

INSPECTION REPORT

Eastbury Infant School
Barking

LEA area: Barking and Dagenham

Unique Reference Number: 101189

Inspection Number: 188580

Headteacher: Mrs. C. Bramwell

Reporting inspector: Mr. R. Medhurst
15035

Dates of inspection: 1-4 November 1999

Under OFSTED contract number: 706564

Inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school :	Infant School
Type of control :	County
Age range of pupils :	3 - 7
Gender of pupils :	Mixed
School address :	Dawson Avenue Barking Essex IG11 9QQ
Telephone number :	0181 270 4077
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Appropriate authority :	The Governing Body
Name of chair of governors :	Mr. S. W. Churchman
Date of the previous inspection:	3-6 June 1996

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Team members	Subject responsibilities	Aspect responsibilities
Mr. R. Medhurst, Rgl	Mathematics	Attainment and progress
	Music	Teaching
	Physical Education	Leadership and management
Mrs. R. Hall Lay Inspector	Equal Opportunities	The efficiency of the school
		Attendance
		Support, guidance and pupils' welfare
Mrs. C. Pryor	Under Fives	Partnership with parents and the community
	English	The curriculum and assessment
Mr. N. Sagar	Special Educational Needs	
	Art	
	Design and Technology	
Mr. B. Singh	Information Technology	
	Science	Attitudes, behaviour and personal development
Ms. E. Webber	History	Pupils' spiritual, moral, social and cultural development
	Geography	
	Religious Education	Staffing, accommodation and learning resources

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MAIN FINDINGS

What the school does well

- A positive ethos has been created; relationships and pupils' personal development are very good.
- Most pupils behave well and have good attitudes to work.
- Good teaching in six out of every ten lessons seen during the inspection week and less than satisfactory teaching in very few lessons.
- The moral and social development of the pupils is very good and cultural development is good.
- Provides a good level of support and guidance for pupils.
- The quality of education provided for the children under five is good and they make good progress.
- Makes good provision for pupils with special educational needs and these pupils make good progress.
- Good, clear direction to the work of the school.
- Good value for money.

Where the school has weaknesses

- I. Standards in science are below the level expected and progress over time is unsatisfactory.
- II. Not enough time is allocated for the teaching of science.
- III. There is some inconsistency in the quality of teaching at Key Stage 1.
- IV. Statutory requirements for daily collective worship are not met.

The strengths of the school considerably outweigh its weaknesses. The governors' action plan will set out how the weaknesses will be tackled. This will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has overcome many of the weaknesses pointed out in the last report. Inspection findings show that standards in English, which were previously below average, have improved and the pupils currently in Year 2 are on course to attain the national average. The quality of teaching overall is considerably improved with 96% of the teaching satisfactory or better compared with 81% previously. The curriculum has been strengthened. The school now plans and teaches non-core subjects, such as history, geography, design and technology and art, separately rather than through topics and this enables teachers to plan and teach with a clearer idea of the progress required. A curriculum framework is now in place for the under fives and this enables teachers to plan well and to ensure continuity and progression in the children's learning as they move through the nursery and reception classes. The school has done a great deal to strengthen the role of the subject co-ordinator. Co-ordinators are clear about their role in promoting higher standards and although a number are new this term, staff support each other well in an effort to improve standards. Standards in science were judged to be below average during the last inspection. Although results in science had improved considerably up until this year, standards are currently below the expected level and this is similar to the position at the last inspection.

Standards in subjects

The table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

Performance in:	Compared with all schools	Compared with similar schools
Reading	D	C
Writing	D	D
Mathematics	C	B

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

A high proportion of children just reached the expected level (Level 2) in the 1999 national tests for reading and writing but very few children attained the higher levels. This meant that the overall pupil average was below the national average for all schools. The inspection shows that children currently in the school are on course to reach average standards in English and mathematics by age seven. Standards in science are below the level expected though standards in information technology and religious education are in line with the level expected.

Attainment on entry to the nursery is below average. Most children make a good start in the nursery and make good progress in both the nursery and reception classes. They make satisfactory progress as they continue through the school. Progress in English and mathematics in Key Stage 1 is sound but is unsatisfactory in science. The progress pupils make in art is good and is satisfactory in all other subjects except geography where not enough work was seen to judge progress.

Quality of teaching

Teaching in:	Under 5	5 - 7 years
English	Good	Satisfactory
Mathematics	Good	Satisfactory
Science	-	Satisfactory
Information Technology	-	Satisfactory
Religious Education	-	Satisfactory
Other subjects	Good	Satisfactory

Teaching is satisfactory or better in 96% of lessons throughout the school and good or better in 62% of lessons. Teaching in the nursery and reception lessons is almost always good. Although teaching in Years 1 and 2 is satisfactory overall, with some good teaching in Year 1 lessons, teaching is not consistent across the year groups. The teachers are well prepared in almost all subjects and lessons are organised well. Teachers often have high expectations and enable children to work at a good pace, though where the teaching is weaker the pace is not as good and as a result children make less progress than they could.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good. Children relate very well to each other and to adults and behaviour around the school and in classrooms is generally good.
Attendance	Attendance is satisfactory and sessions start punctually.
Ethos*	The school has a positive ethos for learning and is well placed to improve its achievement for pupils.
Leadership and management	Good. The school is managed well and there is good, clear direction given to the work of the school.
Curriculum	The curriculum for under fives is good. The curriculum for the rest of the school is broadly based for all subjects and enables progress to be planned effectively. Provision for personal and social development is good. There is a slight imbalance of time given to one or two subjects. Assessment arrangements are satisfactory.
Pupils with special educational needs	Good provision for pupils with special education needs; pupils make good progress.
Spiritual, moral, social and cultural development	Very good provision for moral and social development, good provision for cultural development and satisfactory provision for pupils' spiritual development.
Staffing, resources and accommodation	Good. Staff development is good and support staff are deployed well. Accommodation is used effectively and very well maintained. Resources to support the curriculum are good overall.
Value for money	Good.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the School	What some parents are not happy about
V. The behaviour and the way good behaviour is rewarded.	IX. Insufficient information about what is being
VI. The school is approachable.	X. Changes to the teaching of reading which is
VII. Their children like coming to school.	XI. The way the school handles complaints.
VIII. Good care is taken of their children.	XII. Homework is sometimes inconsistent.

The number of parents who responded was very small. Inspectors support the positive views of parents but found no evidence to support their main concerns. A considerable amount of information is sent home to parents and the curriculum, showing what is to be taught, is displayed for parents to see outside each classroom. Changes that have been made to the teaching of reading are in line with the National Literacy Strategy and are having a positive impact on standards. A meeting held for parents during the week of the inspection on reading, which is one of a series, was not well attended. The school has effective procedures for dealing with complaints. It has addressed the concerns brought to its attention in a reasonable manner. There was some inconsistency in the homework given early in the term because of the late arrival of new materials. This was quickly sorted out and inspectors found that homework is given consistently. Parents support homework well, particularly reading, and this is having a positive effect on the standards achieved.

