationships	Very good overall. Relationships are excellent and this is a very happy school. Pupils of all ages show very good levels of independence and are keen to take decisions about their work. The use of half termly targets means that pupils are very clear about what they are aiming for and gives them a very good appreciation of their own learning.
Attendance	Satisfactory. Close to the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	good	good	not applicable

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 is good overall, and there are significant strengths in the teaching of Reception and Year 2 pupils. There has been very good improvement in the overall quality of teaching and learning since the time of the last inspection, and this has led to a significant improvement in standards, especially in English, mathematics and science. The National Literacy Strategy and the National Numeracy Strategy are very firmly established, and the most effective teachers are very flexible and effective in their approach to teaching English and mathematics. Very good opportunities are provided for pupils throughout the school to practise their literacy and numeracy skills in other subjects, but even more could be done to promote information and communication technology skills across the curriculum. Teachers throughout the school plan very carefully, and make very good use of ongoing assessments to ensure that work is matched to the needs of individual pupils. Where the very best teaching occurs, teachers are especially enthusiastic, and use resources very well to enliven lessons and to enhance the pupils' learning. The vast majority of pupils of all ages are effective learners. They take a full and active part in lessons, and are keen to answer questions, and to find things out. They have high levels of independence,

and work well individually and as part of a group. Pupils try hard to do their best, and respond very well to their teachers' praise and encouragement. The use of half termly targets for groups of pupils helps them to have a good knowledge of their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum for pupils in the Foundation Stage and those in Key Stage 1 is broad and well balanced. Currently however, the school does not provide any extra-curricular activities.
Provision for pupils with special educational needs	Good. The school makes good provision for pupils with special educational needs.
Provision for pupils with English as an additional language	Good. Currently only two children in the Nursery class are at the early stages of learning English as an additional language and their additional needs are well met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' personal and moral development is very good and the provision for their social development is excellent. Provision for pupils' cultural and spiritual development is good.
How well the school cares for its pupils	Very well. The school has very good procedures in place for ensuring the health, safety and well-being of the pupils. Assessment procedures are very good overall, and teachers make very good use of assessment to inform the next stage of the pupils' learning.
How well the school works in partnership with parents	The school has established a very strong partnership with parents, and parents are very pleased with the standard of education the school provides.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides excellent leadership for the school, and enjoys the full support of all staff. Co-ordinators are very effective in the way in which they monitor provision in their areas.
How well the governors fulfil their responsibilities	Very well. The Governing Body is very supportive of the school, and is well informed. Governors effectively fulfil their statutory responsibilities.
The school's evaluation of its performance	Very good. The headteacher has established a rigorous system for monitoring teaching and learning, and is very effective in the way in which she maintains an overview of the pupils' progress and attainment. The school's self-evaluation procedures are firmly established.
The strategic use of resources	The principles of best value are fully applied when decisions are made about spending. The school uses its funds well to support educational development, and to ensure that the needs of the pupils are fully met.
The adequacy of staffing, accommodation and learning resources	The new accommodation is spacious and provides an extremely attractive learning environment for pupils of all ages. There are enough teaching and non-teaching staff, and they are effectively deployed. Resources are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are generally very pleased with the school and the quality of education it provides. • Parents agree that teaching is a strength of the school and that their children make good progress. • There are very good levels of communication between the home and school. • Parents are particularly appreciative of the home/school diaries which provide a very good link and aid communication. • Parents are welcome to come into the school at any mutually convenient time and the headteacher and staff respond positively to their requests and concerns. • Parents believe that they are partners in the education of their children. • The vast majority of parents are very pleased with the standard of behaviour in the school. • Most parents are happy with the frequency and amount of homework. 	<ul style="list-style-type: none"> • A few parents would like the school to provide extra-curricular activities.

There are very high levels of parental satisfaction, and the inspection findings fully endorse the parents' views of the school. There are currently no extra-curricular activities for pupils, and this is a considered decision by the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment when they join the Reception classes is below the expected level, and the attainment of the children who start in the Nursery class is often well below the expected level. Overall, the children make satisfactory progress in the Nursery class, and very good progress in the Reception class. By the time they transfer to Year 1, they attain the Early Learning Goals in each of the six areas of learning which are communication, language and literacy, mathematical, physical and creative development, knowledge and understanding of the world, and personal, social and emotional development. Children with English as an additional language, and special educational needs, make similar progress to their classmates.
2. On the basis of the 2001 end of Key Stage 1 national test results, pupils' attainment in reading is above the national average. In writing, pupils' attainment is well above the national average, and in mathematics the pupils' attainment is in line with the national average. When compared with similar schools, the pupils' attainment in reading and mathematics is well above average, and their attainment in writing is very high, placing the school in the top five per cent of schools within the comparative sample. Standards have been very consistent in reading and writing, but more variable in mathematics over the last few years. In science, the teacher assessments for 2001 show that pupils' attainment is above average.
3. The inspection findings indicate that pupils' attainment at the end of Key Stage 1 is well above national expectations in English, and above national expectations in mathematics and science. This represents a significant improvement in standards since the last inspection, when standards in English were average, standards in science were below average, and standards in mathematics were well below average. The successful implementation of the National Numeracy Strategy and the National Literacy Strategy, along with more recent initiatives, such as rigorous monitoring of teaching and learning, have led to improved teaching and higher standards. The setting of half-termly targets for groups of pupils is used particularly effectively to show pupils what they are aiming for, and so that they know how they can improve their work further. Targets are shared with parents so that they too can become involved in helping their children to achieve their best. Teachers provide very good opportunities for pupils to use their literacy and numeracy skills to support their work in other subjects.
4. By the end of Year 2, most pupils have good skills of speaking and listening which are enhanced by the many good opportunities teachers provide for them to speak and listen in a variety of different contexts. Standards of reading are well above the expected level for almost all pupils, and this is because of the concerted effort of teachers and parents. Regular individual reading sessions in school help children to learn how to decode unfamiliar words, and to read with good levels of expression, accuracy and fluency. Frequent practice at home consolidates and extends this learning. Reading is further enhanced by the very attractive library facility which encourages pupils to look at and share a wide range of books. Standards of writing are well above average, and the improvement in this aspect of English since the last inspection reflects the hard work of the staff and the co-ordinator in finding ways of stimulating the pupils, and making them see writing as an enjoyable activity. Basic writing skills are taught very well, especially in Year 2, where pupils learn how to organise their ideas, and how to structure their writing in an interesting but logical way.

The only minor weakness is the lack of opportunity in some classes for pupils to use computers for editing and drafting their writing, but this is an area for development that the school has highlighted and is addressing.

5. By the end of Year 2, pupils attain standards that are above average in mathematics. Most pupils have a good understanding of number, and calculate quickly both mentally, and on paper. Pupils are encouraged to explain how they arrive at their answers and this helps them to clarify their thinking as they go through the various stages of an arithmetical process. Pupils' knowledge and understanding of aspects of shape, space and measure are good, and their learning is enhanced by the many opportunities for them to use and apply their knowledge in other subjects. In addition, a good range of practical opportunities gives pupils the opportunity to practically represent abstract ideas, and this helps them to understand new concepts. As with English, although some opportunities are provided for pupils to extend their learning in mathematics through the use of computers, even more could be done to link information and communication technology and mathematics.
6. In science, pupils' attainment is above average at the end of Key Stage 1. There are particular strengths in the pupils' ability to carry out investigations and experiments, and the good emphasis that is placed on this element of the science curriculum helps to develop the pupils' scientific vocabulary, and provides them with the opportunity to practise skills of prediction and fair-testing. Pupils' knowledge of living things and materials and their properties is good, but although their knowledge of physical processes is satisfactory, their understanding of force is a relatively weaker area of their learning. This reflects to a large extent the teachers' expertise which is particularly good in terms of living things and materials, but less secure in terms of some aspects of physical processes.
7. Pupils' attainment in information and communication technology, music and physical education is in line with national expectations. Since the last inspection standards in music have improved, partly because of a new commercial scheme that is being used well by staff to plan lessons that build on the pupils' previous learning, and partly because of rigorous monitoring that has improved the quality of teaching and learning. Standards in information and communication technology and physical education are broadly the same as they were at the time of the last inspection. However, in information and communication technology, good improvement has taken place with regard to improving the range of resources, but the computers have not yet been networked, and pupils do not have access to the Internet or to electronic mail facilities. In physical education, the school caters well for all pupils, but the range of ability is wide. Some pupils display very good levels of co-ordination, balance, control and skill, whilst other have difficulty in controlling their bodies, and their movements are sometimes clumsy and not well co-ordinated.
8. In art and design, design and technology, geography and history, pupils' attainment is above national expectations at the end of Year 2. There has been very good improvement in standards in history since the time of the last inspection, and good improvement in art and design and design and technology. Standards have improved because of better teaching, which is partly the result of rigorous monitoring by the headteacher and key staff, and partly because of good quality planning which is now closely linked to the schemes work, ensuring that pupils make good progress in terms of their skills, knowledge and understanding. In history and geography, standards are enhanced by the good use made of the local area, and also by the use of visits to places of interest, and the contribution of visiting speakers. Pupils' attainment in religious education is in line with the requirements of the Locally Agreed Syllabus. However, standards in this subject could be even higher. Currently the time allocated

to the subject is less than the recommended amount, and although the available time is used well, some topics and aspects are not covered in enough depth.

9. Key Stage 1 pupils, including those with special educational needs, make good progress and achieve their potential. The school is very well placed to raise standards even further by continuing its planned programme of development, monitoring and evaluation. The total commitment of all staff has been a crucial factor in the school's success in raising standards since the last inspection.

Pupils' attitudes, values and personal development

10. In this aspect of its work, the school has maintained the high standards described in the previous inspection report. Pupils of all ages and abilities have very positive attitudes to school and to work. Their behaviour in and around the school is good, and pupils are friendly, helpful and polite. Relationships amongst pupils, and between pupils and adults are excellent, and are a strength of the school. Pupils' personal development is very good.
11. From an early age, the pupils have very positive attitudes to school and to learning. They enjoy coming to school, and demonstrate very high levels of confidence. Nursery and Reception children respond very well to their teachers and classroom assistants, and are very keen to take part in all activities. They show good levels of attention and concentration, and respond very well to their teachers' very high expectations. As they move through Key Stage 1, the pupils develop even more confidence in their ability as learners, and are keen to tackle new learning. Pupils of all abilities listen closely to their teachers, and often can not wait to start their set tasks. Many older Key Stage 1 children are very sensible and mature in their attitude to learning. They take great pride in the presentation of their work, and always work to the very best of their ability. The headteacher and staff work hard to create a positive, caring and supportive learning environment, and this positively impacts on the pupils' learning. Pupils know that their views will be treated with respect, and valued, and they are not afraid of making mistakes. Pupils of all ages and abilities respond very well to the regular praise and encouragement they receive from their teachers and classroom assistants.
12. Pupils' behaviour in and around the school is good, with some very good examples seen during the inspection. However, a small number of pupils lack self-discipline and occasionally present challenging behaviour which is dealt with quickly and very effectively by teachers and classroom assistants. The school's expectations for good behaviour are firmly established in the Nursery and Reception classes where the staff insist on high levels of discipline in a very pleasant and low key fashion. Good behaviour is rewarded and celebrated, and minor misdemeanours are dealt with firmly. Children are encouraged to discuss incidents of misbehaviour, and staff work with them so that they understand the effect of their actions on others. As they move through Key Stage 1, most pupils gain a great deal of self-discipline, and take responsibility for their own behaviour and actions. Pupils respond very well to the school's high expectations and many are naturally kind, helpful and polite. Pupils' behaviour is often excellent in lessons where they are particularly challenged and fully engaged in the tasks. For example, in a Year 2 singing lesson, all pupils behaved extremely well throughout the entire session because the pace of the lesson was fast, the teachers' enthusiasm was infectious, and the activities kept them fully engaged. By contrast, pupils' behaviour sometimes deteriorates in those lessons which are lacking in pace and interest. Pupils who have special educational needs because of emotional and behavioural difficulties receive very good levels of support from their teachers and classroom assistants, and this helps them to manage their behaviour more effectively. Parents are pleased with the standard of behaviour in the school, and confirm that

incidents of bullying or oppressive behaviour are extremely rare. There have been no exclusions in recent years.

