

INSPECTION REPORT

**ST JOHN'S CHURCH OF ENGLAND INFANT
SCHOOL**

Churt

LEA area: Surrey

Unique reference number: 125184

Headteacher: Mrs J M Peachey

Reporting inspector: Helen Morgan
22611

Dates of inspection: 2nd – 3rd July 2001

Inspection number: 190866

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Aided
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Barford Lane Churt Nr Farnham Surrey
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Norman Lingard
Date of previous inspection:	4 th – 7 th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22611	Helen Morgan	Registered inspector	Science Geography Physical education Special educational needs Equal opportunities English as an additional language	The school's results and pupils' achievement How well are pupils taught?
9465	Elizabeth Cooke	Lay inspector		How well does the school work in partnership with parents? Pupils' attitudes, values and personal development
31036	Alistair King	Team inspector	Mathematics History Information and communication technology Music	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?
21992	Jean Newing	Team inspector	English Art and design Design and technology The foundation stage	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's is a voluntary aided Church of England Infant school. It caters for boys and girls aged 4 – 7. There are 85 pupils on roll, all of whom attend full time. Overall, the number of boys and girls is roughly equal, but, at the time of the inspection, in two classes there was an imbalance of boys and girls, one having twice as many boys, the other twice as many girls. The number on roll has increased since the last inspection in 1996. Pupils' attainment on entry varies from just below the expected levels to well above. Overall, it is above the standards expected nationally. Nineteen per cent of pupils have special educational needs, which is about average compared with schools nationally. The percentage of pupils eligible for free school meals is 2.4 per cent, which is low. Only 2 pupils have English as an additional language and there is very little ethnic diversity amongst the pupils; almost all are white of UK heritage. The school is situated in the village of Churt several miles from the town of Farnham and this is an economically favoured area. The Hampshire border is very close and a significant proportion of pupils come to the school from local Hampshire villages. The school is over-subscribed and many parents select this school in preference to schools more local to their homes.

HOW GOOD THE SCHOOL IS

This is a very effective school. Standards, especially in English, mathematics and science, are very high and pupils make very good progress. The very good teaching combined with pupils' interested approach to their lessons and their very good behaviour results in successful learning. The headteacher leads and manages the school very well. The school provides good value for money.

What the school does well

- Children make good progress in their first year at school.
- Pupils aged 5 to 7 achieve very good standards in English, mathematics and science.
- The quality of teaching and learning is very good.
- Pupils are keen and interested learners and they behave very well.
- The provision for pupils with special educational needs is very good.
- The headteacher's leadership of the school is very good and she is well supported by the governing body.

What could be improved

- Standards in art and design, information and communication technology, history and music, although satisfactory, could be improved further.
- There is not enough emphasis on developing pupils' understanding of their own and other cultures in art, history and music.
- The outdoor play area for children under five is too small to allow a full range of activities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the previous inspection in 1996. Standards, especially in English, mathematics and science, have risen. Pupils' behaviour has improved. The quality of teaching is now very good; previously it was only satisfactory. Planning for all subjects has improved. Overall, the provision for pupils' spiritual, moral, social and cultural development is now good. The school now provides good value for money.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	C	A	A*	A*
writing	D	A	A*	A
mathematics	C	B	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Since 1996, the school's results have been above national averages each year apart from 1998. In 1998 they were average in reading and mathematics, but dipped below average in writing because the proportion of pupils with special educational needs was high. Since then, results have steadily improved. In 2000, results in reading and writing were in the top 5 per cent nationally and in mathematics they were well above average. Compared to similar schools, reading results were in the top 5 per cent in 2000, and writing and mathematics results were well above average. Teacher assessments for science in 2000 show that all pupils obtained at least the expected level. The proportion of pupils reaching higher levels was well above average in reading, writing and mathematics and it was very high in science. The 2001 results show that high standards have been maintained.

Inspection evidence shows that standards are very high in English, mathematics and science and that pupils of all abilities make very good progress. Standards are good in design and technology, geography and physical education, and satisfactory in art and design, history, information and communication technology (ICT) and music.

When children enter the school they attain standards above nationally expected levels. They make good progress and, by the time they enter Year 1, they are working confidently within Level 1 of the National Curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn, develop good concentration and independence skills and respond well to teachers' instructions.
Behaviour, in and out of classrooms	Very good. Pupils are polite and well mannered. The atmosphere in the school is friendly, calm and purposeful. There has been one fixed period exclusion in the last year.
Personal development and relationships	Pupils show good independence skills. Relationships between staff and pupils are very good.
Attendance	Satisfactory. Despite the school's best efforts, there are a few pupils who are regularly late to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Very good	Very good

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

During the inspection, in almost every lesson, teaching was good or better and in about two thirds it was very good. Teaching is lively and interesting, it stimulates pupils and results in very good learning. The teaching of English, mathematics and science is very good. The National Literacy and Numeracy Strategies have been adapted well to meet the needs of the pupils. There is a good emphasis on developing literacy and numeracy skills in most subjects. In science, there is a strong focus on practical investigations and pupils respond very well to this.