KEY ISSUES FOR ACTION

In order to improve the standards of attainment and the quality of education provided the school should:

XIII. raise standards in science by:

- (i) ensuring the objectives for each lesson are clearly focused on what children should know and understand in the aspects of science that are to be taught;
 - (ii) ensuring assessment in lessons is used more effectively to inform teaching;
(see paragraphs 8, 11, 94-96, 98)
- (●) ensure that enough time is given to all subjects, particularly in the area of science, in each year at Key Stage 1 to enable a sufficiently broad and balanced curriculum to be taught;
(see paragraphs 28, 87, 99)
- (●) improve the consistency of teaching at Key Stage 1, building on the good practice that already exists, by:
- (i) ensuring that in all lessons the key points of learning are made clear to the children and that there is sufficient checking for understanding of these key points before the lesson ends;
 - (ii) ensuring that lessons are conducted at an effective pace so that children's interest and concentration are maintained throughout;
(see paragraph 24)
- (●) meet statutory requirements by providing a daily act of collective worship that gives opportunities for pupils to think about questions that explore meaning and purpose, values and beliefs, through times of reflection and sharing.
(See paragraphs 37, 54)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the Action Plan. These are indicated in paragraphs 34-35, 53, 108, 110, 128.

INTRODUCTION

Characteristics of the school

1. Eastbury Infant School caters for 142 boys and girls who attend full time. A further 40 children aged three and four attend the nursery on a part time basis. The school is average in size when compared with infant schools nationally. In the reception classes fifty of the pupils were under five at the time of the inspection. The overall number of children at the school is similar to that at the time of the last inspection in 1996. The school adheres to the LEA admission policy; this places an emphasis on admitting pupils with a brother or sister in the school and those who live in the neighbourhood of the school.

2. Thirty-five pupils are eligible for free school meals. This is close to 25% of the main school roll and is just above the average for infant schools nationally. There are currently 8 children who come from homes where English is not the first language. This is around 6% of the main school roll. Most of the children entering the reception classes have moved from the school's own nursery class and have therefore received nursery education. There are currently thirteen children identified by the school as having special educational needs. The socio-economic characteristics of the area served by the school are mixed. There is some disadvantage in terms of the percentage of adults with higher education and the percentage of children in overcrowded households. A recent assessment indicates that overall attainment on entry is below the average.

3. The schools' current priorities for development include the following:

- (•) continue to develop the work started last year in English, art and information technology;
- (•) update the policy on behaviour;
- (•) develop a scheme of work for geography;
- (•) adoption of the LEA Improving Primary Mathematics Strategy;
- (•) implementation of the scheme of work for religious education;
- (•) full implementation of records of achievement.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1		Year	Boys	Girls	Total
For latest reporting year:		1999	24	24	48
National Curriculum Test/Task Results		Reading	Writing		Mathematics
Number of pupils At NC Level 2 or above	Boys	17	18	20	
	Girls	20	24	25	
	Total	37	42	45	
Percentage at NC Level 2 or above	School	76 (71)	86 (65)	92 (78)	
	National	(80)	(81)	(85)	
Teacher Assessments		English	Mathematics	Science	
Number of pupils At NC Level 2 or above	Boys	18	17	23	
	Girls	23	24	26	
	Total	41	41	49	
Percentage at NC Level 2 or above	School	84 (65)	84 (77)	100 (100)	
	National	(81)	(85)	(86)	

Attendance

Percentage of half days (sessions) missed

%

¹ Percentages in parentheses refer to the year before the latest reporting year

Through absence for the latest complete

Authorised	School	6.50
Absence	National comparative data	5.70
Unauthorised	School	1.10
Absence	National comparative data	0.50

Reporting year :

· **Exclusions**

Number of exclusions of pupils (of statutory school age)
during the previous year :

	Number
Fixed period	0
Permanent	1

· **Quality of teaching**

Percentage of teaching observed which is :

	%
Very good or better	16.00
Satisfactory or better	96.00
Less than satisfactory	4.00

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

Nursery and reception classes

4. By the age of five children's attainment is in line with the standard expected in the areas of learning for children of this age. They are attaining particularly well in the area of personal and social development. Most reception class children speak clearly and well, are beginning to read words in simple texts and are making a good attempt to write independently. In mathematics they can sort and match accurately and are able to order numbers to ten. Most children are confident in their work and are able to work independently when expected.

5. On entry to the nursery, many children have levels of attainment which are below those expected for their age. The progress that children make throughout their time in the nursery and reception classes is good. They are quickly developing the confidence to join in with oral activities. In the nursery many develop well their ability to count to five and beyond and this good progress continues into the reception class with larger numbers. Children also make good progress in their creative and physical development and in their knowledge and understanding of the world. Very good progress is made in personal and social development. In the nursery, children quickly become confident and are given the opportunity to take on responsibility. In reception they concentrate well on and persevere with a task.

Years 1 and 2

6. The national tests for seven-year-olds in 1999 showed that attainment in reading is below the national average for all schools but in line with the average for similar schools. In writing, although the number of pupils reaching the expected level (Level 2) was in line with the national average for all schools and well above the average for similar schools, few children attained the higher levels. This meant that the overall pupil average was below the national average for all schools and just below the average for similar schools. In the national tests for mathematics, attainment is in line with the national average for all schools and above the average for similar schools.

7. With the exception of one year, 1998, when results in writing and mathematics dipped, performance in the national tests has steadily improved each year since the last inspection in 1996 in reading, writing and mathematics.

8. Inspection evidence shows that pupils' current performance is average for their age in English and mathematics. Most children speak clearly and well and are able to explain their ideas using a suitable range of vocabulary. Most older children are able to read texts at the appropriate level with confidence, and are able to use their knowledge of sounds to read unfamiliar words. They can write independently and many are able to write extended pieces using sentences which are correctly punctuated. In mathematics, Year 2 pupils carry out addition and subtraction accurately and at the expected level for their age. They calculate mentally and orally with sufficient speed and accuracy. Teacher assessment for science in the previous two years shows that pupils were achieving above the expected level in those years. Inspection evidence shows that attainment in science is currently below the expected level. Most children can present their observations through satisfactory drawings, but they are not sufficiently familiar with recording observations in other ways.

9. In information technology children's attainment is on course to meet national expectations by the age of seven. Children are able to sort data and print the results as graphs and to write with confidence. They use the correct vocabulary when working with computers. In religious education, standards are in line with those expected in the Locally Agreed Syllabus. Year 2 pupils can recall elements of stories which include religious beliefs. There are no significant variations in attainment among pupils of different gender, ethnicity or background.

10. Progress in English is satisfactory overall. Pupils with special educational needs and those in Year 1 make good progress. The school's literacy strategy is having a positive impact on progress and is particularly effective in enabling lower attaining pupils to catch up. Progress in reading is satisfactory. Children are developing their enjoyment of reading and are reading books that are matched to their attainment. Progress is carefully tracked and where necessary, additional support provided which enables those who need it to catch up quickly. Children are steadily developing their handwriting and some are beginning to join letters. They are satisfactorily developing their story writing skills. Throughout all subjects of the curriculum pupils are extending their use of language by the use of correct technical vocabulary. Literacy is planned and developed well across other subjects of the curriculum and has a sound impact on progress.