13. Relationships amongst pupils and between pupils and adults are excellent and are a strength of the school. Teachers and other adults set an excellent example to the pupils through their own relationships with one another. They are courteous and friendly in their dealings with the pupils, and are at all times fair when sorting out minor squabbles and disagreements. Pupils throughout the school work co-operatively with one another, and are prepared to share resources and ideas with classmates. Teachers are very successful in the way in which they promote independent learning, and by the end of Year 2, many pupils are able to take very good levels of responsibility for aspects of their learning. For example, they select and put away resources, and decide the best way of organising their work. Pupils can be trusted to work independently in the library, and to show respect for property and the belongings of others. Pupils take responsibility for taking their reading books home each night, and for completing homework tasks. However, there is further scope for extending pupils' personal development through the use of homework in subjects other than English, mathematics and science.
14. Attendance is satisfactory and is close to the national average. Pupils enjoy coming to school and most arrive promptly at the start of the morning session.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The overall quality of teaching and learning is good. During the inspection, the quality of teaching was excellent in 10% of the forty nine lessons seen, very good in 31%, good in 39%, satisfactory in 18%, and unsatisfactory in 2%, which represents only one lesson. Although the overall quality of teaching is good in both the Foundation stage and Key Stage 1, there is some variation in the quality of teaching across the school. The most effective teaching consistently occurs in the Reception and Year 2 classes. During the inspection, the Nursery class was taught by a supply teacher. The quality of teaching has improved significantly since the last inspection when over one in ten of lessons was found to be unsatisfactory. The headteacher and co-ordinators alike have worked hard and most successfully to ensure that the teaching issues highlighted in the last report have been effectively addressed.
16. The quality of teaching is satisfactory overall in the Nursery class and very good in the Reception classes. The Nursery class is currently being taught by a supply teacher, who is following the plans of the permanent classteacher. In the Nursery class some effective teaching of the whole class and small groups was seen during the inspection, especially in terms of promoting the children's personal, social and emotional development, but there is not always enough adult input when the children are working independently on 'free-choice' activities, and this means that there are missed opportunities for developing pupils' language and social skills. The needs of the pupils with English as an additional language are well met. The Reception teachers are skilled, experienced, enthusiastic and very effective. Lessons are very well paced and organised, and the children are highly enthused and very well motivated. The teaching of basic skills of language and mathematics is very good, and helps the children to get off to a good start in their learning. Very good use is made of a wide range of resources to enliven teaching, and to capture the children's attention in whole class lessons. Teachers are very effective in the way in which they keep the children motivated by changing activities regularly, and by breaking up longer sessions with songs and rhymes. There is a very good balance between activities that the children choose themselves and those which are directed by an adult. Classroom assistants

are very well deployed in all of the Reception classes, and are often used extremely well when the classteacher is leading a whole class discussion to make ongoing assessments of what the children have achieved. The weaker area of teaching in the Reception classes is the lack of opportunity for the children to have access to 'free-choice' physical play activities. Although the Reception children do not have their own outdoor play area, there are times when the Nursery class play area could be used by Reception children.

17. In Key Stage 1, the quality of teaching and learning in English and mathematics is very good, and this ensures that pupils of all abilities make rapid gains in their learning. The national strategies for literacy and numeracy have been very effectively implemented, and adapted to suit the needs of the pupils. In literacy, for example, topics are often explored over a two week period, enabling the pupils to study new ideas in much greater depth. Numeracy lessons are often very well paced, with the result that pupils become quick at making mental calculations. Where the teaching is at its best, pupils are asked to explain how they arrived at their answers and this helps them to clarify their thinking. Good use is made of practical mathematics activities to help the pupils to consolidate their learning, and to enable them to physically represent abstract ideas such as measuring weight or capacity. Teachers are very effective in the way in which they promote literacy and numeracy skills across the curriculum, and provide many very good opportunities for the pupils to practise and extend these skills in real and meaningful contexts.
18. The quality of teaching in science, art and design, design and technology, geography, history and physical education is good overall, enabling pupils to achieve well. Teachers have a secure knowledge of these subjects, and this means that they present new activities with high levels of confidence and enthusiasm. In Year 2 especially, lessons are often enlivened by the good use of resources which capture and maintain the pupils' interest and attention. Teachers often encourage pupils to review their work at the end of a lesson, and this gives them a good appreciation of the strengths and weaknesses in their learning. In history and geography teachers draw well on their knowledge of the local area, and provide good opportunities for the pupils to acquire historical and geographical skills. In science, the good emphasis on investigative work, especially in Year 2, promotes good levels of enquiry and observation, and good opportunities for pupils to use their literacy and numeracy skills as they record their findings as reports, graphs or charts. However, the teaching of physical processes is a relatively weaker aspect of science teaching. A strength of teaching in physical education is the fast and rigorous pace of the lessons. Pupils respond very well to the high expectations of the teachers, and work hard and achieve a great deal in relatively short periods of time.
19. The teaching of information and communication technology, religious education and music is satisfactory. In information and communication technology, teachers are effective in the way in which they teach computer skills to whole class groups, but are less effective in the way in which they organise the use of computers in the classroom throughout the day. Teachers have benefited from recent training, but most have still to undergo the training for teaching pupils how to use the Internet. In music, teachers are confident in using the commercial scheme which provides good levels of progression in the pupils' learning, but currently older pupils have too few opportunities to compose extended pieces of music because some of the lessons specifically designated for music making activities are too short. In religious education, teachers are very effective in the way in which they discuss issues with the pupils and help them to grasp and understand difficult ideas, but not enough time is currently given to the subject and some topics are not covered in enough depth.

20. Throughout Key Stage 1, teachers make good use of lesson time and achieve a good balance between teacher input and direction, and work-time for the pupils. Lessons often start with lively discussions about what pupils have learned previously, and this is very effective in helping teachers to evaluate the strengths and weaknesses in the pupils' learning. Tasks are always carefully explained so that pupils know what is expected of them and so that they can complete the set activities independently. Both teachers and learning support assistants give pupils additional help where it is needed enabling pupils of all abilities, including those with special educational needs, to achieve their potential. Teachers are often very effective in the way in which they manage the pupils' behaviour, although there are times in some Year 1 classes when teachers have some difficulty. This is usually because tasks are not sufficiently closely matched to the pupils' level of ability, and the pupils become frustrated.
21. The teaching of pupils with special educational needs is good. Teachers use individual education plans well when planning work for these pupils, and especially in English and mathematics, tasks are very closely matched to the pupils' level of ability. Pupils with emotional and behavioural difficulties are firmly but kindly managed, and clear parameters are set so that they know exactly what is expected of them. Pupils with statements of special educational needs receive very good levels of individual support which help them to overcome their difficulties. Currently no pupils in Key Stage 1 are at the early stages of learning English as an additional language.
22. Teachers plan with their colleagues who teach the other classes in the year group, and this is effective as it maximises the strengths of individual teachers. Teachers put a great deal of effort into ensuring that activities are stimulating, challenging and interesting for the pupils, and good emphasis is placed on the pupils learning through practical experience. For example, in a Year 2 history lesson seen during the inspection, the teacher made very good use of imaginative role-play to stimulate pupils' learning. In studying life in the Victorian era, the teacher provided opportunities for children to dress as shopkeepers and to enact a short sketch involving customers who wished to purchase a variety of goods. This strategy proved highly effective in developing the pupils' speaking and listening skills as well as fostering their understanding of the differences in shopping procedures of the past and the present. There are times when year group teachers collectively present lessons to the whole year group. For example, the weekly singing session is presented in this way, and provides a golden opportunity for teachers to use their particular strengths.
23. The quality of learning is good overall, and is often very good in English and mathematics. Pupils throughout Key Stage 1 have very positive attitudes to learning. They are keen to learn, and are often highly enthused by the activities that are set. Relationships between pupils and their teachers are excellent and this means that pupils are very confident about tackling new learning, or expressing their misgivings. Pupils are keen to take on board their teachers' suggestions for improvement, especially in Year 2, where they understand that the teachers' comments will help them to improve their work. Pupils of all ages take a full and active role in class discussions, and are keen to express their ideas, and to listen to the contributions of their classmates. Pupils work well and produce good amounts of work in the available time. This is particularly true in physical education lessons where they work extremely hard and energetically, responding well to their teachers' enthusiasm. Pupils with special educational needs benefit from the additional help and support they receive from their teachers and classroom assistants, but this is given in such an unobtrusive way, that they never feel isolated or different from the rest of the class. Pupils have a good understanding of the relative strengths and weaknesses in their learning, and are keen to achieve their best.

24. Teachers make very effective use of ongoing assessment of the pupils' progress. Targets in English and mathematics are set and evaluated on a half-termly basis and this practice helps pupils to gain a clear understanding of what they have to do to improve their work further. However, a shortcoming in teaching is the quality of marking of pupils' work. Teachers do not always give pupils pointers about how they can improve their work, and work in the lower part of the key stage, and in the Foundation Stage, is not always annotated to show how much of the work is the pupils' own, and how much help was given by the teacher. Teachers make good use of homework to support and broaden pupils' learning in English and mathematics, but little use is made of homework in other subjects to extend and enhance the pupils' learning.

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

25. The school provides a good range of learning experiences for pupils of all ages and abilities and meets statutory requirements in respect of curriculum provision. The headteacher, staff and governors have worked hard and most successfully to maintain the best features of the curriculum as outlined in the previous report, and to address the areas where improvement was recommended.
26. The curriculum for the Foundation Stage children in the Nursery and Reception classes is of good quality, and fully reflects the national recommendations for children of this age. Activities for the Reception children are particularly interesting, relevant and tailored to the needs of children who start full-time school with low levels of attainment and who are at an early stage of social, emotional and personal development. The teachers and support assistants place considerable emphasis on developing children's confidence to communicate and to make individual and independent decisions about aspects of their learning. They quickly identify children who have difficulties with behaviour or other aspects of their development and cater firmly but sensitively for them. Staff meet all of the children's needs through a judicious blend of structured lessons and purposeful play and practical activities.
27. In Key Stage 1, with the exception of religious education, where not enough time is provided, all subjects are taught regularly and for an appropriate amount of time. In the past few years, a significant amount of time has been given to English, mathematics and science, and this has been fully justified by the significant improvement in standards in these subjects since the last inspection. More recently, the school has started to redress the balance by giving more time to other subjects, and this is having a positive impact on the pupils' learning. The school has been very effective in the way in which it has implemented the strategies for literacy and numeracy, adapting them to suit the needs of the pupils. Very good opportunities are provided for the pupils to practise their skills of literacy and numeracy, although even more could be done to promote the use of information and communication technology across the curriculum. Schemes of work are now in place for all subjects, and these are being used well to ensure that pupils' previous learning is built upon. The school has made a conscious decision not to offer extra-curricular activities for the pupils at this time. However, the decision is regularly reviewed.
28. The school makes good provision for pupils who have special educational needs. Individual education plans are in place for all pupils on the school's special educational needs register. They are of good quality and contain precise and clear targets. Pupils with special educational needs are fully included in all activities, and where appropriate and necessary, they benefit from very good levels of additional support from their

teachers and classroom assistants. Currently no pupil in Key Stage 1 has English as an additional language.

29. The provision for pupils' personal, social and health education is very good. The school has a policy for this aspect of its work, and there are weekly timetabled sessions for all classes. 'Circle Time' sessions, where pupils have the opportunity to offer their views on a wide range of topics, and to discuss their innermost thoughts and feelings, help to raise their levels of self-esteem and confidence. During the inspection, Year 2 pupils maturely considered ways in which they might help others, and were given the opportunity to make positive comments about their classmates. The school makes very good use of outside expertise to support the teaching of sex education, and to raise the pupils' awareness of issues relating to their health, safety and well-being. Pupils are made aware of the dangers of drug misuse when they consider the use of medicines as part of one of their science topics.
30. The school has satisfactory links with the local community. Very good links have been established with local teacher training institutions and high schools, and the school welcomes students on work placement. At the time of the inspection, several students were working alongside pupils in class, and this additional support significantly enhanced the pupils' learning. Links with the main receiving junior school are unsatisfactory, and this is a planned area for future development.
31. The provision for pupils' spiritual and cultural development is good, provision for their moral development is very good, and provision for their social development is excellent. The overall provision has improved since the last inspection.
32. Provision for spiritual development is good. Pupils of all ages are encouraged to explore their feelings and emotions. Teachers often provide time in lessons for pupils to ask questions and to express ideas and concerns. Assemblies are used well to encourage pupils to reflect on aspects of the world in which they live, and to consider their own lives. For example, during the inspection, Key Stage 1 pupils were asked to consider how they might be able to make the world a happier place, and the notion of 'beauty' was explained well to the Reception children when the headteacher used carved models of puffins to explain and illustrate how craftspeople can create something beautiful. Teachers are prepared to share some of their own experiences with the pupils, and this captures the pupils' interest. For example, the pupils were spellbound during an assembly when the headteacher talked about one of her sons who thought he had nothing to offer because he was not as clever as other children. Most teachers are very effective in the way in which they pick up incidental opportunities that arise during the course of the day, but there are occasions when opportunities are missed.
33. The provision for pupils' moral development is very good. The school's behaviour code is consistently implemented and provides pupils with a clear framework for meeting the expectations of the school. Classroom rules are prominently displayed and pupils are well aware of them and do their best to meet them. Pupils are given regular opportunities to discuss why the rules are necessary, and to consider the impact of their actions on others. Pupils are also taught to take responsibility for their own actions and to think of others as well as themselves. Incentives such as collecting cans and foil for re-cycling consolidate the pupils' understanding of how litter can be hazardous to humans and animals alike. Posters containing such messages as 'Plastic rings can harm wildlife' reinforce this message clearly.
34. Social development underpins much of the school's work and is excellent. The school uses a range of excellent strategies to help pupils to identify with one another and to

enable them to work successfully as a member of a group or team, however big or small. This community spirit is very evident during assemblies, at lunchtimes and playtimes which are joyful and happy occasions where the pupils thoroughly enjoy being together. Educational outings and visitors to school are very effective ways of promoting co-operation through shared experiences. Pupils in Year 1, for example, were invited to tell their classmates about what they enjoyed most about a trip to the 'Tramway Museum'. This provided a relaxing few minutes for pupils to relive what had happened and to remind one another of the fun they had had. Social development involves family, friends and representatives from community services as well as staff. For example, photographs in the foyer show parents watching their children participating in the Christmas drama production. They show pupils entertaining a group of parents at a special lunch and handing over a cheque for the St. Laurance Hospice, Cernavoda.