The teaching of art and design, history, ICT and music is satisfactory rather than good because teachers have less confidence in teaching these subjects or planning is less detailed. The teaching for pupils with special educational needs is very good. The support these pupils receive from teachers and classroom assistants is very effective.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a good emphasis on literacy and numeracy. The provision for personal, social and health education is good. The curriculum for children in the foundation stage is well planned and includes a range of interesting activities.
Provision for pupils with special educational needs	The system for identifying and supporting these pupils is very clear and well managed. Staff are used very effectively and pupils make very good progress in English, mathematics and science.
Provision for pupils with English as an additional language	Satisfactory.
Provision for pupils' personal, spiritual, moral, social and cultural development	Overall, the provision is good. Pupils develop a very good understanding of right and wrong, but there is less emphasis on the development of pupils' understanding of other cultures and beliefs.
How well the school cares for its pupils	There are good standards of pastoral care and procedures for ensuring pupils' welfare. Pupils' standards of work are well monitored in English, mathematics, science and ICT, but assessment in other subjects is not as well developed.

The school has very good links and relationships with parents. The information available for parents is good. The staggered start to the school day works well. It gives parents and carers time in the classrooms to settle children down and talk to staff.

The local community makes a very good contribution to pupils' learning. The school is recognised by parents and staff to be at the centre of village life and receives good support from local businesses and the Parish Council. Pupils participate in local events, which contribute to their moral and social development

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads and manages the school very well and has a clear vision for the school. She works alongside teachers, giving them good opportunities for professional development. This contributes to the high quality of teaching and learning.
How well the governors fulfil their responsibilities	Very good. Governors are knowledgeable about the school. They are well aware of the school's strengths and weaknesses.
The school's evaluation of its performance	The headteacher continually monitors performance and takes action to raise standards further.
The strategic use of resources	Financial administration is very good. Whole school priorities are identified in the school development plan, but the targets and financial allocation for curriculum areas are less clear.

The number, qualifications and experience of both teaching and support staff are well matched to the needs of the school and the demands of the curriculum. The committed staff team work very effectively together. Classroom assistants give very good support to pupils of all abilities.

Overall, the accommodation is satisfactory. The outside classroom and the playing field are very good resources and the playground is an exciting place. However, the current arrangement in which part of the hall is used as a library means that indoor space for PE is limited. The playground for children under five is too small.

The school applies the principles of best value well when reviewing its performance and when making spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The very good leadership. • Children enjoy school. • Pupils' good behaviour. • The progress pupils make. 	<ul style="list-style-type: none"> • The amount of homework pupils receive.

The inspection team agrees with the positive comments made by parents. Evidence from the inspection suggests that the homework pupils receive is good and it makes a significant contribution to pupils' progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to the school, children achieve standards that are above nationally expected levels. Children make good progress and, by the time they enter Year 1, they have achieved the early learning goals and are working confidently within Level 1 of the National Curriculum. Standards have risen since the time of the last inspection as a result of the better quality of teaching.
2. Since 1996, the school's test results for pupils aged 7 have been above national averages each year apart from 1998. In 1998 they were average in reading and mathematics, but dipped below average in writing. In that year, the proportion of pupils with special educational needs was high. Since then, results have steadily improved. In 2000, results in reading and writing were in the top 5 per cent nationally and in mathematics they were well above average. Compared to similar schools, reading results were very high in 2000 and writing and mathematics results were well above average. Teacher assessments in science show that all pupils achieved at least the expected level. In 2000, compared to schools nationally and to similar schools, the percentage of pupils reaching Level 3 and, in a few cases level 4, was well above average in reading, writing and mathematics and very high in science. The results for 2001 indicate that these high standards have been maintained.
3. The inspection evidence confirms that standards are very high in English, mathematics and science and pupils make very good progress. This is a result of the very good quality of teaching in these subjects, pupils' interested approach to tasks and their very good behaviour. Since the last inspection, there has been a good improvement in the standards pupils achieve and the progress they make.
4. By the age of 7, pupils' speaking and listening skills are well developed. They listen carefully, follow instructions well and speak with confidence when explaining their answers. Pupils read a variety of texts fluently and with good meaning and understanding. They have many opportunities to develop their writing skills and this, combined with the teachers' high expectations, results in very good progress. In mathematics, by the age of 7, pupils use their knowledge of multiplication facts well; they can explore number patterns and describe what they find, using precise mathematical vocabulary. Over the last year, pupils have been given more opportunities to use and apply their mathematical knowledge, skills and understanding. This has helped to raise standards further. By the age of 7, pupils can carry out their own scientific investigations, use equipment very carefully, make detailed observations and record their results in tables and diagrams. Pupils are keen and curious learners, because exciting activities, which emphasise practical investigations, are planned for them.
5. Standards and progress are at least satisfactory in every other subject. In design and technology, geography and physical education (PE) standards are good and pupils make good progress because of the high quality of teaching and pupils' interested approach to lessons. Pupils achieve satisfactory standards and make sound progress in information and communication technology (ICT), art and design, history and music. In ICT and music, teachers have less secure knowledge; consequently, teaching is satisfactory rather than good.
6. Pupils with special educational needs make very good progress. Pupils' individual education plans include clear targets, which guide teachers in their planning; teachers and support assistants have a good knowledge of pupils' needs and abilities and provide them with effective support. There is a good balance between helping pupils and, at the same time, encouraging them to become independent learners. The progress these pupils make, in their academic work and in the development of their self-confidence, is evident in the way pupils with learning difficulties approach their independent writing tasks. The very small proportion of pupils with English as an additional language who are at the early stage of language