11. In mathematics most pupils make sound progress as they move through the school. Pupils of all levels of attainment are steadily gaining a secure knowledge of number facts and an understanding of mathematical operations. They are suitably developing their knowledge and understanding of shape and measures. There is not a planned strategy for numeracy across the curriculum. Numeracy skills are frequently developed incidentally, however, and where this happens, for example during registration and when calculating the lunch arrangements, it has a positive impact on the development of numeracy. Though most pupils in Year 1 lessons make satisfactory progress in science, progress over time across the key stage is unsatisfactory. Although most children, including those with special educational needs, make satisfactory progress in acquiring and consolidating their practical skills, there is not sufficient progress in pupils' knowledge and understanding of science.

12. Pupils of all levels of attainment make good progress in art. Well planned activities enable pupils to develop confidence in using a range of media and to extend well their observational drawing, use of three-dimensional materials and colour mixing. The progress pupils make in design and technology, information technology, history, music, physical education and religious education is satisfactory. Little work was seen in geography and only one lesson taught during the week of the inspection. It was not, therefore possible to judge the progress in this subject.

13. The few children with difficulties in English are well supported throughout the school and gain satisfactorily from their lessons. Pupils with special educational needs are also well supported. As a result they make good progress towards the targets set for them and they are enabled to undertake similar work to the rest of the class.

Attitudes, behaviour and personal development

14. Attitudes to learning are good throughout the school and often very good among younger children. Children work with interest and are keen to learn. They listen attentively to their teachers and to each other. They concentrate well on the tasks given and generally work hard.

15. Behaviour around the school is good. Children behave well in the playground, in the dining hall and in the corridors. In lessons, the behaviour of the younger children is always good and at least satisfactory for all the others.

16. Relationships are very good. Children relate very well to each other and to adults. Teachers present very good role models and treat children with respect. Children, including those from ethnic minorities, mix and play well together. They help each other and are sensitive to the feelings of others.

17. The personal development of children is very good. They express their ideas with confidence. They are provided with a range of opportunities to take on responsibility and they accept these responsibilities willingly and carry them out confidently and well. Older children help with registers and act as class monitors and playground helpers.

Attendance

18. The school's figures for attendance are satisfactory. Registers are filled in accurately and monitored regularly by the Headteacher. Unauthorised absence is followed up with parents and certificates are awarded to children with good or improved attendance records.

19. Sessions start punctually. A few children are late; they are dealt with appropriately.

QUALITY OF EDUCATION PROVIDED

Teaching

20. The school benefits from a hard working and committed teaching staff. Teaching throughout the school is satisfactory or better in 96% of lessons and in six out of ten lessons the teaching is good or very good. This is a considerable improvement on the previous inspection when 81% of lessons were considered satisfactory or better.

21. The teaching of children under five in the nursery and reception classes is good. Teachers plan lessons effectively and manage pupils well. They have high expectations of the pupils' ability to listen and to take part, and maintain a calm and purposeful atmosphere in all classrooms. Key teaching points are well made and questioning is used effectively, in particular to encourage children's use of language. All adults working in the nursery and reception classrooms work well as a team.

22. Teaching in Years 1 and 2 is satisfactory or better in 93% of lessons and in just over four out of ten lessons is good or better. Teachers are well prepared and usually have clear objectives for each lesson. They plan consistently and well in year groups. The overall organisation of lessons is a strength throughout the school. Teachers explain and demonstrate new work well, check children's understanding by asking appropriate questions, in most cases challenge children to speak clearly and to extend their answers, and usually check before the lesson ends that the key learning points have been understood.

23. In the most successful lessons, the children are managed very well; positive and effective encouragement is used to motivate them, they are keen to learn and teachers' high expectations enable them to work at a very effective pace.

24. Teaching is not consistent across Key Stage 1. The teaching of the older pupils occasionally lacks sufficient pace and this causes the pupils to become restless. This was not helped in one or two lessons when the key points of learning were not clear to the children and were not sufficiently reviewed and checked for understanding at the end. In these examples the expectation of what work children should complete was not sufficiently high and this slowed the progress they made.

25. The previous inspection found weaknesses in the teaching of music and science. The teaching of science has improved, except where the planning and setting of objectives is unclear, and is now at least satisfactory. Teachers' subject knowledge is now more secure and children are generally challenged well. Though lesson planning has improved, the objectives for some lessons are not sufficiently clear. In music, teachers lacked subject knowledge and the confidence to teach music. This is much improved. Music lessons have a clearly planned structure and this enables teachers to teach effectively and with a good degree of confidence.

26. Teachers work very effectively with support staff. They plan together well and this enables support staff to provide very effective support to individual pupils and groups of pupils. Overall the quality of teaching has a positive impact on pupils' attainment and progress.

The curriculum and assessment

27. The curriculum is broadly based and all subjects of the National Curriculum and religious education are taught. The curriculum for children in the nursery and reception classes is good. The children's learning is carefully planned to ensure continuity and progression across the phase and to prepare them for the next stage of education.

28. The Key Stage 1 curriculum places much emphasis on the teaching of literacy and numeracy. The school has recently introduced a new curriculum for English and mathematics based on frameworks provided by the LEA. These incorporate fully the requirements of the literacy and numeracy strategies and are being particularly effectively implemented in Year 1. In Year 2 more time has been allocated to the teaching of English whilst the teachers familiarise themselves with the new materials. Less time is allocated to science this year and it is not sufficiently clear when geography is taught across Key Stage 1. The school must be careful to ensure that the curriculum is balanced.

29. The school makes good provision for personal and social development. The arrangements for sex education fulfil statutory requirements

30. The previous inspection of the school raised several issues in relation to strengthening the curriculum. These have all been satisfactorily addressed. The school is beginning to establish a more organised and consistent approach to planning for the core subjects. Staff plan collaboratively in year groups using the agreed documents. This ensures that pupils in different classes receive a broadly similar education and have equal access to the curriculum. Non-core subjects are now taught separately rather than through a topic approach. Planning for these subjects is improved since the previous inspection though is less systematic than in the core subjects and is unsatisfactory for geography.

31. The provision for pupils with special educational needs is good. Work with individual pupils and in groups is well planned, appropriate and carefully targeted at the specific skills children require. While the withdrawal of children for additional support restricts their access to some aspects of the curriculum this is only in the short term and it enables pupils to make good progress and catch up.

32. The curriculum is enriched by visits to local places of interest and participation in music and dance festivals. Planned playground activities, the annual "Fun Day" and "Book Week" also enhance curriculum provision.

33. Parents are well informed about the curriculum. This enables them to give positive support to their children at home. Good use is made of home-school reading books and homework tasks.