35. Educational visits and the study of topics, such as the one about the 'Victorians' and another about 'living things', all make a good contribution to pupils' cultural development. Reception children, for example, learned a lot about rural life when they were taken to a farm very recently and pupils in Year 1 saw trams at first hand and learned why and how they had been invented. Teachers exploit their own love of music to teach pupils traditional music-hall songs and Gaelic folk songs. They stimulate work in art and craft by providing prints of work by famous artists, interest in sculpting by displays of pottery and in photography and technology by photographs of old bicycles and homes of one hundred years ago. There is further potential to build on the already good provision by extending opportunities for pupils to use books, computers and other ways of researching information. This would help pupils to learn more about the contribution to society of people from different times and places, including, for example, scientists, craftspeople and musicians. Currently the school provides a good range of books that make pupils aware of people, traditions and customs of other cultures, but there are few opportunities for pupils to experience life in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school provides very good levels of care and support for pupils of all ages and abilities, and has improved this aspect of its work since the time of the last inspection. Pupils are highly valued and respected as individuals. The headteacher and staff create a happy, stimulating and purposeful learning environment for the pupils, who enjoy coming to school. Pupils confidently approach all adults, and are secure in the knowledge that their concerns will be dealt with quickly and tactfully. During the inspection, there were many occasions when pupils shared important events in their lives with teachers and classroom assistants.
37. Procedures for child protection are very good, and the headteacher has the overall responsibility for dealing with any issues. Staff are vigilant of the pupils, and closely follow the school's procedures for reporting pupils who may be at risk. The headteacher provides excellent support for the pupils who live with carers.
38. The school has very good procedures for ensuring the pupils' health and safety. Risk assessments have been carried out for many areas of the school's work, including educational visits. Pupils who are ill in school are extremely well cared for until their parents can be contacted, and the school has the benefit of a separate quiet room with a bed. Four members of staff hold current first-aid qualifications. All accidents are appropriately recorded in the 'accident book'. The school holds regular fire drills.

Teachers regularly remind pupils of the need to follow safe practice in lessons such as physical education, and design and technology.

39. The school's procedures for monitoring attendance are good. The headteacher regularly analyses all registers, and looks for emerging patterns of absenteeism. Unexplained absences are appropriately followed up, and parents are encouraged to contact the school as soon as possible if their children are ill. The school has established effective links with the Educational Welfare Officer, who deals with persistent non-attendance. Good systems are in place for recording late arrival.
40. The procedures for promoting good behaviour are excellent. Many excellent strategies have been put in place, which encourage and promote high standards of behaviour throughout the school. They are used extremely well by teachers, classroom assistants and midday supervisors, and this whole-school approach ensures that the pupils receive a consistent message about what is expected of them. Excellent use is made of a variety of rewards, such as stickers and stamps, to celebrate good behaviour, effort and achievement. A particularly popular reward is the 'Chocolate Mousse', a soft toy that is presented to individual classes on a weekly basis for the completion of particular targets. The school is very successful in the way in which it helps pupils who have difficulties in managing their behaviour, and provides excellent levels of individual support when this is needed. Sanctions are rarely applied, but pupils and their parents are fully aware of the procedures followed by the school when pupils persistently misbehave. There have been no exclusions in recent years. Very effective measures are in place for identifying and eliminating all incidents of oppressive behaviour, including bullying.
41. The school provides very good levels of personal support and educational guidance for pupils of all ages and abilities. Of particular note, is the excellent 'Positive Play' strategy. This strategy is extremely valuable for individual pupils who have significant emotional or behavioural difficulties. Classroom assistants work on a one-to-one basis with individual pupils, following a programme that has been specially designed to meet the pupil's needs. There is a regular exchange of information amongst staff, enabling teachers to effectively monitor all aspects of pupils' personal development. Pupils with special educational needs receive very good levels of additional classroom support, enabling them to make similar progress to their classmates.
42. Pupils' academic and personal development is very carefully monitored. Since the previous inspection assessment arrangements have been thoughtfully reappraised and are now much more effective than they were at that time. They enable staff to find out what pupils do well, what helps them to learn and what causes them difficulties. Teachers and support assistants use this information effectively to plan for the next stage of the pupils' learning and this means that in most lessons the match of activities to individual needs is good.
43. Baseline assessments are carried out soon after the children join the Reception class, and the information that is gathered is used very effectively by teachers when they plan work for the children, and also to establish areas of significant strength and weakness in the children's learning. Throughout the Reception year, teachers make very good ongoing assessments of what the pupils can do and what they achieve within the various areas of learning. Classroom support staff often play an invaluable role in recording significant strengths and weaknesses that they observe during activities that are led by the classteachers. For example, in a literacy lesson seen during the inspection, the classroom assistant noted children's responses to the teachers' questions during the preliminary discussion, picking up those children who found the answers easy, and those who struggled. Teachers set group targets for

basic language and mathematics skills, and these are communicated to the children so that they know what their particular ongoing focus is.

44. In Key Stage 1, teachers are equally effective in using assessment information purposefully to ensure that pupils' learning builds on what has already gone before. In English and mathematics, the procedures for assessing and tracking pupils' progress and attainment are excellent. The outcomes of the assessments are used very well to set targets for pupils in English and mathematics which are shared with both the pupils and their parents by means of the 'Home/School Liaison Book'. Targets are carefully designed to meet the needs of all pupils, including those who have special educational needs and the highest attaining pupils. The system of group target setting has been particularly effective in raising standards in reading and spelling in the past two years. The headteacher makes detailed and very thorough analyses of the end of Key Stage 1 test results in reading, writing and mathematics, and uses the information very well to target additional support for both the highest and lowest attaining pupils. Results are scrutinised to highlight areas of significant strength or weakness in teaching and learning, and this information is used to inform future planning.
45. Good assessment procedures are in place for all other subjects of the National Curriculum, and they are being used well by teachers to build up a profile of the pupils' progress as they move through the key stage. In addition to regular assessments which are recorded and used for tracking the pupils' individual progress, very good use is made of portfolios of pupils' work across all subjects to show the various levels of the National Curriculum through which the pupils progress as they move through the key stage.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school has done much to strengthen and further develop the good links with parents described in the previous report. The school now has a very good partnership with parents that is based on high levels of mutual respect and trust. Parents are welcome to come into the school at any mutually convenient time to talk about their children's progress, or to discuss general concerns, and they are appreciative of the warm welcome they receive from the headteacher and staff. Reception and Nursery parents often come into class with their children to settle them down at the start of sessions, and this has a positive impact on the children's learning, well-being and happiness. 'Come to Lunch Days', where parents are invited to take lunch with their children, are very popular and are particularly effective in strengthening the links between home and school. Parents are regularly invited to attend 'workshops' which help them to become aware of what their children are being taught in school, and also give advice about 'parenting skills'.
47. There are very high levels of parental satisfaction. Parents are very pleased with the standard of education the school provides, and agree that teaching is good. They very much value the home school diaries, which enable them to maintain an overview of their children's learning, and which provide a useful and valuable means of communication between the school and home. Parents are very pleased with the quality of leadership provided by the headteacher, and agree that standards have improved over the past few years. Most parents are pleased with the amount and frequency of homework. Some parents would like the school to provide extra-curricular activities. The inspection findings fully endorse the parents' positive views of the school.

48. The school provides good levels of information for parents. Regular newsletters keep parents informed about forthcoming events, and all aspects of the life and work of the school. The prospectus is a very useful source of information for parents, and gives good levels of detail about the school's routines and procedures. Parents of pupils who have special educational needs are given very good information about their children's progress and are fully involved in all reviews. Parents receive annual written reports of their children's progress, but although satisfactory overall, they vary in quality from class to class. The best reports give parents a clear indication of areas for improvement, whilst the least effective are sometimes insufficiently specific. Parents are invited to attend meetings about their children's progress, and these are well attended.
49. The contribution of the parents to their children's learning is good overall. Parents are encouraged to become actively involved in the daily life of the school, and a small number of parents regularly help out in class. At the time of the inspection, a group of parents was busy making items to be included in 'story sacks'. These 'sacks', which include a variety of activities, games and puppets, are proving to be very popular with pupils and their parents, and are having a positive impact in terms of encouraging children to read with their parents, and to share the various activities. Parents are made aware of the half-termly targets their children are aiming for, and are provided with opportunities to discuss these targets with the teachers, and to find out how best they can support their children. Most parents regularly listen to their children reading at home, and this support has a very positive impact on the children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. Overall, the leadership and management of the school are very good. The headteacher provides the school with excellent leadership and is very much seen by staff, parents and governors as the focal point for the school. She has played a crucial role in raising standards since the last inspection, by implementing rigorous systems for monitoring and evaluating the quality of teaching and learning, and by improving the quality of curriculum planning and assessment. In the past year, she has also supervised the move of the school into a new building, and managed this period of change very carefully with the minimum amount of disruption to pupils' learning. The headteacher has an excellent understanding of the strengths and relative weaknesses of the school, and a steely determination to succeed. She enjoys the full support of an extremely capable and committed staff, and a well informed and very interested Governing Body.
51. The senior management team and curriculum co-ordinators play a full and active part in the school's development. The views of teachers and classroom assistants are actively sought by the headteacher, and they are fully involved in discussion relating to the school's continued and ongoing progress and development. Staff are fully committed to following through planned developments, and to ensuring that the school's aims are fully met. There is a real shared vision for the future development of the school and a very good capacity for further improvement. Co-ordinators provide clear and sensitive leadership in their areas of responsibility, and have a good overview of their subjects. As a result, standards in many subjects have risen significantly since the previous inspection. Co-ordinators have a very good picture about pupils' progress and attainment in their areas, and a clear idea of the next step for development.
52. The school has established a very effective programme of monitoring teaching and learning, which has been temporarily suspended following the very recent move into

the new school. Most of the classroom monitoring is carried out by the headteacher, and it is very effective. Feedback is given to individual staff, and general issues are raised and discussed at staff meetings. Co-ordinators are starting to carry out lesson observations, but the headteacher is quite appropriately pacing this initiative to ensure its success. Pupils' work is regularly evaluated across all subjects, and areas for development are identified and strengths are shared. The headteacher makes excellent analyses of the end of Key Stage 1 test results and teacher assessments to highlight strengths and weaknesses in teaching and learning, and to pinpoint areas for whole school development. For example, during the past few years the school has been addressing the area of 'writing', and the concerted effort of all staff has led to consistently high standards in this area, and the continued progress of all groups of pupils.

53. The co-ordinator for special educational needs has only recently taken over responsibility for this aspect of the school's work, but she has already begun to develop her role well. She has formulated an action plan and has established a clear programme for her own professional development. She is aware of the need to increase her own knowledge of the new Code of Practice, and to disseminate this information amongst staff. The co-ordinator makes very good use of her half day weekly non-contact time to meet with parents, liaise with external agencies, to observe children at work, and to keep up to date with the paperwork. She logs these activities carefully, demonstrating her effective and efficient management of this aspect of the school's work. The school has updated its special educational needs policy to reflect the main changes in the Code of Conduct, but has not yet designated a 'responsible' person, to liaise with staff about the needs of pupils with statements. There is currently no governor for special educational needs because of recent changes in the composition of the Governing Body.
54. The governors provide very good support for the school, and have been extremely helpful during the recent move into the new building. The Governing Body fully meets its legal responsibilities and is very effective in carrying out its duties. Governors are well informed and knowledgeable about developments in the school, and successfully fulfil their role of 'critical friend' to the headteacher. The Chair of the Governing Body frequently visits the school to meet with the headteacher, and to help her to gain a good understanding of the school's life and work. There is a very good rapport between the Governing Body and the headteacher and staff, and a shared commitment to the future development and success of the school.
55. The quality of school development planning is very good and is very much rooted in raising standards and in improving further the quality of the pupils' learning. Staff and governors are fully involved in devising the targets in the School Development Plan, and in reviewing progress. Priorities are costed, and are planned within an agreed and realistic timescale.
56. The quality of strategic financial planning is very good. Financial planning by the headteacher and the Chair of the Finance Committee is thorough. The school makes good use of its resources, and detailed records ensure that governors are kept well informed. Financial regulations and controls are fully in place. The earmarked funding for special educational needs, staff training and other national initiatives is carefully targeted, managed and documented. The school supplements the special educational needs provision from its own funds, and this ensures that pupils' learning needs are identified quickly, and that relevant and effective support is provided. The move to the new building placed considerable pressure on the school's finances, resulting in the school using its contingency fund in order to meet the considerable additional costs. This left the school with little flexibility to provide additional resources or further staff

development. However through careful and prudent financial management this situation has been rectified, and the school now has a healthy carry forward of approximately 6% of its total income. The school increasingly seeks to ensure best value in the use of its resources. The headteacher and Governing Body compare the school's performance with other schools, question the effectiveness of what the school does, consult regularly about its further and future development, and carefully compare prices when buying in services and resources.