acquisition make steady progress, but do not meet the necessary criteria to obtain additional support.

7. There is no difference between the achievements of boys and girls, even though numbers are very imbalanced in two classes.

Pupils' attitudes, values and personal development

8. The school has made a significant improvement in this aspect since the last inspection. Behaviour and attitudes are now very good. Parents are very pleased with these high standards.
9. The pupils' very good attitudes to school have a positive effect on their attainment because they are eager to learn and respond well to their teachers' instructions. They are attentive, co-operative and show good concentration and independence skills. For example, in a Year 2 science lesson, pupils were very enthusiastic about pond dipping and learned very well as they shared their findings and explored pond life together. In a Year 1 mathematics lesson, pupils settled down to their tasks without fuss and concentrated hard throughout.
10. Behaviour is very good throughout the school, both in and out of lessons. Pupils play together very well in the exciting playground and are polite and well mannered to staff, visitors and each other. Supervision at play and lunchtimes is careful and friendly; all staff know the pupils well and manage them very effectively. There was no evidence of bullying or oppressive behaviour during the inspection and all pupils, including those with special educational needs, mix happily together. There has been one fixed-period exclusion in the last year.
11. Pupils' personal development is good. They show good independence skills, which are fostered by the high expectations of teachers. Relationships throughout the school are very good; the school is a harmonious and calm place to learn. The very positive atmosphere in the school promotes learning because pupils are happy to attend, feel secure and enjoy their lessons.
12. Overall, attendance remains satisfactory. Registers are taken promptly and efficiently at the start of each session. The early, staggered beginning to the day ensures that lessons get off to a prompt, brisk start. Despite the school's best efforts, too many pupils arrive late each day and significant numbers of pupils take holidays in term time. These factors adversely affect attendance rates and cause disruption to pupils' learning.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching and learning is very good. During the inspection 95 per cent of teaching was good or better and 63 per cent was very good or in one instance, excellent. No unsatisfactory teaching was seen. Teaching for children in the foundation stage was very good in over 60 per cent of lessons and for pupils aged 5 to 7 it was very good in 54 per cent of lessons. There has been a very good improvement in the quality of teaching since the last inspection when 12 per cent was unsatisfactory and no teaching was very good.
14. Teaching for children in the foundation stage is very good in all areas of learning. The knowledgeable, enthusiastic staff work very well together and plan interesting activities for children, which capture their interest. As a result, children make good progress and achieve the early learning goals in each area. Teaching for pupils aged 5 to 7 is very good in English, mathematics and science. Consequently, pupils' learning in these subjects is very effective; they make very good progress and achieve high standards. Literacy and numeracy skills are practised and developed in many different subjects, for example, science, geography and history. However, currently, there is less emphasis on developing pupils' ICT skills. The teaching of design and technology, geography and PE is good. It is satisfactory in ICT, history and music. There was insufficient evidence to make a judgement on the teaching of art and design.