34. The school's arrangements for assessing the children's progress are satisfactory. The assessment of pupils with special educational needs is good. Pupils are identified early and appropriate support is matched well to their needs. Assessments for English and mathematics are suitably built into the units of work and used to identify the next steps in the children's learning. Planning formats provide opportunities for assessments to be made against the planned objectives for learning. However, these are not used consistently for the non-core subjects and teachers do not make sufficient use of the assessment information they have. The recently introduced marking policy has not yet impacted fully on the pupil's learning. Marking does not yet clearly indicate to pupils how to improve the quality of their work.

35. The school is currently developing individual pupil profiles which will be useful as an individual record of achievement. However, in order to improve the recording and use of assessment the school should concentrate on making consistent use of its existing procedures.

Pupils' spiritual, moral, social and cultural development

36. The previous inspection did not raise any issues in relation to the provision for pupils' spiritual,

moral, social and cultural development. The current provision for pupils' spiritual and cultural development remains similar to the findings of the previous inspection. Provision for pupils' moral and social development, which was good, has further improved and is now very good.

37. The school's provision for spiritual development is just satisfactory. The school holds daily assemblies, but most do not constitute a collective act of worship. An assembly on Christian baptism gave an opportunity for pupils to consider why they might need to say sorry. The music on entry and the backdrop with a lighted candle help to make the assembly significantly different from lessons. However, other assemblies did not provide sufficient opportunities to reflect upon meaning and purpose, values and beliefs through times of reflection and sharing. Opportunities were observed in lessons for pupils to explore questions about meaning and purpose, values and beliefs. The provision of opportunities for spiritual development particularly through assemblies remains an area for development.

38. The school's provision for moral and social development is very good. Much good work has been done recently on the effective behaviour policy that provides clear guidance on golden rules. From the earliest stages, children are taught the importance of listening to one another, taking turns and sharing. This is especially seen at lunchtime where mid-day assistants provide very good role models and help the pupils play well together. Pupils are given many opportunities to take responsibility. For example, some act as playground helpers at lunchtime and many opportunities are provided for classroom monitors. Children in nursery and reception are expected to take responsibility in classroom routines. Pupils are expected to help one another in the classroom such as when practising handwriting in registration.

39. The school makes good provision for cultural development. For example, the curriculum offers visits to the local Tudor manor house, visits to museums, and participation in dance and music festivals. The school positively promotes the understanding of other cultures. Pupils have opportunities to learn about Aboriginal art, visitors from different cultures are invited in and books and displays around the school promote an acceptance of all cultures.

Support, guidance and pupils' welfare

40. The pastoral support the school provides for its pupils is a strength of the school.

41. Assessment procedures ensure that staff have appropriate information about the academic and personal progress of pupils and this is supplemented by the wide informal knowledge that all staff have of the pupils as individuals. Relationships are supportive and all staff provide good role models.

42. Procedures for recording, promoting and monitoring attendance are satisfactory.

43. Since the last inspection the school has reviewed its behaviour policy and the provision in this area is very good. Golden rules are implemented consistently by all staff and the reward of Golden Time is an effective incentive for children to behave well.

44. Lunchtime runs smoothly and the midday assistants not only supervise children well but become involved in their games and activities. This helps to promote children's social development. They also support the development of social skills such as eating a meal together. The playground is a positive feature of the school with a good range of equipment and attractive quiet areas.

45. The school has good links with agencies such as the Educational Social Worker, the school Nurse and Social Services which support its work in many areas including that of child protection. Procedures in this area are sound and in line with LEA guidelines. The school has recently developed a medical area and has good coverage regarding qualified first aiders. Good, detailed records are kept of all incidents and action taken. A clear and detailed policy for health and safety is in place and regular audits are carried out by members of the governing body.

Partnership with parents and the community

46. The partnership the school has established with parents is good and has a positive effect on pupils' attainment. Links are established early through home visits and meetings before pupils start at the nursery.
47. The information provided for parents is good. Information in the school handbook is detailed and covers both curriculum and pastoral areas. Annual reports on pupils' progress are detailed and meet requirements and there is a good attendance by parents at parents' evenings. A Home/School agreement is in place and meets requirements.
48. Information about the curriculum is given out each half term and is displayed outside the classroom. Meetings about aspects of the curriculum such as reading are held by the school but are less well attended by parents. Homework, particularly reading, is well supported by parents and this is having a positive impact on the standards achieved.
49. Parents provide effective help in school at Golden Time each week, with swimming and on trips.
50. There are established links with the local junior school which aid the transfer of pupils from the infant to the junior phase. Curriculum links have also been made to develop the teaching of literacy. Students involved in studying for early years qualifications are welcomed in the school on placements. The school uses links with the community such as visits from the police or fire service to enhance the curriculum.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

51. The headteacher, governors and staff have worked hard to enable improvement to be made on the key issues identified in the previous inspection report. In most cases they have been successful in this. The headteacher manages the school well and provides a good lead and clear direction. The structures within the school and the support arrangements have enabled a large number of new teachers this term to teach effectively and in most areas of the curriculum, to improve the standards attained and the progress made by the pupils. Staff are enabled to support each other well in their year group teams. The role of the subject co-ordinator was identified as a weakness in the previous inspection report. The school has done much to improve this role. The current arrangement whereby new staff are supported by and work jointly with a more experienced colleague is a sensible and effective move.
52. The governors are very committed to the school and to school improvement, and are well informed about the work of the school. Some are able to visit regularly and to spend time in classrooms. The governing body was fully involved in the development and progress of the action plan following the previous inspection and play a suitable part in the process of development planning. There is an effective committee structure. Governors are well informed about the finances and are fully involved in financial planning. They therefore have a good strategic view of the school's development.
53. The current school development plan provides a clear statement of the priorities for development over the period 1999 to 2000. The targets and tasks within the plan focus appropriately on issues that will impact on raising attainment and improving pupil progress. While the school has a view on what is to be planned beyond 2000, this needs to be more clearly identified within the development plan. The headteacher monitors regularly in classrooms and has a clear picture of the strengths and weaknesses of the teaching and of the quality of the work throughout the school. The management of the arrangements for children with special educational needs is good.

54. Statutory requirements are met in most regards. Though there is an assembly every day this does not always constitute a collective act of worship and does not therefore fully meet requirements.

55. The school's aims, values and policies provide a clear message to all who work in the school and to parents, and are reflected well in the work of the school. The school has a commitment to the provision of a rich learning environment and to achieving well. There is a strong thrust towards the development of good relationships and for equality of opportunity. This is reflected in the good support the school provides for children with special educational needs. The ethos of the school is therefore a positive one.

Staffing, accommodation and learning resources

56. The school has sufficient suitably qualified and permanent teachers to cover the curriculum following the high turnover of staff last year. However, this has resulted in the appointment of relatively inexperienced co-ordinators. The headteacher is taking appropriate steps to ensure new co-ordinators are well supported and has developed new job descriptions that clearly identify responsibilities. Support staff are effectively and flexibly deployed. They contribute well to promoting high standards. Mid-day assistants are very effectively used in the management of pupils in the playground.