57. The school is well staffed enabling small class sizes throughout the school. The individual skills of teachers are well matched to their areas of responsibility, and there is a good mix of relatively new and more experienced teachers. Collectively, teachers offer a good range of skills and interests that are used well to support and enrich the pupils' learning. Newly qualified teachers, new staff, and initial teacher training students are very effectively supported by mentors and other teachers in their year group teams. Good emphasis is placed on staff training so that teachers feel confident about the areas they teach. Training needs are identified both by individuals, and by the headteacher, to ensure that the targets in the School Development Plan can be realised. Teachers have had good opportunities to observe and support colleagues and in this way, good practice has been effectively shared, and minor weaknesses have been identified and addressed.
58. Classroom support staff are very much a part of the school, and they make a very valuable contribution to the pupils' learning. They work closely with teaching staff to ensure that they know exactly what their role is and how best to support the pupils with whom they are working. The caretaker, cleaning staff, midday supervisors, and secretary all play an important part in the school community, and they are held in high regard, and are well respected by the pupils.
59. The new accommodation is very good and provides a high quality and stimulating learning environment for pupils of all ages. The library is easily accessible, well organised and provides an interesting place for pupils to enjoy looking at books. Additional rooms such as the 'group room' and the 'cookery room', provide high quality additional facilities that are used very effectively to support pupils' learning. The hall is large bright and airy and all classrooms, including the Nursery, have quiet areas and access to the outside space, and playground, which is currently being developed further with gardens and environmental areas. The corridors are spacious and provide additional areas for pupils to work. For example, a central listening station equipped with tape recorders and individual headphones is located in one area. There is no computer suite in the school, but each class is equipped with two computers, and additional computers are situated in the library.
60. The quality and range of learning resources are satisfactory in information and communication technology, religious education, design and technology and music. In all other subjects, the quality and range of resources are good. The school has an ongoing programme for replenishing resources and for replacing those that become worn and old.
61. The school has made very good progress since the last inspection and in addition to addressing the issues identified in the last report, has continued with its own initiatives and drive to raise standards further. The school now has very many significant strengths and no areas of significant weakness. Pupils of all abilities achieve well, and standards are often above the national expectation. Teaching throughout the school is good, and pupils have very positive attitudes to school. The leadership and management of the school by the headteacher are excellent, and she is very well

supported by a loyal and hardworking staff and Governing Body. The school is giving very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has no major areas of weakness in its work, but should consider addressing the following minor points for development:-

- continuing to promote the use of information and communication technology across the curriculum;
- extending the use of homework across the curriculum;
- improving the quality of marking of pupils' work;
- improving links with the receiving junior school;
- improving further the quality of pupils' progress reports.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	15	19	9	1		
Percentage	10	31	39	18	2		

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one 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)	27	219
Number of full-time pupils known to be eligible for free school meals	0	30

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register	1	39

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	41
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	54	45	99

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	48	47	50
	Girls	43	43	45
	Total	91	90	95
Percentage of pupils at NC level 2 or above	School	92 (91)	91 (89)	96 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	49	50	48
	Girls	43	44	44
	Total	92	94	92
Percentage of pupils at NC level 2 or above	School	93 (89)	95 (93)	93 (91)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	154
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	22
Average class size	27

Education support staff: YR – Y2

Total number of education support staff	4
Total aggregate hours worked per week	91

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	27
Total number of education support staff	1
Total aggregate hours worked per week	23
Number of pupils per FTE adult	14

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	455511
Total expenditure	457220
Expenditure per pupil	1529
Balance brought forward from previous year	33939
Balance carried forward to next year	32230

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	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	273
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	3	0	0
My child is making good progress in school.	69	24	5	0	2
Behaviour in the school is good.	35	57	5	0	3
My child gets the right amount of work to do at home.	39	41	10	2	8
The teaching is good.	64	30	3	0	3
I am kept well informed about how my child is getting on.	41	52	5	2	0
I would feel comfortable about approaching the school with questions or a problem.	72	28	0	0	0
The school expects my child to work hard and achieve his or her best.	67	30	3	0	0
The school works closely with parents.	50	43	2	2	3
The school is well led and managed.	57	38	5	0	0
The school is helping my child become mature and responsible.	56	39	3	0	2
The school provides an interesting range of activities outside lessons.	15	24	20	2	39

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

62. The school has a Nursery class that caters for fifty-four children who attend on a part-time basis. There are three Reception classes, two of which run throughout the year, and one which starts in January and runs for two terms of each year. The vast majority of children transfer from the Nursery class to the Reception classes, and the school also takes in a number of children who have attended other Nurseries, and some children who have had no pre-school education at all.
63. The provision for the Foundation Stage is good overall. It is very good in the Reception classes, and satisfactory in the Nursery class. Standards at the end of the Reception year are broadly the same as they were at the time of the last inspection, although there has been a significant improvement in the quality of teaching for the Reception children.
64. The school works very closely with parents to ensure that all of the Foundation Stage children are confident about coming to school, and to ensure that their transfer from Nursery to Reception is smooth. Many parents are keen to be involved in their children's education, and attend the curriculum meetings that are provided, and the induction meetings. Teachers of the Nursery and Reception children welcome parents warmly into the classroom at the start of the day, and this ensures that there are very good levels of communication between the home and school.
65. The pupils' attainment when they start school in the Nursery is often well below the expected level, especially in terms of language development, and in terms of their personal, social and emotional skills. Children make satisfactory progress overall in the Nursery class, and very good progress overall in the Reception classes. By the time they transfer to Year 1, at the end of the Foundation Stage, most children attain the Early Learning Goals in each of the six areas of learning which are, language, communication and literacy, mathematical, creative and physical development, knowledge and understanding of the world, and personal, social and emotional development.
66. The quality of teaching is satisfactory overall in the Nursery class and very good in the Reception classes. The Nursery class is currently being taught by a supply teacher, who is following the plans of the permanent classteacher. Although some effective teaching of the whole class and small groups was seen during the inspection, especially in terms of promoting the children's personal, social and emotional development, there is not always enough adult input when the children are working independently on 'free-choice' activities, and this means that there are missed opportunities for developing pupils' language and social skills. The Reception teachers are skilled, enthusiastic and very effective. Lessons are very well paced and organised, and the children are enthused and very motivated. There is a great deal of involvement of the children when activities are being explained, and this serves to keep their interest. Very good use is made of resources to enliven teaching, and teachers have a wealth of very effective strategies for keeping the children's attention, and for managing behaviour in an unobtrusive way. Classroom assistants are very well deployed in all of the Reception classes, and they make a significant and positive contribution to the children's learning. Children in both the Nursery and Reception

classes enjoy coming to school, and respond very well to the adults with whom they come into daily contact.

67. Teachers in the Reception classes make very good use of ongoing assessments of the children's progress and attainment to ensure that tasks are closely matched to the children's level of ability. Although appropriate procedures are in place in the Nursery, staff do not currently make enough focused ongoing assessments of children at work. This means that subsequent activities do not always take full account of the children's previous learning. Provision for children with special educational needs and children who are at the early stages of learning English as an additional language is good, and early learning difficulties are quickly identified and addressed.

Personal, social and emotional development

68. By the time the children transfer to Year 1, most achieve the Early Learning Goals in terms of their personal, social and emotional development. Children make good progress in the Nursery class and very good progress in the Reception classes, often from a very low starting point. All adults with whom the Nursery and Reception children come into contact use praise very well to reinforce good behaviour and to motivate and encourage the children in their learning. Teachers and classroom assistants provide excellent role models for the children in their dealings with one another and with the children. The teaching of personal, social and emotional development is good overall in the Nursery class and very good in the Reception classes where adults are more effective in interacting with the children when they are engaged in free-choice activities, and working on independent tasks.
69. By the end of the Reception year, the vast majority of children have good levels of confidence. They are keen to make choices and decisions about their work, and to offer their ideas and opinions. In discussion sessions, the children are confident when answering the teacher's questions, and listen well to the contributions of their classmates. In the Nursery many of the children are still learning how to take turns and to share equipment, but by the end of the Reception year, most know that they are expected to be considerate of the needs of others. Simple but very effective routines in the Reception classes reinforce the children's personal and social development. For example, children know how many 'turns' they may have on the computer before moving onto some other activity, and they take responsibility for crossing their own name out on the list to show that they have completed the set task. In other working areas, the children know how many children are allowed to work on the same activity at any one time, and consistently follow this basic classroom rule.
70. Children are encouraged to explain their feelings and to talk about the way in which they should treat others. For example, during the inspection, Reception children considered how their actions and behaviour affect the well-being and happiness of others. The stimulus for this lesson was a book about 'taking turns', and this was used in an excellent manner by the classteacher as a focus and basis for the discussion. Teachers and classroom assistants regularly share aspects of their lives with the children, and this makes the children confident about sharing their own experiences, and creates a very positive climate for learning. Reception children attend daily assemblies, and these occasions provide further opportunities for them to reflect on the world in which they live, and to consider a range of feelings and emotions.
71. By the end of the Reception year, the vast majority of children show good levels of independence, concentration and application. They respond very well to the high expectations of their teachers and are highly motivated by the frequent use of rewards, such as stickers and stamps. In the Reception classes, it is not unusual for children to

break into spontaneous applause when one of their classmates is particularly successful in their learning. Teachers in both the Reception and Nursery classes are very effective at building up the children's self-esteem and confidence, and this means that the children are willing to take part in activities without fear of failure.

Communication, language and literacy

72. By the time they transfer to Year 1, most children achieve the Early Learning Goals in this area of learning. In the Nursery class, the teaching of basic skills is satisfactory, and the children make satisfactory progress. However, there are currently missed opportunities for extending the children's spoken language when they are involved in independent and 'free-choice' tasks. In the Reception classes, children of all abilities make rapid and very good progress in developing all aspects of language and literacy, but a minority still do not achieve the expected level at the end of the Foundation Stage because of their very low starting point. The teaching of communication, language and literacy is very good in the Reception classes, and there are some excellent ongoing opportunities for children to develop speaking, listening, reading and writing skills.
73. The children's spoken language is of a satisfactory standard by the end of the Foundation Stage. Children in both the Nursery and Reception classes are keen to express their ideas, but many children have only a limited vocabulary. Teachers are very effective in the way in which they provide 'thinking time' for the children, and this is especially helpful for the children who know the answers to questions, but who need time to order and present their ideas. Reception teachers are particularly effective in extending the children's spoken language, and in introducing them to specialist vocabulary. They are also very effective in the way in which they encourage children to articulate sounds clearly, and use rhymes and jingles very well to provide opportunities for the children to speak at a set pace. In 'phonics' sessions, Reception teachers insist upon the children enunciating initial and final sounds clearly, and gently but persistently encourage those who are having difficulties with certain sounds to repeat them until they are accurate.
74. Teachers throughout the Foundation Stage use stories well to give the children a love of literature, and to help them to understand that writing conveys meaning. Children of all abilities in the Nursery and Reception classes join in with well known parts of stories and rhymes, varying the pitch of their voices to add expression. In the Reception classes, the highest attaining children are keen to predict what will happen next when listening to a new story, and enjoy talking about the main characters and events. Teachers in the Reception classes are very effective in the way in which they teach early reading skills. Phonics are taught on a daily basis in a very exciting and stimulating way, and children use this knowledge very well when they encounter new words which they spell out letter by letter. All Reception children read regularly to their teachers, and to their parents and carers. This regular practice constantly reinforces the children's learning and helps them to make very good progress. By the end of the Reception year, all children believe in themselves as 'readers', and are very confident when reading aloud. The children enjoy reading, and take a keen interest in the pictures in the book, and in the simple but exciting plots.
75. The children are encouraged to write from an early age, and by the time they transfer to the Reception classes, most children understand that marks on paper convey meaning. Reception children make very good progress in developing their writing skills, because teachers provide many exciting activities that encourage the children to think of themselves as 'writers', before teaching them the formal conventions of writing. By the end of the Reception year, many children are beginning to write recognisable

words independently, although as with the formation of numbers, a number of children reverse letters.

Mathematical development

76. By the time they transfer to Year 1, most children attain the Early Learning Goals in this area of learning. The teaching of mathematical development is satisfactory in the Nursery class, and very good in the Reception classes. The children make satisfactory progress in the Nursery class and very good progress in the Reception classes.
77. Children throughout the Foundation Stage have daily opportunities to practise counting and ordering numbers. In the Reception classes, where the teaching is very good, these sessions have very good pace, and are rigorous and very challenging for children of all abilities. The children enjoy giving answers and taking part in a wide variety of counting games, rhymes and songs, and are often very highly motivated by their teachers' enthusiastic methods of presentation. For example, in a lesson seen during the inspection, Reception children thoroughly enjoyed singing a song about 'Bob the Builder' which combined counting with actions. In the Nursery class the children learn how to count up to five, and begin to sort and match objects according to colour, size and shape. This learning is very effectively developed in the Reception classes, and by the end of the Reception year, most children count confidently and accurately up to ten, and a minority of higher attaining children have a good understanding of larger numbers up to and beyond one hundred. Most children in both the Nursery and Reception class have a satisfactory understanding of ordinal numbers, such as first, second and third, and of positional vocabulary such as 'in' and 'on', and 'above' and 'below'. However, in the Nursery class, there is not always enough adult intervention when the children are engaged in play activities, and opportunities for further developing this mathematical language are therefore sometimes missed. Foundation Stage children are taught how to form and write numbers, but this is an area of weakness for quite a number of children, who regularly write numbers backwards. The Reception teachers have recognised this problem and are in the process of addressing it. However, Nursery children need to be more carefully monitored when they start learning how to write numbers by tracing, and joining dots, so that they do not acquire 'bad habits' which are difficult to remedy at a later stage of their learning.
78. The children have regular opportunities in both the Nursery and Reception classes to learn about aspects of shape and measure through purposeful play activities in the sand and water areas, and through other aspects of their learning. In the Reception classes, where the teaching is most effective, teachers constantly and very effectively reinforce mathematical vocabulary in discussion sessions, and encourage the children to make comparisons of size. As a result, most children are confident about describing items in the classroom in terms of lighter/heavier than, bigger/smaller than, and taller/shorter than. Higher attaining children in the Reception class have a growing understanding of the notion of symmetry, and this is enhanced by the opportunity for them to make symmetrical shape patterns using magnetic coloured shapes. Higher and average attaining children reliably recognise and name simple two dimensional shapes, and activities such as making pictures from rectangles circles, squares and triangles successfully reinforce this learning. Children of all abilities in the Reception class repeat complex patterns, and confidently explain how the pattern goes on forever.