57. Arrangements for the induction, appraisal and professional development of staff are good. A comprehensive staff handbook is provided and teachers work collaboratively in year groups to support new staff. Newly qualified teachers have effective support from other staff and the time allocation for professional development meets requirements. Appropriate monitoring is in place and the headteacher meets individually with all staff annually for appraisal. Effective professional development is provided for all staff according to individual and whole school needs identified in the school development plan.

58. Accommodation is used effectively and is very well maintained. Since the last inspection, resources and outdoor facilities in the nursery have been greatly improved and provision is now good. Plans are in hand to improve infant toilet facilities and the storage of resources. Magnetic rise and fall blackboards and overhead projectors are used well in every Key Stage1 classroom. Display areas in the classrooms and corridors are used effectively to promote learning.

59. Resources to support the curriculum are good. They are very good in English and information technology, good in mathematics and satisfactory in the remaining subjects. Some resources are well arranged in labelled boxes and easily available for teachers. The organisation and accessibility of other resources needs improving and the school has this in hand. The library is attractive and very well organised with a good range of good quality books. All pupils, including those in the nursery, make very good use of it and take books home regularly.

The efficiency of the school

60. Financial arrangements and administration on a day to day basis, identified as sound in the previous inspection of the school, are in good order. A financial audit of the school carried out earlier this year reported that the administrative procedures adopted at the school are well organised and maintained. Recommendations made to further strengthen the arrangements have been carried out by the school. Arrangements for financial planning are good. The governing body, both through its finance committee and through full governing body meetings, is suitably involved in forward planning, in agreeing the annual budget and in regularly monitoring expenditure. Financial planning is linked closely to the priorities identified in the school development plan. The budget for each subject and aspect of the school is managed effectively and is monitored by the headteacher.

61. The school generally uses its resources well. The teaching staff is deployed appropriately and very effective use is made of support staff. The building, grounds and classroom accommodation are maintained in good condition, provide an attractive and effective learning environment and are

used very well. The accommodation is shortly to be improved to enable centrally held resources to be stored more effectively. Though some of these resources are not always readily accessible the school is doing the best it can until the improvements are made. Learning resources for day-to day use are, however, easily accessible and are generally used well.

62. The school has a positive ethos and ensures good attitudes and behaviour from its pupils. It also promotes very good relationships and personal development. Pupils under five make good progress and in Years 1 and 2 make sound progress. The teaching is satisfactory or better in 96% of lessons and six out of ten lessons are taught well. Organisation and financial management are good and the school uses the money it receives well. The school therefore provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

63. The attainment of children on entry to the school is below average. Children in the nursery and reception classes are making good progress in all areas of learning and are on course to meet the expected standard by the age of five. They make particularly good progress with the development of personal, social and concentration skills.

64. Children under five make good progress with listening, speaking, reading and writing. Nursery children listen carefully to adults and are quickly developing the confidence to join in oral activities. Reception pupils speak up clearly and audibly in front of others using a growing vocabulary.

65. Children in the nursery enjoy looking at books and handle them carefully. They know the beginning and end and turn the pages correctly. Most pupils are able to recognise their own names. Reception pupils talk confidently about the pictures in a book. Most know the difference between words and pictures and understand that print carries meaning. Some children are able to read words in simple texts and are beginning to recognise letters and sounds. Many are able to identify words which rhyme.

66. Children in the nursery have good access to a range of mark-making materials such as pencils, chalks and paints. They are learning how to hold a pencil correctly. Most reception pupils attempt to write independently using a range of letter like shapes. Many form recognisable letters and use their knowledge of sounds to help them spell words. Some are able to write their names forming the letters correctly.

67. Nursery children are learning to recognise colours and many understand that objects can be matched and sorted by colour. Many are able to count to five and beyond. Reception pupils are able to sort objects by shape as well as colour and can make a repeating pattern. Most are able to order numbers to ten.

68. Pupils' knowledge and understanding of the world is in line with the expectations for their age. Nursery children learn about living creatures through observation and discussion. They use and can describe the effect of magnifying glasses when observing natural objects such as shells. Nursery children are able to use a computer appropriately. They are able to join materials using glue and can build with construction blocks. Reception pupils successfully build on these skills. They are learning about the uses of electricity.

69. Pupils' creative development is good. Nursery pupils are able to paint and print using a range of objects. They access materials independently and clear away sensibly afterwards. Reception pupils handle materials such as pastels well, blending the colours effectively and using the edge and point of the pastel to good effect. Children know the names of instruments and can identify the difference between quiet and loud sounds.

70. Pupils' physical development is good. Good use is made of the nursery garden and equipment by nursery and reception pupils. The main playground provides further opportunities for climbing. Reception pupils develop their physical skills during physical education lessons. All are able to put together sequences of movement with confidence and enthusiasm. Physical control and co-ordination is sound.

71. The personal and social development of children under five is very good. Nursery children are encouraged to become confident and independent from the outset. When painting children put on aprons by themselves and carefully place their finished paintings on the rack to dry. Pupils are given appropriate opportunities to take responsibility such as giving out the milk straws. Reception pupils sustain concentration well on self-chosen activities and persevere to complete tasks. They engage in activities with interest and enjoyment. They work alongside each other sharing resources and taking turns and tidy up sensibly. The behaviour of children under five is good.

72. The teaching of children under five is good. Throughout the phase pupils are very well managed. Teachers have high expectations of their abilities to listen, respond and participate. Pupils are expected to speak up clearly and to face their audience. There is a good use of praise to motivate and encourage the children. A calm, purposeful atmosphere is established in all classrooms.

73. Sessions are routinely well planned with a good balance between adult directed and independent activity. The focused teaching in large and small groups has clear objectives for learning and these are suitably reinforced by structured and free play opportunities. The key teaching points are well made, for example, when showing the nursery children how to act as a reader by holding a book appropriately and turning the pages correctly. Questioning is used well to direct the children's attention and to encourage their use of language such as when describing the feel of a worm in their hand.

74. The nursery and reception classrooms are well organised and resourced and provide a stimulating environment for young children's learning. All staff are fully involved and are clear about their respective roles. They work effectively as a team sharing roles and responsibilities.

75. The previous inspection of the school noted several weaknesses in the curriculum for the under fives. One of the key issues was to establish a clear curriculum framework in order to ensure continuity from nursery to reception. The school has worked hard to address this issue. Very good use is made of the LEA's curriculum framework for children of nursery and reception age. Clear objectives for learning are identified and these ensure continuity and progression in the children's learning. Planning is thorough, detailed and undertaken collaboratively. It is carefully informed by teachers' observations and assessments of children.

· **ENGLISH, MATHEMATICS AND SCIENCE**

· **English**

76. The most recent national test results for seven year olds in 1999 show that attainment in reading is below the national average but in line with the average for similar schools. The percentage of pupils achieving the national expectation of Level 2 for writing is in line with the national average and above average for similar schools. However, because not enough children are achieving the higher levels, performance in writing is below the average for all schools and similar schools.

77. Performance in the national tests for reading for seven year olds shows an upward trend since the last inspection in 1996 in comparison with all schools. However the rate of improvement is slower than that nationally for all schools and for similar schools.

78. Performance in writing has improved substantially over the period with the exception of 1998 when the results were lower than the previous year. However the 1999 test results show a significant improvement on these results.

79. Inspection findings are that the majority of pupils are on course to meet the national standard at the end of the key stage. Many pupils are already close to the required levels for speaking, listening, reading and writing. Current progress in English is at least satisfactory across the school. Pupils with special educational needs and those in Year 1 make particularly good progress.

80. The school places a very high emphasis on reading and writing. Its literacy strategy is generally effective and has a good impact on the teaching of these skills in most English lessons. The school's additional literacy strategy is particularly effective in enabling lower attaining pupils to catch up by providing focused support matched to the children's individual needs.

81. Listening and speaking is particularly well developed in the nursery and reception classes. Pupils of all ages listen attentively and with interest to their teachers and each other. Most speak up

clearly, confidently and audibly. Many are able to develop and explain their ideas using a range of vocabulary in response to teachers' questions. They are able to discuss their ideas with a partner. Throughout all subjects of the curriculum pupils are encouraged to extend their use of language by the use of correct technical vocabulary.

82. Pupils make satisfactory progress with reading. Children of all ages enjoy reading and do so regularly both at home and school with books which are appropriately matched to their abilities. Many opportunities are provided for reading in groups, with partners and individually.

83. Most older pupils are able to write independently spelling a range of words correctly. They are confident in their attempt to spell unknown words. Most have learnt to form letters correctly and some are beginning to join letters. Many children are able to write extended pieces of good quality using sentences and full stops. Children are taught to develop their story writing skills through a study of high quality texts. They are able to plan the sequence of key events prior to writing their stories.

84. Pupils of all ages have a positive attitude to the subject. They show interest and participate enthusiastically in oral work. They work independently and conscientiously on written tasks, and work co-operatively with a partner such as when discussing ideas or reading a book together. Behaviour in lessons is good except when the slow pace fails to engage the children's interest and concentration fully.

85. The quality of teaching is satisfactory overall. In the best lessons seen teachers use questioning effectively to draw out the key teaching points and to check the children's understanding. There is a continual refocusing on the objectives throughout the lesson and a good conclusion to help fix the learning. There is a brisk, lively pace to these lessons which actively engages the children's interest and concentration. Pupils are well managed with a good use of praise to motivate them and develop their confidence. For example, when a child wrote a word incorrectly on the board the teacher responded by praising the child for those parts of the word that were correct. Appropriate support is provided to enable all pupils including those with special educational needs to participate fully and successfully in lessons. Work in lessons is well supported by homework tasks. In weaker lessons the pace is too slow and time is not used efficiently.

86. Work is marked according to a recently introduced policy. However marking does not generally indicate clearly to the children how to improve the quality of their work.

87. The development of a scheme of work for English was identified as a key issue for action following the previous inspection of the school. The school has recently adopted an LEA English project which incorporates fully the requirements of the National Literacy Strategy and provides detailed plans for the subject. The curriculum is having a good impact on attainment in Year 1 where it is confidently taught. However teachers in Year 2 are not yet familiar with the materials and this results in a slow pace to lessons and the allocation of too much time to English.

88. A very good range of good quality resources is available to support the teaching of English. Reading books are well organised and deployed and are easily accessible to the children. The library is particularly well stocked with a range of good quality fiction and non-fiction books. Very good use is made of the library by all classes who visit it weekly to borrow books to take home.

• **Mathematics**

89. Pupils' performance in the national tests for mathematics has improved since the previous inspection in 1996. In the 1999 national tests for seven year olds the proportion of pupils reaching the national standard or better was in line with the national average and above average for similar schools.

90. Evidence from this inspection shows that pupils in Year 2 are on course to meet the national standard at the end of the key stage. All pupils count reliably and carry out basic addition and

subtraction accurately. Most can recognise and use mathematical terms and symbols. They are reasonably confident at using non-standard measures and are familiar with and can describe the properties of common two dimensional and three dimensional shapes.

91. Most pupils make sound progress as they move through the school. High, average and low attainers are all steadily gaining a secure knowledge of number facts and an understanding of mathematical operations. They are satisfactorily building their confidence to record calculations accurately and recognise number patterns, and are working effectively orally and mentally with numbers. Progress in lessons is at least sound. Pupils in Year 1, in particular, are successfully developing their understanding of basic addition and subtraction. Pupils in Year 2 are suitably developing their understanding of place value and of their knowledge of addition and subtraction facts to 20. They are satisfactorily able to recall the work they have previously carried out in shape, space and measure.

92. Pupils' attitudes to mathematics are at least satisfactory and are particularly positive in Year 1 where they are keen to respond. They behave well in most lessons. Concentration is usually good at the start of lessons when children listen quietly and are willing to answer questions and they often do so confidently. When working independently, pupils' concentration is generally sound and is often good, though at times a small number of older children can become distracted and will then work at a slower pace.

93. The teaching is at least satisfactory overall. Teachers have a sound knowledge of the subject and generally use this effectively to help develop and reinforce pupils' knowledge and understanding. Classes are usually well managed, especially when the whole class is being taught together. Lesson planning is appropriate and teachers are thorough in checking regularly to ensure that all have understood before moving the children on in their work. Some good and very good teaching was seen. In these cases children are challenged well to think and respond quickly and accurately in oral and mental work and are motivated well to record their findings. An enthusiastic and lively pace is maintained in these lessons and pupils are enabled to consolidate their understanding and to make good progress. Where the teaching is not as strong, children are occasionally allowed to be distracted from their work, particularly during individual activities, and this slows the pace of the lesson.

Science

94. Teacher assessments in recent years have shown attainment at the age seven to be above national expectations. The inspection findings place attainment below national expectations. This is similar to the findings of the last inspection.

95. By the age seven most children have developed satisfactory practical skills, for example, they are able to recognise the simple components such as a battery, a bulb and wires that are needed to make a bulb light. However, they are not secure in their understanding of which parts of these components need to touch for the bulb to light. Children can generally present their observations through satisfactory drawings but are less familiar with recording observations in the form of tables and charts. Most children have only a superficial understanding of the characteristics of living things.

96. The progress that pupils make as they move through the school is unsatisfactory. This is partly brought about because the time given to the teaching of science has been reduced this year and limits the opportunities to cover the curriculum in sufficient range and depth. Although most Year 1 children make satisfactory progress in lessons, less progress is made in Year 2. Progress over time is less satisfactory, for example, children's knowledge and understanding of the characteristics of living things and of sources of light remain underdeveloped. Most children, including those with special educational needs, make satisfactory progress in acquiring and consolidating their practical skills but less progress in acquiring and consolidating knowledge and understanding of science related to the topic.

97. Children enjoy practical activities in science and behave well in class. They work collaboratively

in pairs and share materials and equipment well. They respond well to good teaching. Where teaching is less challenging some children lose interest.