Knowledge and understanding of the world

79. By the end of the Foundation Stage, most children attain the Early Learning Goals in terms of their knowledge and understanding of the world. The children make satisfactory progress in the Nursery class, and very good progress in the Reception classes. Teaching is satisfactory overall in the Nursery class, and very good in the Reception classes where adults provide very good levels of individual support when the children are working in groups or individually.
80. Computers are used very well throughout the Foundation Stage to support and enhance the children's learning. Reception children know the routines of 'signing in and out' and understand that they must take turns when working in pairs. Children in both the Nursery and Reception classes show high levels of confidence, and are quite happy about exploring new computer programmes and finding out how to play unfamiliar games. The children enjoy working on a variety of programmes, many of which underpin their ongoing language and mathematics work. During the inspection, Reception children were fully engrossed in a programme that required them to move weather symbols onto different parts of a map of Great Britain. In addition to enhancing their skills of mouse control, this activity was also very effective in helping them to learn about general areas of the British Isles. Most reception children know their way around the key board, but do not yet load programmes independently or save their work without adult support.
81. By the end of the Reception year, most children have a growing awareness and understanding of the difference between the past and the present. This learning has been enhanced by good links to the children's own lives, such as when they looked at pictures of themselves as babies and compared them with pictures of how they are now. In discussion, the children make a distinction between the type of toys they play with, and those that their parents played with.
82. The children in the Nursery and Reception classes are encouraged to take an active interest in their environment, and very good use is made of a local farm to raise their awareness of living things. The ongoing topic of 'snails' is proving to be of great interest to the Nursery children, who, during the inspection, used magnifying lenses very well to study the snails in some detail. In addition to increasing their knowledge of snails, this activity was also very successful in reminding the children of the need to care for living things and to treat them with respect. By the end of the Reception year, most children have an awareness of the different seasons, and talk confidently about some of the signs of spring. They name and recognise a wide variety of natural objects in the environment, such as trees and rivers, and many have a particularly good understanding of the purpose of simple maps.
83. The Reception children show a lively interest in all activities, and are keen and observant when carrying out 'science' tasks. They have good experience of handling different types of materials, and the higher attainers talk confidently about the different textures and possible uses for various materials. Most children know that plants need water for healthy growth, and are beginning to draw comparisons between the basic needs of plants, humans and animals. Following their recent visit to the farm, the Reception children confidently talk about animals and their babies, and higher attaining children know that female sheep are called ewes.
84. The school meets statutory requirements in terms of teaching religious education to the Reception children. The recent focus has been on Old Testament stories, but although a few higher attaining children have some recall of these stories, average and

lower attaining children have little recall. Religious education is a relatively weaker area of the children's knowledge and understanding.

Physical development

85. The children make satisfactory progress in their physical development in both the Nursery and Reception classes, and most children achieve the Early Learning Goals by the end of the Reception year. The teaching of this area of learning is satisfactory overall. Although some very good formal physical education lessons were seen during the inspection, there are currently too few open-ended and adventure activities for the Reception children to take part in. The Nursery children have access to a good quality outdoor play area which is well equipped with a variety of climbing equipment and wheeled toys. The Reception children do not have similar provision for outdoor play, but with creative timetabling, could make regular use of the Nursery play facilities.
86. By the time they transfer to Year 1, most children have satisfactory levels of co-ordination, although some still have difficulty in maintaining control over their bodies when jumping and hopping. Nursery and Reception children show a good awareness of space when moving around the hall and the classrooms, and in physical development lessons, respond well to the teachers' instructions by changing speed or direction. Most children are learning how to balance, and are confident when carrying out forward rolls. The children's catching and throwing skills are at the expected level. By the end of the Reception year, most children are reasonably accurate when throwing balls and bean-bags to their partners.
87. The Nursery and Reception children take part in a wide range of activities that enhance and refine their 'fine-motor' skills. By the time they transfer to Year 1, most children hold pencils, scissors and brushes appropriately, and show satisfactory levels of control. Good opportunities for the children to cut things out for themselves help them to master the use of scissors at an early age, and regular opportunities for them to use cutting tools when working with dough, and small construction equipment, help them to develop appropriate skills of manipulation.

Creative development

88. By the end of the Reception year, most children attain the Early Learning Goals in the creative area of learning. The Nursery children make satisfactory progress in this aspect of their learning and the Reception children make good progress. Teaching is satisfactory in the Nursery class, and the children are provided with an appropriate range of learning experiences and activities. However, there is not enough adult intervention in some of the play activities, such as role play, and as a result, the children do not get as much from the activities as they might. By contrast, in the Reception classes, where the teaching is good, the children benefit from well targeted adult intervention and this aids their language development and promotes very high levels of social interaction amongst the children.
89. By the end of the Foundation Stage, most children know a wide range of different types of songs which they sing with high levels of enthusiasm, and often with accompanying actions. They understand that some sounds are higher or louder than others, and recognise and name a variety of instruments. Reception children listen well to recorded and live music, for example, when they go into the hall for assemblies, and when they take part in year group and class singing sessions. Following a recent 'sound walk' the Reception children listened very carefully, and successfully recorded pictures of the sounds they had heard. However, although there are some good opportunities for children to take part in musical activities, in both the Nursery and

Reception classes there are too few opportunities for the children to carry out free-choice music making activities on a daily basis.

90. The role play areas in the Nursery and Reception classrooms are well thought out, and are changed regularly, and the staff have produced an excellent range of exciting costumes and props to further enhance and enliven the children's learning. During the inspection, very good use was made of the Reception class 'Flower Shop' where the children happily 'wrote' cards to go with bunches of flowers. Very good intervention from the teacher helped the children to develop their language, and to understand some of the occasions when flowers might be sent to people. Conversely, in the Nursery 'café', although the children played well together, and developed some ideas about the roles of the 'café staff' and the 'customer', some opportunities for learning were missed because there was not enough adult intervention.
91. Children in both the Nursery and reception classes have good opportunities to paint, draw and make pictures from collage materials, and they approach these activities with high levels of confidence and enthusiasm. Some of the observational drawings of teddies produced by the Reception children are of a particularly good standard. During the inspection, Nursery children successfully produced bright and colourful spiral paintings, linked to their work about snails. In the Reception class, very good intervention by adults helps to develop the children's vocabulary as they work, and to extend their thinking. However, as with music, many of the activities are closely directed by the teachers, and whilst this is most effective in ensuring that the children acquire the necessary skills, more 'free-choice' art activities in the Reception classes would further enhance the children's creativity.

ENGLISH

92. Standards in reading and writing have improved considerably since the last inspection and pupils are achieving very well in relation to their ability. The 2001 national end of Key Stage 1 tests in writing indicate that the pupils' attainment was well above the national average and very high in comparison to similar schools. In reading, the pupils' attainment was above the national average and well above average in comparison with similar schools. Excellent procedures for monitoring and assessing pupils' attainment and progress, together with consistently very good teaching, ensure that all pupils, including those with special educational needs, make very good progress. There is no significant difference between the attainment of boys and girls. The inspection findings indicate that overall, pupils' attainment in English is well above national expectations, and there are significant strengths in the aspects of reading and writing.
93. By the end of Year 2, standards in speaking and listening are above national expectations for the majority of pupils. Standards in this aspect of English have improved since the last inspection due to an increased range of planned opportunities for pupils to speak and listen in a wide variety of situations, and also because teachers are making very good use of ongoing assessment to plan the next stage of the pupils' learning. Opportunities to speak, for example, occur regularly in most curriculum areas such as history, when pupils take part in role-play about shopping in the past, or in design and technology when pupils use the puppets they have made to perform the plays they have written in literacy lessons. Pupils are often organised into pairs to brainstorm ideas and to discuss their work. This organisation is very effective and productive. Listening skills are well developed and pupils follow instructions quickly, and understand and act upon quite detailed explanations. The vast majority of pupils

listen well to the contributions of their classmates, although a small number of pupils find this difficult.

94. Standards in reading have improved since the last inspection and are now well above national expectations at the end of Year 2. In the past year, this aspect of English has been an important whole-school focus, and the co-ordinator has developed a range of strategies to ensure that pupils acquire basic reading skills and a love of reading. The range of resources has been extended, teachers have gained confidence in teaching reading skills, and standards have improved. Pupils read a range of texts with fluency, accuracy and expression. Teachers' own love of literature shows through in the way that texts are shared with pupils. Pupils of all abilities enjoy reading, learn the structure of books and stories, and talk confidently not only about the author, illustrator and 'blurb' at the back of books, but also discuss the purpose of the contents and glossary pages. Pupils use books effectively to discover information for themselves and develop independent research skills from an early age. They tackle unfamiliar words using a variety of strategies, and read for meaning using a variety of contextual clues. The very well thought out, effective and 'fun' approach to the teaching of letter and sound patterns, and regular individual reading time, ensures that all pupils grow in confidence. More able pupils identify stylistic devices such as alliteration and recognise the meaning of unfamiliar vocabulary by looking closely at the context. Pupils with special educational needs receive sensitive support and encouragement, and achieve success in reading a variety of texts. The library facilities are very good and include a boys' interest area and a wide range of interesting texts. To make the area even more attractive, the school has recently installed a 'loft' where pupils can sit at different levels to read their chosen books. Home school links are particularly effective, and parents have clear guidance about how best to support their children's reading, Reading targets are set for all pupils and are regularly monitored, to ensure that all pupils make very good progress.
95. Standards in writing have improved considerably since the last inspection and they are now well above national expectations. Pupils of all abilities make very good progress from a relatively low starting point. This is due to a number of factors. The teaching of writing is a model of the very best practice, and the school has very successfully adapted the literacy hour to meet the needs of the pupils. Regular assessments are used to monitor pupils' progress, to adapt teaching and to support pupils. In addition, pupils have regular opportunities to write for a range of purposes including reports, descriptions, reviews, and play scripts. By the end of the key stage, the vast majority of pupils write in sentences, using full stops and capital letters. Higher attaining pupils write at length, and by the end of Year 2, these pupils use speech, exclamation and question marks correctly. The writing of the highest attaining pupils is particularly well organised with interesting beginning, middle and end sections. These pupils increasingly use a range of interesting words for effect, and develop their ideas logically. The quality of written work is enhanced by very good quality spelling. Although middle and lower attaining pupils throughout Key Stage 1 write shorter pieces than the highest attainers, they spell a range of common words accurately, and make very good attempts to spell unfamiliar words using their knowledge of letter sounds and patterns.
96. The quality of teaching and learning is very good overall with some excellent features. Teaching has improved since the last inspection. Teachers have very effectively adapted and implemented the literacy hour by blocking themes, so that pupils have time to learn, consolidate and extend their skills before moving on to another aspect of literacy. For example, at the time of the inspection, Year 2, pupils were immersed in a two week programme of reading and writing poems. This focus helps the pupils in their learning, and ensures good results as pupils have time to review and edit their work.

Lessons are very well paced, fun, and hold pupils' interest throughout. The teaching of basic skills in particular is excellent, and is a model of very effective practice. A wide variety of interesting, stimulating yet very relevant activities ensures that all pupils concentrate and are highly motivated. This is particularly effective when teaching spelling and sound patterns. Pupils engaged in 'noisy letters', for example, increasingly listen and remember complex spelling patterns in a noisy but highly effective activity. Activities are very well adapted to meet the needs of all groups of pupils, and learning objectives are always very effectively explained, reinforced, and where necessary regularly revisited. This ensures that all pupils have a very clear idea of what is expected and because teachers continually monitor and reinforce learning, pupils make very good progress. The frequent celebration of pupils' efforts at the end of lessons, when pupils are invited to comment on the work of their classmates, is used effectively to support learning and to develop and strengthen relationships. Pupils of all ages and abilities thoroughly enjoy English lessons, and make a very effective contribution to class and group discussions. They work hard, and produce good amounts of work in the given time. Pupils know their targets for development, and have a good understanding of their own learning. Homework is used effectively to extend and enhance the pupils' learning, but marking is a weaker area of teaching in some classes.

97. The use of information and communication technology to support pupils in their English work is developing, and computers are often used in lessons to support spelling, for example. However, pupils currently do not always make enough use of computers to draft and edit their work, and this is an area that has been identified by staff for further development. Literacy skills are very effectively promoted across the curriculum, and pupils have a range of opportunities to read research, write and perform in most other subjects.
98. The leadership of the subject by the co-ordinator is excellent. The co-ordinator, together with a core team of staff, has worked exceedingly hard since the last inspection to improve teaching and learning with impressive results. Assessment procedures are excellent and are a key factor in the high standards that pupils attain, and in the very good progress that they make. Rigorous monitoring of teaching and the sharing of best practice has resulted in improved teaching and has developed teachers' confidence and skill. Resources are good, and are used effectively to enhance and enliven teaching and learning.

MATHEMATICS

99. The 2001 end of Key Stage 1 National Curriculum tests indicate that standards in mathematics are in line with the national average and well above average in comparison with similar schools. The inspection findings indicate that standards are above national expectations. The discrepancy between the 2001 test result and the inspection findings is partly because of natural differences in the ability of the two cohorts, and partly because of the good work that has been done to raise standards in mathematics over the past few years, which is now having a significant impact. The school has made excellent progress in raising standards since the last inspection, when pupils' attainment was well below national expectations. The National Numeracy Strategy been effectively implemented in all classes, teaching has improved, and the school now makes very good use of assessment information to match work closely to the needs of different groups of pupils. As they move through the school, all pupils, including those with special educational needs and the highest attaining pupils, make very good progress overall.

100. By the end of Year 2, the vast majority of pupils have a good understanding of number and confidently use a variety of appropriate strategies to solve numerical problems. The mental mathematics session at the start of numeracy lessons encourages pupils to develop confidence in manipulating numbers mentally, and their ability to recall number facts quickly, helps them in their written calculations. Where the very best teaching occurs, pupils are encouraged to explain how they arrive at their answers, and this strategy helps them to clarify their thinking and to be aware of the processes they use. Most pupils accurately and quickly solve problems involving addition and subtraction, and the highest attainers cope well with numbers beyond one thousand. Their understanding of multiplication and division, including the concept of remainders, is developing well. Most pupils have a good grasp of simple fractions such as one half and one quarter. The higher attainers are beginning to understand the equivalence of fractions, and know, for example, that two quarters and one half are the same amount.
101. Pupils' understanding of aspects of shape, space and measure is good by the end of Year 2. Good links with other subjects, such as design and technology, where pupils are given good opportunities to develop their measuring and estimating skills, help to consolidate the pupils' mathematical understanding and give them a meaningful context for their learning. Many pupils readily tell the time, using quarter and half hour measures accurately. Pupils of all abilities have a good knowledge of the properties of many two and three dimensional shapes. Higher and average attaining pupils use mathematical language well to describe the features of shapes, such as right angles, corners, vertices and sides. Most pupils have a satisfactory understanding of how information can be presented in the form of tables and charts, and most use graphs well to answer simple questions.
102. The quality of teaching and learning is very good. Teachers have a very good understanding of the National Numeracy Strategy, and use the recommended three part lesson structure to very good effect. The opening mental mathematics session of many lessons is often used very effectively to concentrate the pupils' thinking, and teachers make very good use of a wide range of exciting strategies, such as songs and games, to capture the pupils' interest and to enthuse them in their learning. Teachers support pupils very effectively, and use questions well to consolidate and extend their learning. Careful consideration is given to the individual needs of the pupils when planning work, and this ensures that pupils of all abilities make the best progress possible. Discussions at the end of lessons are often used very well to enable the pupils to reflect upon their learning, and to draw together important threads. Pupils have very positive attitudes to learning and respond very well in lessons. They are keen to participate in the pacy mental mathematics introductory sessions and to offer their views and opinions in end of lesson discussions. Pupils work productively in lessons, and tackle new problems with high levels of confidence. Although pupils' work is marked regularly this is a relatively weaker aspect of teaching, and pupils are not given enough pointers for improvement. Homework is used well to consolidate the pupils' learning, but tasks are often routine, and not sufficiently open-ended.
103. The leadership and management of the subject are very effective. The co-ordinator has a very good knowledge of the standards that pupils are attaining and of the quality of provision in each class. Pupils' progress is regularly and effectively monitored by the senior management team, and the results of tests and formal assessments are carefully scrutinised so that further areas for development can be identified. Teachers make very good use of ongoing assessments of the pupils' progress and attainment, and the practice of setting half termly targets for groups of pupils is very effective in raising standards and in helping the pupils to gain an understanding of their own learning. Despite the high standards, the school is constantly seeking ways to improve provision, and to ensure that all pupils are achieving their best. Currently, pupils make

satisfactory use of computers to support their learning, and this is an ongoing area of development within the school. Resources for the subject are good, and they are used well to enliven teaching and to enhance the pupils' learning.

SCIENCE

104. By the end of Key Stage 1, pupils' attainment is above national expectations. The inspection findings are consistent with the outcomes of the 2001 statutory teacher assessments. Pupils of all abilities make good progress overall as they move through the school. Their progress in Year 2 is often very good, because of very good teaching and very high expectations. Standards are much higher than they were at the time of the previous inspection when they were below national expectations. Pupils' knowledge is now much better than it was, and they now have some very good opportunities to carry out investigative and experimental work. Teachers have worked hard to produce a broad and relevant curriculum and to improve the way they plan for pupils of different ability, including those with special educational needs. Throughout the key stage, pupils make effective use of literacy, numeracy and information and communication technology skills to support their learning in science, especially in Year 2, where more of the pupils' work is recorded.
105. By the end of Year 2, pupils have a good understanding of living things and make a clear distinction between things that are no longer living and those that have never lived. They confidently describe the essential prerequisites for healthy growth using appropriate scientific language, and know that animals, plants and humans need food, drink, light and air for survival. Pupils' knowledge of living things is enhanced by good opportunities for them to carry out practical experiments and investigations. For example, in Year 1, pupils have planted and nurtured seeds and bulbs. The pupils have carefully observed the stages of growth, and have recorded their experience in words and pictures. This activity has also been effective in reminding pupils of the need to care for, and to take responsibility for living things. By the end of the key stage most pupils have a good knowledge of the life cycles of snails and frogs, and an emerging understanding that all living things reproduce.
106. Throughout the key stage, pupils carry out work relating to materials and their properties, and by the end of the key stage have a good knowledge and understanding of this aspect of the science curriculum. Year 2 pupils are confident and accurate when sorting and classifying objects according to whether they are manmade or natural. Pupils organise this information in a variety of ways, using diagrams, charts and graphs and lists in an appropriate way. Pupils have a good understanding that some changes to materials are reversible whilst others are permanent. They accurately predict substances that will or will not melt and higher attaining pupils use their existing knowledge well to predict which of several substances are likely to melt first. Pupils' understanding is enhanced by good opportunities for them to find things out for themselves. For example, Year 1 pupils developed a very clear understanding about the properties of materials when testing different fabrics to find out which would make the best garment for wearing in the rain. The pupils made sensible predictions which they then tested, recording their results and comparing them with their initial ideas.
107. By the end of Key Stage 1, pupils have a satisfactory knowledge and understanding of physical processes, but this is a relatively weaker area of their learning in science, especially their knowledge of the notion of force. Pupils know basic facts about sources of heat, light, sound and energy, and most realise that the earth is dependent on the sun for daylight and warmth. Pupils know that some sources of light and energy are manmade, and they have a secure grasp of electricity as a main source of power.

Year 2 pupils draw and label electric circuits accurately, and identify all the components that are necessary to make them work. In Year 1, pupils form an early understanding of the concept of forces by building see-saws with planks and trestles, and use their feet and legs to force each end to move up and down. However, this learning is not sufficiently developed, and by the end of the key stage, a number of pupils are confused about the concept of forces, and have difficulty in explaining force in terms of 'pushes' and 'pulls'. Pupils sometimes lack the necessary vocabulary to explain their ideas, and some of the activities that are provided, are not sufficiently well matched to the pupils' level of understanding. Although the teaching of physical processes is satisfactory, this is a relatively weaker area of the teachers' scientific knowledge.

108. The quality of teaching and learning is good overall, although it is better in Year 2 than in Year 1. Teachers' knowledge and understanding of what needs to be taught is secure in most aspects of science. Since the time of the previous inspection teachers have made considerable progress in strengthening the approach to devising practical methods for learning and in ensuring pupils use their literacy, numeracy and information and communication technology skills effectively to communicate their findings. Teachers make particularly good use of the school environment, which provides access to minibeads, animals and birds. Such opportunities do much to promote pupils' interest in finding out about the world around them, and in promoting their moral development as they consider the needs of living things. Teachers have high expectations of pupils and expect them to think for themselves, find ways of tackling new learning, and to record their results independently. They emphasise the importance of taking care of equipment, their surroundings, and of working sensibly and co-operatively. Evidence of high expectations of pupils to present work well is particularly strong in the Year 2 classrooms. Work on display about living things is beautifully presented and contains some very good examples of observational drawings and written reports. There are occasions when worksheets are not well matched to the needs of different groups of pupils, and on these occasions, the pupils become frustrated. However, in the main, pupils of all ages and abilities, including those with special educational needs, and the higher attaining pupils, look forward to practical activities in science, and enjoy their learning. Their attitudes to the subject are very positive. Pupils are eager to try things out for themselves, and are curious and keen to test their ideas. They are undaunted when things do not always work out as expected. Pupils behave well in lessons, and they respond sensibly and quickly to the teachers' instructions and requests. Pupils enjoy answering questions, and listen carefully when in discussions that are pitched at a challenging level that stimulates their thinking. Pupils work well in groups, and are good at expressing the awe and wonder they feel when observing and handling plants and small creatures. There are occasions when pupils in Year 1 sometimes become restless and lose interest, however, when they do not understand what is expected of them or the activity takes too long for each to have a turn.
109. The leadership of the subject is good. In the absence of the permanent co-ordinator the subject is currently managed by the 'curriculum group'. Recent initiatives to improve links between assessment and curriculum planning have been most productive, and are leading to most work being closely matched to pupils' levels of ability. Samples of work are regularly taken in to check how well pupils have met the proposed learning intentions. Marking and group targets give pupils an indication about how they can improve their work, although targets are sometimes too broad. The headteacher is aware of the relative strengths and weaknesses in provision. She has some perceptive ideas about how to address the gaps in teachers' knowledge and understanding, opportunities for direct monitoring of lessons and the more effective use of technology to support pupils' learning. Resources are of good quality and well

organised. The high quality of staff relationships and willingness to work together is helping to make sure that improvements in science are steadily maintained.

ART AND DESIGN

110. Pupils' attainment in art and design is above national expectations at the end of Key Stage 1, and there has been good improvement since the time of the last inspection. The curriculum is now of good quality, ensuring that pupils take part in a suitably broad range of activities. Pupils of all ages and abilities, including those with special educational needs, make good progress over time. Pupils' work is highly valued, and is attractively displayed throughout the school. However, displays do not always give enough information to the observer about the skills and techniques that have been used.
111. Pupils make good progress in drawing, and achieve good standards in this aspect of their art and design work by the end of Year 2. In the early part of the key stage, pupils learn how to create a sense of perspective by using a variety of shading effects, and their drawings of spider plants are of good quality, and show the pupils' careful attention to detail. The pupils' drawings of a penny-farthing bicycle are even more striking for the way they communicate the unusual shape of the bicycle, and the pattern of the spokes on the larger of the two wheels. As the pupils move through the key stage, they make evident progress in this aspect of their art work, and some of the drawings of natural objects by Year 2 pupils are very good. Intricate drawings of spiders, shells and fir cones, show that pupils have given good consideration to the different textures, shapes and colours, and have tried hard to be accurate in their depiction of these elements in their own work. By the end of the key stage pupils successfully use a range of media for drawing, including pencil, ink, charcoal and pastel. There are some good cross-curricular opportunities for pupils to practise their drawing skills, such as in science, when Year 2 pupils illustrated their work with neat drawings of seagulls and other birds. Teachers provide a good combination of drawing opportunities enabling pupils to draw from observation and also from their imaginations
112. By the end of the key stage, pupils have a good understanding of how to combine colours to achieve different shades and tones. They talk about colours that make them feel happy or sad, and higher attainers have a good appreciation of the notion of 'cool' and 'warm' colours. Pupils make good progress in their painting, and some of the pieces they produce are particularly arresting because of the colours they have used, or the composition. However, often the outcomes of painting activities are similar for each class member, as there is not always enough choice for pupils in terms of the size and colour of paper they use, the texture of the paint, and the size of brushes. Pupils are confident about combining materials of different textures in their collage work, and know a range of printing techniques including marbling, sponge printing, and printing with natural and found objects.
113. By the end of Year 2, pupils have a good knowledge and understanding of art and design. They speak confidently about the range of media they use and the different skills and techniques they have learned. They critically evaluate both their own work and the work of others. Pupils confidently discuss the main techniques they have used in their work. For example, they describe the way in which they moulded clay when making heads of mythical characters. Pupils comment on the work of famous artists, such as Van Gogh and Monet, and are aware of their nationality and features of their individual style. Pupils are confident about using books and the computer to find information about unknown craftspeople and artists, but most do not realise the potential of art galleries and museums as a source of information. Pupils are interested

in the way in which artists and craftspeople contribute to their own and other people's culture. They enthusiastically recall their work about Chinese New Year to exemplify how paper sculptures add colour to celebrations, and describe how stained glass helps to make a church beautiful. They appreciate the aesthetic impact of works of art around the school, and know that art contributes significantly to the impact of posters carrying messages about health and safety.