98. The quality of teaching is at least satisfactory. This is an improvement since the last inspection. Lessons are usually well planned. Children are appropriately challenged and good standards of discipline are achieved. However, the objectives for learning are not always as clear as they could be and lesson plans lack detail of what is to be taught. The day to day assessment does not inform teaching sufficiently.

99. The planned curriculum is sound and meets statutory requirements. However, insufficient time is given to allow the planned curriculum to be covered in full. Short term planning needs to be improved. Day to day assessment of children's work is not used sufficiently to inform teaching. Overall, assessment procedures need to be developed further to cover all aspects of science.

· **OTHER SUBJECTS**

· **Art**

100. Progress in art is good. Children are systematically introduced to a wide range of media in their early years. This good beginning enables children to make continuous progress through Key Stage 1. In Years 1 and 2 well planned activities enable children to make steady progress. These activities include opportunities to mix colour, draw from observation and use 3D materials. Children work well with pastel, chalk, torn paper, clay, paint and pencil. Good teaching in several classes has a strong impact on children's progress. The narrowness of the objectives in some sessions can though, restrain children's exploration and individual response to the material.

101. Children respond to the work in art very well. They are motivated by the use of the media provided and take the work seriously. They enjoy art and are willing to express themselves.

102. Teaching in art is satisfactory overall. Teachers are willing to work hard to enable children to progress. They are very encouraging to all pupils and as a result, children enjoy their work and take a distinct pride in it.

103. Some teachers are able to provide good a lead in experimenting with media. This produces striking results such as paintings based on Aboriginal art, or faces in low relief, made from torn coloured paper. This work spreads confidence and improves the overall subject knowledge in the school. Classroom management is good. In the early years, art activities are well prepared. They are introduced well by teachers and are then supported by assistants who are well-briefed about techniques and objectives. In Key Stage 1, good examples of whole class teaching are helping children to make progress. Children are arranged to ensure clear lines of sight when teachers demonstrate techniques. A combination of individual support and whole class evaluation of the on-going work ensures good use of time by all children.

104. A newly appointed co-ordinator has made a good start to managing the subject. Good resources for the subject are well organised with clear plans for further improvement. Display is a strong feature of the school. It makes a significant contribution, both to the visual environment and as a source of inspiration and support for the children's work.

· **Design and Technology**

105. Pupils make satisfactory progress in design and technology. This shows an improvement since the previous inspection when progress was considered to be inconsistent. They are challenged to design and make products of increasing complexity in a wide range of materials. Pupils are helped to understand how mechanisms and structures can be made with an increased number of features. They make things to improving standards as they progress through the school.

106. Children have a good grounding in early years from which they can progress. They regularly use a good range of construction kits and simple construction materials. In Key Stage 1, children begin well by exploring structures. For example, Year 1 children have used cylinders to form animal shapes. They have experimented well with additional cardboard components to make the animal stand. They make effective use of simple materials and a wide variety of construction kits to make their first working models. By the end of the key stage, they have worked to good standards with mechanisms, structures and food. Children in Year 2 have made moving buggies with a great deal of care. They take great pride in adding imaginative details and this motivates the children to do well.

107. Children throughout the school respond well to design and technology. They enjoy the work and show intense concentration and a calm attitude to the use of equipment and materials.

108. Teaching in design and technology is satisfactory. Teachers make considerable effort to ensure that children make progress. They work systematically towards ensuring that children carefully build their knowledge, skills and confidence. A good overview plan provides guidance and balances the required themes. It is now necessary to provide more detailed plans to ensure that the good foundations that have been established are built on by all teachers. Resources are good and are used efficiently.

• **Geography**

109. Insufficient evidence was seen to enable a judgement on progress to be made. From the limited work available from last year's classes and the current Year 1, work is appropriately focused on the local environment and development of simple mapping skills. For example, pupils in Year 2 begin to map features of the playground in the correct order.

110. The last inspection report identified the need to implement the scheme of work more fully and to challenge older pupils further. Progress since the last inspection has been unsatisfactory and geography continues to be on the development plan. A clear overview of units is needed to ensure progression and continuity across the key stage. Further resources to support a scheme of work, including local environment resources such as photographs, should be developed.

• **History**

111. Pupils of all prior attainment make sound progress in history. The work they do is of a standard and quality that would be expected for pupils of their age. For example, most Year 2 pupils use writing to demonstrate factual knowledge of Florence Nightingale. Pupils of higher prior attainment are beginning to understand why people in the past, such as Guy Fawkes, acted as they did. Pupils of lower prior attainment record their knowledge appropriately in pictures which they can talk about. Year 1 pupils are beginning to find out answers to questions about the past. For example, they use evidence from a video to explain that people wear poppies to remember people who died in the war.

112. The majority of pupils behave well and listen attentively. They contribute well to discussion about events beyond living memory especially when a video is shown to enhance understanding. Most pupils speak up clearly and use full sentences.

113. The standard of teaching is broadly satisfactory but varies too much between classes. In the best lessons, high expectations of behaviour and attainment ensure pupils make very good progress. Questioning is used well to assess understanding and demonstration answers from pupils are effectively used to show others what is required. Paired discussion is very well used to enable pupils to remember what they have learned. In other lessons questioning is not effectively focused on objectives so the teaching loses direction. Some pupils get restless as a result of the slow pace of the lesson and opportunities for using the board for key words are missed. More consistent planning

and teaching across the classes is needed.

114. Since the last inspection a well organised scheme of work has been developed which identifies appropriate objectives for each lesson. Visits to a local Tudor manor house and museums have successfully raised the pupils' interest and enjoyment. Some worksheets in Year 2 are not challenging enough for pupils of higher prior attainment. Instead they could record more detailed understanding in their books. Resources are well organised in topic boxes and easily accessible to teachers.

Information Technology

115. Attainment in information technology is broadly in line with national expectations by the end of Key Stage 1. This shows an improvement since the last inspection when standards were considered to be below the nationally expected level. Good beginnings in nursery and reception provide a good basis for development. For example, reception pupils are systematically learning how to use painting software to draw fireworks pictures. In Key Stage 1, children are using correct vocabulary when working with computers. They are able to handle the technology with confidence. They sort data and print the results as graphs. Children write with confidence and are able to use paint tools to good effect. Progress is satisfactory overall. The youngest children are though, making the fastest progress and are quickly gaining confidence with the software. By the end of Key Stage 1, the oldest pupils are still gaining skills at a steady rate.

116. Pupils in all year groups respond well to information technology. They work well both individually and in pairs. They are respectful and well motivated in whole class lessons, helping each other and listening carefully.

117. The teaching of information technology is satisfactory, with some examples of good and very good teaching. Teachers have good knowledge of what is to be taught. Effective whole class teaching techniques are widespread. Teachers often demonstrate procedures and processes well. They involve children and ensure that there is a clear understanding. Children are challenged to apply what they are learning and to explain what they are doing in full sentences using correct technical vocabulary. The use of time in whole class sessions is inconsistent. The best examples provide a good balance of direct teaching and practice time. The teaching techniques are new to the school, and need to be developed to a consistent standard by sharing good practice.