114. Pupils benefit from good teaching in art and design. Teachers in both year groups plan carefully with reference to a well-documented scheme of work. They have high expectations of pupils, and encourage them to achieve the best possible standard in their work. Teachers make very good use of resources both to enliven their teaching and to enhance the pupils' learning. Pupils are provided with some very good opportunities to evaluate their own work and that of others, and in an effective lesson seen during the inspection, pupils were challenged to compare pastel work with pencil sketches and asked to explain their preferences. Teachers encourage pupils to bring things from home to add to attractive displays in the classroom. They have collected, for example, natural objects, such as shells, flowers, and pieces of bark for their work on living things. Pupils have very positive attitudes to art and design, and approach all activities with high levels of enthusiasm. Because pupils feel very secure, they are confident about experimenting and trying new ideas. They often respond very well when teachers show them 'works of art', and during the inspection, Year 1 pupils gasped with delight when their teacher shared with them a picture drawn by a friend of the school. Art and design adds significantly to pupils' spiritual, moral, social and cultural development, although even more could still be done to enhance pupils' appreciation of art in cultures around the world. Only limited use is currently made of homework to extend the pupils' learning, and this is an aspect of teaching that could be further developed.
115. The subject is well led and managed and because of this there have been many positive developments in the way pupils' work is planned and evaluated. The new accommodation has plenty of space for working and for celebrating pupils' work. There are ample tools and materials and teachers have some good ideas for making even better use of these resources. There is an intention, for example, to create an art gallery in the corridors for two and three-dimensional work. The co-ordinator and her colleagues have devised a realistic and achievable action plan in order to raise standards further. Good procedures are in place for recording and tracking pupils' progress and attainment, although the school does not yet formally identify pupils who may be talented. Recent achievements reflect a strong shared commitment to continuous improvement and the capacity to succeed in the future.

DESIGN AND TECHNOLOGY

116. At the time of the last inspection standards were reported to be just above national expectations with pupils having limited opportunities to make their own choices. Standards have improved, and pupils' attainment at the end of Key Stage 1 is above national expectations. All pupils including those with special educational needs make good progress because of the good quality support they receive in lessons. Pupils are now encouraged to explore and develop their own ideas and this has had a positive impact on standards.
117. By the end of Year 2, the majority of pupils have a good understanding of the design process. They use books well to research their ideas, and where possible make observations of models within their local environment. For example, Year 1 pupils, who are currently working on a model playground, have looked at playground equipment in

the local park as a preliminary source for their ideas. Tasks such as this are also very effective in helping the pupils to understand the need for designs to meet specific needs, and promote good discussion about the suitability of the materials to be used. By the end of the key stage, pupils use words and pictures to plan and describe their designs, listing the stages in the process, and the materials they intend to use. They select appropriate tools, techniques and materials, and use tools accurately to cut, shape and join components using a variety of suitable methods. Year 2 pupils, through their work with string puppets, have gained a good knowledge of how to make joints that allow movement. This activity was particularly effective in building on the pupils' existing knowledge of using split pins to create joints in moving pictures. In addition, the task also posed the problem of how to join different materials, such as fabric, card and clay, and a solution was quickly found. Pupils evaluate their work simply, usually on the basis of how the finished product looks, but their ability to evaluate their work in relation to the original design is a relatively weaker area of their learning.

118. The quality of teaching and learning in design and technology is good overall. Teachers provide a variety of opportunities for pupils to acquire and practise a good range of making and designing skills. From an early age, pupils are encouraged to evaluate their products, and originality of thought is celebrated. Pupils enjoy working with a full range of materials and tools. There are some good opportunities for pupils to work independently, and although teachers provide good levels of support, they encourage the children to be imaginative in their thinking, and to pursue their own lines of enquiry. The quality of learning is enhanced by the pupils' good behaviour, and by their very high levels of enthusiasm. Pupils are keen to talk about their designs, and most show good levels of patience and determination when their ideas are unsuccessful. Pupils of all abilities work very well together and show high levels of co-operation. For example, during the inspection, pupils were observed spontaneously helping one another with difficult parts of the making process. Teachers currently make little use of information and communication technology to support pupils' learning, and as a result, pupils do not see the capacity of computers as tools for designing. There are few opportunities for pupils to consolidate and extend their learning through homework tasks.
119. The co-ordinator has only recently been appointed, and her role in developing the subject is therefore limited, but satisfactory overall. However, she is receiving very good support from the headteacher and her more experienced colleagues, and is starting to gain an overview of the subject, and to consider ways in which the subject could be developed further. The school has a good range of resources, including a designated 'kitchen' which is well used for food technology lessons. Assessment procedures are effective and well established, and the information is used well by teachers when planning the next stage of the pupils' learning.

GEOGRAPHY

120. At the time of the last inspection standards in geography were reported as being above national expectations. These high standards have been maintained. All pupils, including those with special educational needs, make good progress and achieve well in relation to their ability.
121. By the end of Key Stage 1, pupils have a good range of geographical skills, and their knowledge and understanding of the subject are very secure. There are particular strengths in the pupils' mapping skills, which are very well taught throughout the key stage. Often, well-known stories are used as a starting point for map-making, and this strategy is very effective in capturing the pupils' interest. For example, younger pupils

have produced maps of the town in which the 'Three Little Pigs' lived, and have drawn the route taken by the 'Gingerbread Man'. These simple maps are well labelled, and the pupils have a good understanding that maps convey information about places, and give directions. In Year 2, mapping skills are effectively developed and further extended, when pupils record their routes to school, using colour keys to represent buildings and geographical features found along the route. By the end of the key stage, pupils produce good quality plans of their classroom, from a 'bird's eye' view, and use keys incorporating symbols, colours and words.

122. Teachers make good use of the local area to capture the pupils' interest and to ensure that the pupils develop a good awareness of their immediate environment. As part of their topic on 'homes', Year 1 pupils have considered different buildings in the local area. They describe different types of houses, and most make a clear distinction between geographical features that are manmade, and those that are natural. The pupils' learning is very effectively extended in Year 2, when they compare and contrast their own village with the seaside town of Blackpool. The pupils recognise and discuss the distinguishing characteristics of the two places, and pick out the main similarities and differences. The pupils' knowledge and understanding of places further afield is a relatively weaker aspect of their learning.
123. The subject is very effective in promoting the pupils' moral awareness and understanding. For example, through recycling materials and collecting rubbish dropped in the playground, pupils become increasingly aware of the need to take care of their school and the environment. Year 1 pupils, following a visit to a local park, talked about the features they most liked, and those they disliked, and the highest attaining pupils made sensible suggestions about how the park might be improved.
124. The quality of teaching and learning is good overall. Teachers plan across the year group and this ensures that there is a consistent approach, and that teachers' individual strengths are utilised effectively to support their colleagues. Teachers successfully enthuse the pupils by providing exciting and stimulating activities that capture their attention and make them want to find out more. Very good use is made of the local area as a resource, and this provides a firm basis for the pupils' learning. Teachers are effective in linking geography with subjects such as mathematics, where pupils use their skills to produce graphs, and literacy, where pupils write accounts in their own words, but currently little use is made of computers to support and extend the pupils' learning. Pupils are very responsive and keen to talk about their work. They are confident in expressing their views, and have a mature understanding of the impact of humans on the environment. Marking in books is generally positive, but rarely tells pupils in simple terms how they could improve. Little use is made of homework to support and extend the pupils' learning, and this is an aspect of the subject that could be developed further.
125. The subject is very well led and managed by an experienced and enthusiastic co-ordinator. The national guidance for the subjects has been adapted appropriately to meet the needs of all pupils and to ensure progression in the pupils' learning. However, although geography is taught throughout the year to Year 1 pupils, in Year 2, the subject is taught in half termly blocks, and alternates with history. This means that in the half term when geography is not being taught, the pupils sometimes forget their learning. The school is well resourced, and pupils benefit from access to a well stocked library. Good assessment systems are in place, and the information is used well by teachers when planning the next stage of the pupils' learning.

HISTORY

126. By the end of Year 2, the pupils' attainment is above national expectations. This marks a good improvement since the previous inspection when standards were below national expectations. There has been good improvement in the quality of teaching and learning since the last inspection. The curriculum for history is now carefully planned so that pupils have the time and opportunity to explore topics and themes in sufficient depth. Pupils of all ages and abilities, including those with special educational needs, make good progress.
127. By the end of Year 2, pupils know some of the differences between life in the past, and life in the present. For example, through their studies of the Victorians, pupils know how kitchens have changed, and understand that commonly used kitchen utensils of that time are now important historical artefacts. Pupils understand the impact of electricity on lifestyles, and appreciate that 'inventors' played a crucial part in developing civilisations. Many pupils show high levels of empathy when talking about the plight of Victorian children who worked in the mines, and when considering the level of poverty that many families endured. Pupils have a good recall of famous people they have studied, and their impact on the lives of people of that time. For example, pupils are keen to talk about Florence Nightingale, and her hospital work. A few of the higher attaining pupils have a growing understanding that the 'present', will eventually become the 'past', and know that the events of today are dictating the course of history. Most pupils have a secure chronological awareness and make a distinction between the recent past, such as the Victorians, and the long ago past, when dinosaurs were alive. Although pupils use books well to support their learning, they currently make only limited use of computers to access information on CD ROMs or the Internet.
128. The quality of teaching and learning is good. Teachers plan interesting work for pupils, who respond with high levels of interest and curiosity. A strong emphasis is placed on pupils learning through direct experience, and this helps to bring history alive for the pupils. Very good use is made of trips to local museums, and pupils greatly enjoy listening to visiting speakers who draw on their own experience to give accounts of what life was like in the past. Teachers have a good subject knowledge, and good links are made with other subjects to give a real context to the pupils' learning. For example, Year 2 pupils have recently written simple books giving information about mining, and this work enhanced both their historical and literacy skills. Pupils throughout the key stage enjoy history lessons, and are often enthused by the exciting way in which teachers present new information. Good opportunities for the pupils to discuss important issues help to raise their social, moral and cultural awareness. Currently little use is made of homework to extend the pupils' learning.
129. The leadership and management of the subject are good, and have led to improved standards since the last inspection. The school provides a well balanced and broad curriculum for all pupils, although the practice of alternating history with geography in half termly blocks in Year 2 means that pupils sometimes forget their learning from one term to the next. The school has successfully increased and improved the quality and range of learning resources. Good use is made of assessment procedures to ensure that the pupils make steady progress as they move through the key stage, and to ensure that work is planned at the right level for different groups of pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. The pupils' attainment is in line with national expectations at the end of Key Stage 1. Standards have been satisfactorily maintained since the previous inspection, and pupils continue to make satisfactory progress as they move through the key stage. Through a gradual updating of hardware and software, the range and quality of activities planned for pupils have steadily improved. However, the recent move into the new accommodation has set the school back a little, as the proposed central computer area is not yet fully operational. Teachers have continued to foster pupils' enjoyment of using information and communication technology to support learning in other subjects, although this continues to be an area of whole-school development. In class, teachers organise pairs of pupils well so that more able pupils prompt, but do not take over, the work of lower-achieving friends. This carefully thought out approach to sharing computers in the classroom has enabled pupils of all ability levels to make steady progress and to achieve a reasonable level of competence.
131. By the end of Key Stage 1, most pupils have a satisfactory knowledge and understanding of word-processing, and on occasions use these skills effectively to support their work in other subjects. For example, Year 1 pupils have recently made class books about pets. However, even more could be done to encourage pupils to use classroom computers to support their ongoing learning across the curriculum. Pupils in Year 2 successfully use different fonts and colours to add interest to their writing, and understand the capacity of computers for reordering text. Most pupils know how to draft and amend text directly on the computer, and have recently made effective use of a programme entitled 'And is Banned' to create a story using a range of different connectives. Throughout the key stage, pupils have experience of using a range of painting and drawing programmes, and have experience of drawing from their imaginations and of making repeated patterns using a given range of shapes and templates. Older pupils make satisfactory use of computers to produce graphs and charts, and higher attaining pupils understand the capacity of databases for storing information. During the inspection, Year 1 pupils made effective use of a simple database to transfer information from a 'tick chart', but most needed adult support to do this.
132. Pupils throughout the key stage use computers satisfactorily as a source of information, although even more could be done to develop their skills in this aspect of their learning. When using on-screen encyclopaedias, older pupils confidently decide for themselves which file will be the most relevant for the purposes. In a science lesson, for example, two pupils undertook some research about the habitats of different animals and birds. They were independent in accessing different pieces of relevant information, from which they read and absorbed key facts. By the end of the key stage, most pupils have a good appreciation of the capacity of computers for research.
133. Pupils have a good general knowledge of the ways in which different technological devices are operated and controlled. Access to robotic toys has helped the pupils to understand how to give commands that control the direction in which the toys move, and the distance they travel. In addition to supporting their learning of information and communication technology, these activities have also enhanced the pupils' understanding of angle as a measure of turn, as they programme the robotic toys to turn ninety degrees, or one quarter turn. Pupils' understanding of the wider scope of information and communication technology is satisfactory. They sort and classify machines according to whether they are operated by switches, levers or buttons, and frequently use headsets and tape recorders in English and music lessons, for example. However, although pupils understand what it means to send electronic mail,

and to go 'on-line', the school computers are not yet networked, and pupils do not have access to the Internet. This is a relative weakness in their learning, and one that will be addressed in the very near future.

134. The quality of teaching and learning is satisfactory and accounts for pupils' steady progress. Teachers have undergone appropriate training, but have not yet been trained in how to teach pupils about the Internet. Most teachers have satisfactory, and sometimes good levels of confidence, although some find difficulty in organising the use of classroom computers throughout the day. Teachers use lesson time well to teach basic skills, such as learning about the tool bar, the tab key, or how to organise information in different ways on the computer screen. This accounts for the better features of pupils' achievements. However, the time for class lessons is limited. Teachers are becoming more skilled in checking pupils' progress against clear criteria, having worked out lower, middle and higher levels of attainment in each strand of the subject. Pupils are encouraged to complete progress charts hanging besides the computers. This means that learning opportunities are not left to chance, and pupils have equal access to resources in the classroom. There are times, however, when teachers could make links with other subjects more explicit in their lesson planning, and they could also make better use of homework to encourage pupils to use initiative. Pupils have very positive attitudes to computers and are keen to carry out set tasks. They work very well together in pairs, and are kind when their partners struggle with new learning. Often the use of computers as a tool for learning has a very positive impact. For example, pupils with special educational needs are sometimes more motivated to write using a computer than they are to write by hand.
135. The co-ordinator provides very good leadership and has a strong vision for raising standards. She has achieved a lot since taking on the role early last year. Since moving into the new building in September 2001 facilities for information and communication technology have improved and this is a source of encouragement and motivation to staff. Pupils' work is regularly assessed and the curriculum is evaluated to make sure that knowledge and skills are taught progressively. Plans are in place to catch up with initiatives in modern technology as soon as the school is networked. The purchase of information programmes that lower-achieving pupils can read is also an appropriate priority. A risk assessment has been completed and legal requirements checked and built into a revised subject policy. The action plan should continue to be carefully managed and should include a review of the adequacy of curriculum time so that pupils may use information and communication technology as frequently as possible. Although the resources in terms of computers are adequate, there is a shortage of software for some subjects, such as music.

MUSIC

136. Pupils' attainment is in line with national expectations at the end of Key Stage 1. There has been good improvement in the subject since the last inspection, and standards are higher than they were. This is largely because of the introduction of a good quality commercial scheme of work that guides teachers in their planning, and ensures that the pupils' skills, knowledge and understanding are systematically developed. Pupils of all abilities, including those with special educational needs and higher attaining pupils, make satisfactory progress overall as they move through the key stage.
137. Pupils make good progress in singing, and achieve good standards in this aspect of their work. Singing is taught regularly to all year groups, and additional opportunities in class and in assemblies enhance the pupils' learning further. The weekly year group singing sessions are lively and stimulating experiences that provide great pleasure for

staff and pupils alike. Teachers often share the responsibility for leading these sessions, and use their individual expertise well to add variety and interest. For example, in the Year 2 session seen during the inspection, one teacher led and accompanied the singing by playing a tenor horn, one played the guitar and one played the recorder. Pupils know a very good range of songs by the end of the key stage, which they sing tunefully and rhythmically. They cope well with quite complex rounds, and make a good effort when singing in parts. Over their time in Key Stage 1, pupils sing songs from different cultures. For example, during the inspection, one of the Year 2 classes empathetically sang an Irish lullaby in Gaelic, and talked about the special characteristics that made the song a lullaby. However, despite such good examples, even more could be done to extend the pupils' experience even further.

138. By the end of Key Stage 1, most pupils are confident, enthusiastic and competent performers. They enjoy performing their compositions to their classmates, and are keen to sing solos and duets. Because classteachers create a positive learning environment, where achievement and effort are recognised and celebrated, pupils are not scared of making a mistake, and often pupils will spontaneously applaud their classmates' efforts. Teachers are very effective in the way in which they include pupils of all abilities in music-making activities, and it is not unusual for pupils with special educational needs to take a lead role in class performances. Pupils are gaining a good understanding of the need for rehearsal to ensure a polished performance.
139. Pupils have regular opportunities to make music, and by the end of Key Stage 1, have a satisfactory understanding of how to compose short pieces using percussion instruments. Year 2 pupils have experience of recording some of their ideas on a graphical score, but even more could be done to extend the pupils' knowledge of pictorial methods of recording. Pupils effectively clap rhythmic patterns, but although they are quick to copy patterns generated by their teachers, they are less secure when asked to make their own patterns. Most pupils name a wide range of musical instruments, and know the types of sounds they produce. Pupils of all ages have benefited from taking part in a music workshop, led by a visiting musician. This experience resulted in pupils composing music to accompany a story, and provided good opportunity for the pupils to use their imaginations. Although pupils' attainment in the composing aspect of music is satisfactory, it could be even better if they had more opportunities to develop their own ideas and more time to develop and refine their ideas, and to work on extended pieces.
140. The teaching of music is satisfactory overall and has improved since the time of the last inspection. Teachers are well supported by a good quality commercial scheme of work, and use it well to plan lessons that successfully build on the pupils' previous learning. However, although lessons are well paced, they are a little short, and this means that the older pupils do not have enough opportunities to become involved in extended composing tasks. In the main, teachers provide a good range of learning experiences within individual lessons, and there are opportunities in most lessons for pupils to listen, appraise, perform and compose. However, there are few opportunities for pupils to use information and communication technology to support their learning. Teachers are very enthusiastic and this motivates the pupils in their learning. Pupils of all abilities respond very positively, and are keen to take part and to perform. Currently little use is made of homework to support and extend the pupils' learning.
141. The leadership and management of the subject are good, and the co-ordinator has a very good overview of what is being taught in each year group. The scheme of work has been successfully adapted to meet the needs of the mainly non-specialist staff, and ensures good levels of progression in the pupils' learning. Resources are good, and are well organised and easily accessible to the pupils. Many of the lessons take

place in the 'group room', and this is a great help as it ensures that the noise from music lessons does not adversely affect other classes. Good use is made of ongoing assessment to monitor pupils' progress and attainment, and to ensure that tasks are well matched to pupils' abilities. The involvement of pupils in a music workshop in the past year provided a very good additional learning opportunity for pupils, but more could be done to extend pupils learning in this way. Currently the school does not offer extra-curricular activities, although pupils have the opportunity to participate in the annual Christmas concert. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development, especially when pupils are given the opportunity to reflect upon a piece of music, or to consider the feeling it evokes.

PHYSICAL EDUCATION

142. Pupils' attainment overall is in line with national expectations at the end of Key Stage 1, but there is a very wide spread of ability, with a number of pupils working at a lower than expected level. Most pupils of all ages and abilities, including those with special educational needs, and higher attaining pupils, make good progress in gymnastics and satisfactory progress in games activities. No dance lessons were observed during the inspection, although this element of the physical education curriculum is covered at other times during the year. The best features of attainment have been sustained since the previous inspection and aspects of unsatisfactory teaching and learning have been successfully addressed. Although a good amount of time is allocated, currently the school does not offer extra-curricular activities in the subject.
143. Pupils understand the importance of physical exercise, and confidently explain why it is important to 'warm-up' before engaging in energetic activity, and to 'cool-down' and relax at the end of a lesson. They demonstrate an appropriate degree of competence in controlling their bodies as they use open space in the school hall and playground. The subject makes an important contribution to their personal and social development as they learn how to be a team player, and to observe the rules of the game, and the decision of the 'referee'.
144. Overall, pupils' attain the national expectations in gymnastics, but there is a wide spread of ability. Higher attaining pupils are supple and light on their feet, move with precision, and are poised as they land, sometimes pointing their feet or stretching their arms above their heads to stand taught and erect. Less well co-ordinated pupils move more clumsily, land heavily, and are less confident and adventurous when working on the apparatus. There is some variation in the quality of teaching within the year groups, and this has an impact on standards. Where pupils are given good pointers for improvement, and teachers have very high expectations, standards are higher. Conversely, where teachers are not as confident, they sometimes miss opportunities for helping the pupils to improve their work further. All teachers provide good opportunities for the pupils to evaluate their own work and that of others, and this helps them to gain insight into their learning. For example, in a lesson seen in Year 2, several pupils made very perceptive observations having watched a group of pupils demonstrating a sequence of movements involving changing speed, direction and height. They noticed how well their classmates used twists and somersaults, and kept still as they ended their routine. Pupils make good progress, and in part this is due to their willingness to take on board their teachers' suggestions, and are keen to listen, exchange ideas, and to help one another to improve.
145. Pupils' attainment in games is in line with national expectations. By the end of Year 2, most pupils bowl, pass, stop and strike a ball with reasonable accuracy over an appropriate distance. They work co-operatively and safely, although sometimes they

bump into each other when they forget which way to run. Pupils know the rules of the games they play, and most observe them well. Pupils have a good understanding of the need to play as a team, and generally take turns well with little fuss. Pupils have good opportunities to practise basic games skills in lessons, such as in a lesson seen during the inspection when Year 1 pupils concentrated extremely hard when passing two bean bags simultaneously around a circle. This was a challenging activity, requiring pupils to aim carefully at the person next to them. They did so sensibly and were quick to retrieve the bags when anyone dropped them.

146. The quality of teaching and learning is good overall, due to the teachers' enthusiasm and their commitment to the subject. Teachers and classroom assistants motivate pupils and secure their co-operation by making good use of time and using a stimulating range of resources and activities. Pupils benefit from taking part in several physical education lessons each week, but sessions are often short. Nevertheless a great deal of new learning takes place, and the pace of activities is fast and energetic. Where the best teaching occurs, teachers are very effective in the way in which they give feedback to pupils, and they use pupils effectively to demonstrate particular skills, such as a forward roll, or underarm bowling. Generally, lessons are well organised, and the pupils are effectively managed, but there are occasions in some classes when the noise level becomes too high, and this adversely affects the pupils' concentration. Pupils thoroughly enjoy physical education lessons and are very enthusiastic and keen to do well. They respond positively to their teachers' suggestions for improvement, and try hard to do better. When making critical appraisals of the work of their classmates they understand the need to be kind in their comments. Lessons are often successful in the way they encourage pupils to work together in pairs, small groups, and as a whole class.
147. The co-ordinator provides good leadership for the subject. Since moving into the new building in September 2001, the accommodation for physical education has improved enormously. The hall accommodation is now excellent and the outdoor play space is good. The improved facilities are making a substantial difference to the progress pupils are making in gymnastics and dance. The school has a clear action plan for the future development of the subject which is based on a thorough analysis of relative strengths and weaknesses in standards of attainment and the quality of teaching and learning. Appropriate action is being taken to develop schemes of work that focus on the progressive development of knowledge, understanding and skills. Additionally, the co-ordinator is piloting methods to assess the success of these developments, including the adequacy of time for lessons in the hall.

RELIGIOUS EDUCATION

148. By the end of Year 2, pupils' attainment meets the requirements of the Locally Agreed Syllabus. Standards are the same as they were at the time of the last inspection. Pupils of all abilities, including those with special educational needs, make satisfactory progress as they move through the key stage, but could do even better. Currently the time allocated to the subject is less than that recommended by the Locally Agreed Syllabus. Although the time available is used well, some of the aspects are not taught in enough depth.
149. As they move through the school, pupils' knowledge and understanding of Christianity and other main faiths is satisfactorily extended, and by the end of the key stage, most pupils have a satisfactory knowledge and understanding of the subject. The school adopts a practical approach to the teaching of religious education where possible, and this is effective in capturing the pupils' attention, and in explaining some of the more

difficult concepts. Good use is made of artefacts, stories, visits and role-play to enhance and consolidate the pupils' learning.

150. By the end of Key Stage 1, pupils know that the Bible is a special book for Christians and that it is made up of the New Testament and the Old Testament. Through their work on stories from the Old Testament, the pupils are learning how negative emotions and feelings can have an adverse impact on the lives of others. For example, pupils have learned a great deal about the impact of jealousy through studying the story of 'Joseph and His Coat of Many Colours'. Pupils are gaining a secure understanding of how they can learn from discussing religious stories. A visit to the local parish church has enhanced Year 1 pupils' understanding of how and why places of worship are special. They are aware of the purpose of key artefacts such as the lectern and the font, and know about some of the important celebrations that are often held in the church, such as baptisms and weddings.
151. By the end of the key stage, pupils have a growing understanding of aspects of other faiths. For example, when making Divali cards, pupils learned the importance of light to many religions, and drew some similarities between Divali, and the Christian festival of Christmas. Pupils have also drawn comparisons between the Christian interpretation of 'The Creation', and the Chinese Creation Story. As part of their work relating to other faiths, pupils have considered different places of worship, but although they know the Muslims worship in a mosque and use a prayer mat, their understanding and knowledge of the Islamic faith are limited. Pupils have a good understanding of the purpose of prayer as a means of communication, and have written their own prayers of thanks.
152. The quality of teaching and learning is satisfactory overall. Teachers use the limited time for religious education very effectively and cover the Locally Agreed Syllabus, but not in enough depth in some cases. Lessons are often very stimulating for the pupils, and as a result, pupils are well motivated and interested in the subject. Good opportunities for discussion enable the pupils to reflect upon their own ideas and beliefs, and to clarify their thinking. Good use is made of visits and role-play activities to enhance the pupils' learning, although very little use is made of homework to extend their knowledge and understanding. The amount of recorded work in pupils' books is limited, and does not reflect their actual knowledge.
153. The co-ordinator provides good leadership for the subject, and is aware of the need to reconsider the time currently allocated to the subject. She is currently revising the scheme of work, to reflect the new recommendations of the recently revised Locally Agreed Syllabus. Her plans to adapt planning and further develop resources are relevant and include a one year cycle of topics, and the development of learning objectives that would better support teachers' planning and aid assessment procedures. Currently the school has few links with representatives of religions other than Christianity and this is an area that could usefully be developed. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development, and provides some very good opportunities for pupils to reflect on their own values and beliefs and those of others.