118. New management arrangements for the subject give the school the opportunity to improve further the consistency of teaching. Resources for information technology are very good and are used effectively.

Music

119. Pupils at all levels of attainment are making satisfactory progress in music as they move through the school and occasionally make good progress in lessons. This shows an improvement since the last inspection in 1996 when the progress of pupils was considered to be unsatisfactory. Pupils are developing a suitable range of songs which they are able to sing from memory and with good control. Children in Year 1 practising high, middle and low notes in their singing are building well on their understanding of pitch. Many are gaining the confidence needed to use percussion instruments to maintain a steady beat. In Year 2 most children can maintain a steady beat by clapping and when using musical instruments as an accompaniment to their singing. They are able to compose and perform short rhythmic patterns by ear and from symbols. Most children listen well to music and many can recognise that music comes from different parts of the world. Many are satisfactorily developing their understanding that musical sounds can be made in different ways.

120. Children enjoy their lessons and usually show a good level of interest and enthusiasm. Behaviour is sound and while most pupils concentrate well, the concentration of pupils in Year 1 is sometimes better than it is in Year 2.

121. The teaching of music has improved since the last inspection. Previously it was considered to have some shortcomings whereas the quality of teaching is now at least satisfactory. The 1996 inspection report also commented on the lack of a scheme of work. A scheme has been put into place. This helps teachers to plan their lessons effectively and also helps to ensure that what is taught is enabling pupils to make the progress that they should. Lessons are appropriately organised, usually with a good balance of individual and whole class practical tasks. Children are managed effectively and are suitably encouraged to participate. Teachers use the correct musical vocabulary and make sure, for example, that children apply the right names to the instruments they use.

Physical Education

122. In the aspects of physical education observed, children of all levels of attainment make satisfactory progress as they move through the school. This matches the findings of the previous inspection. Children in Year 1 are developing well their ability to control and co-ordinate their movements. They are developing the basic actions of travelling and are starting to link a series of actions. They can practise movements on their own and many are confident to demonstrate their skills to others. In Year 2, children are satisfactorily developing control of take off and landing during sequences of movement and are suitably extending the range of body shapes that they can make. The majority are also beginning, through the development of different body shapes, to explore feelings. All Year 2 children have the opportunity to take part in an appropriate course of swimming. Games activities are planned in a balanced way during the course of the year but did not take place during the week of the inspection. Games equipment is, however, provided in the playground at lunchtimes; it is supervised well, and provides children with effective additional opportunity to practise their games skills.

123. Children show considerable enthusiasm for physical education and are willing to participate. They respond satisfactorily and safely to instructions. Behaviour is at least satisfactory and is sometimes good. Many are confident to demonstrate to the class a movement or sequences of movement they have practised and they are able to do so sensibly and effectively.

124. The teaching is sound. Lessons are carefully planned and organised. Children are suitably challenged to develop their ideas and good practice is identified well and used in demonstration to promote the work of the class. Teachers highlight appropriately the effect physical activity has on the body, and warm-up and cool-down activities are used well. Children are generally managed appropriately, though too much noise was permitted at times in one lesson. Lessons are conducted at a good pace. The curriculum for games and gymnastics is sound. Further work is needed on the curriculum for dance if progress in dance is to be assured. The school is about to adopt a 'Top Dance' curriculum which should help to address this.

Religious Education

125. Attainment in religious education (RE) is in line with the expectations of the Agreed Syllabus. Year 1 pupils are able to identify what is of value to them. They complete pictures of things they can do and are beginning to understand that each person has special talents given to them. Year 2 pupils can recall elements of stories which include religious beliefs. They learn about the story of Rama and Sita in the context of the festival of lights. At this early stage, some can recall names of key characters but only a minority is able to say who was good and who was bad.

126. Pupils of all prior attainments make satisfactory progress across the key stage in their knowledge and understanding about religions. For example, Year 2 pupils can retell the story of the feeding of the 5000. The highest attainers are able to write the story in their own words. All are able to draw an aspect of the story.

127. Pupils' behaviour is satisfactory. They respond well in lessons where the teaching is clearly focussed on objectives. In one lesson good use of praise encouraged pupils to give answers; they

spoke up well and enjoyed listening to one another. However, in lessons where the objectives are unclear pupils' progress in knowledge and understanding of key points is unsatisfactory.

128. The last inspection identified planning as a weakness. Since then the school has implemented the LEA's scheme of work well. Whilst this is an effective starting point, work needs to be done to ensure the scheme is reviewed and developed appropriately for the school. The long-term overview clearly indicates progression and continuity and has a balance of both attainment targets. RE is now taught every week although this has been the case only recently. Resources are being purchased to support the curriculum and more are needed as the scheme of work completes its first full cycle. They need to be organised into topics and stored so that they are more easily accessible for teachers. Effective use of local religious buildings contributes well to pupils' progress.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

129. A team of six inspectors visited the school for a period of four days. A total of 50 lessons or parts of lessons were observed. Other inspection activities included: hearing a sample of children read: reading school documentation; talking with governors, staff and children. As well as looking at pupils' work in lessons, inspectors scrutinised a structured sample of pupils' work from each class. A meeting was held for parents and a survey of their views was analysed. The results of the survey are included in this report. The number of parents who responded was very small.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on schools' register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	142	3	13	35
Nursery Class	20	0	0	N/A

Teachers and classes

Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent)	7
Number of pupils per qualified teacher	20
Average class size:	24

Education support staff (YR – Y2)

Total number of education support staff	6
Total aggregate hours worked each week	137

Qualified teachers (Nursery class)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	20

Education support staff (Nursery class)

Total number of education support staff	1
Total aggregate hours worked each week	35

Finance data

Financial year:	1998-9
	£
Total Income	329,847.00
Total Expenditure	320,702.00
Expenditure per pupil	2,211.74
Balance brought forward from previous year	39,528.00
Balance carried forward to next year	48,673.00

PARENTAL SURVEY

Number of questionnaires sent out: 182

Number of questionnaires returned: 24

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	37.5	50.0	12.5	-	-
I would find it easy to approach the school with questions or problems to do with my child(ren)	37.5	62.5	-	-	-
The school handles complaints from parents well	8.3	50.0	25.0	8.3	-
The school gives me a clear understanding of what is taught	29.2	37.5	20.8	12.5	-
The school keeps me well informed about my child(ren)'s progress	33.3	37.5	16.7	12.5	-
The school enables my child(ren) to achieve a good standard of work	33.3	50.0	8.3	4.2	4.2
The school encourages children to get involved in more than just their daily lessons	29.2	33.3	29.2	8.3	-
I am satisfied with the work that my child(ren) is/are expected to do at home	25.0	45.8	20.8	8.3	-
The school's values and attitudes have a positive effect on my child(ren)	37.5	50.0	8.3	4.2	-
The school achieves high standards of good behaviour	25.0	37.5	29.2	8.3	-
My child(ren) like(s) school	62.5	33.3	4.2	-	-

As not all completed questionnaires provided a response to every question, and as figures are rounded up or down, rows do not always add up exactly to 100%.