15. In almost all lessons, objectives are clear, planning is very good and pupils are well organised. An interesting range of activities is included and very appropriate resources are used to reinforce understanding. For example, in a mathematics lesson for younger pupils, number lines, a computer and vocabulary cards were used well to further develop pupils' understanding of multiples of 2, 5 and 10. In geography, fieldwork is used well to develop pupils' skills of investigating and recording.
16. Relationships between staff and pupils are very good. This is evident in the happy atmosphere that exists in classrooms. It was very evident in a personal and social education lesson for Year 2 pupils. The teacher most sensitively discussed how pupils felt about leaving as she prepared them for a visit to their new schools. Relationships between pupils are also very good. Staff encourage pupils to work together in pairs and small groups. This helps them to become independent learners. For example, the very good organisation of pupils into groups for science ensured that they all had maximum opportunity to explore the natural environment. Their good relationships were evident as they eagerly searched for mini-beasts and pond life and then discussed their findings with their friends. The very good relationships make a positive contribution to pupils' successful learning.
17. Teachers have high expectations of pupils. This is reflected in the way pupils are set clear time limits. For example, in English, pupils were regularly reminded about the time as they completed their plans for the class book about the outside classroom. This helped to focus their attention throughout. The support given to all pupils is very effective in helping them to make good progress. Most able pupils are challenged by the tasks and by the good questioning. Less able pupils, including those with special educational needs, receive very helpful support, which enables them to develop self-confidence, so that they, too, can become independent learners.
18. At the time of the last inspection, teaching was described as lacking in inspiration. Very good progress has been made because now the staff are lively and enthusiastic. This is reflected in the interesting range of well-planned activities, which inspire pupils. For example, the science investigations into sound completely fascinated children and the search for pondlife led them to exclaim in delight when a baby newt was discovered.
19. The teaching of ICT and music is not as effective as it could be, because teachers have less confidence in teaching these subjects. History teaching includes a good emphasis on developing pupils' literacy skills, but, sometimes, there is not enough structure in written work for the less able pupils.
20. All staff have a good understanding of the needs of each pupil. Those with special educational needs receive very effective support from teachers and classroom assistants who have received training in meeting specific needs. Consequently, teaching and learning for pupils with special needs is very good. The teaching for the pupils with English as an additional language does not include any opportunities for additional individual support. Consequently, learning is not as effective as it could be for the pupil who is at an early stage of language acquisition.

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

21. Overall, the curriculum is good. All pupils benefit from a broad range of activities that include all National Curriculum subjects and meet statutory requirements. The curriculum for children in the foundation stage is well planned and includes a range of interesting activities. The headteacher audits the balance of the whole school curriculum, following guidance from the Local Education Authority. The provision for extra – curricular activities is good. When opportunities arise, the school enriches pupils' curricular opportunities. For example, the pupils have had rugby coaching and have taken part in a rugby festival at a local secondary school. In addition, a weekly football club and recorder club take place.
22. Very good attention is given to the development of pupils' literacy and numeracy skills. They are included well across the curriculum. For example, in mathematics lessons, good attention

is paid to the development of literacy through the teaching of precise mathematical vocabulary and the discussion of mathematical ideas. Numeracy skills are developed effectively in science through, for example, the investigation into how high different balls bounce. The development of ICT skills in different subjects is not as well promoted.

23. Sufficient time is allocated to the other subjects and, overall, the provision for them is satisfactory. The school has recently been reorganising the curriculum around half-termly science topics and co-ordinators are currently adapting published schemes to develop longer term plans. The provision for the development of pupils' personal, social and health education is very good. For example, in one lesson observed, pupils were prepared very well through sensitive handling of the issues of friendship when transferring to a new school. Pupils were encouraged to discuss and reflect on their relationships through role-play. As a result, children were enabled to express how they felt about moving to a new school. The governing body has made a decision not to include the teaching of sex education in the curriculum. There is a good drug awareness programme taught through work on healthy living.
24. Pupils with special educational needs have access to all areas of the curriculum. They are effectively supported by teachers and classroom assistants and, where necessary, support teachers from the local education authority and a local special school provide additional advice.
25. The local community makes a very good contribution to pupils' learning, as was the case at the time of the last inspection. The school is recognised by parents and staff to be at the centre of village life and receives full support from local families, businesses and the Parish Council. Pupils participate in local events, celebrations and competitions. For example, they won first prize this term for their environmental work on the garden of a local garage. The church is a focal point of school life, the vicar attends weekly to take an assembly and leads celebrations of the Christian festivals for the school. The activities of the school are regularly reported in the local parish magazine. The school works closely with the village nursery and feeder junior and secondary schools to ensure smooth transitions for all pupils.
26. Provision for pupils' spiritual, moral, social and cultural development is good and has improved since the previous inspection. The broadly Christian assemblies encourage pupils to reflect on values and beliefs. The outside classroom, too, helps promote awe and wonder of the natural world, for example in one lesson when a pupil found a hairy caterpillar which provoked discussion, interest and fascination in the class. Pupils have a good understanding of right and wrong. This is developed through class rules that have been negotiated with the children, through the consistent way in which staff treat pupils and in the clear expectations laid out in the home-school agreement. The school helps pupils to appreciate aspects of its own cultural life very well, for example through visits to cathedrals and to museums. However, opportunities to help pupils to understand the range of diversity of cultures other than their own are limited, especially in art and design, history and music.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. The school has maintained good standards of pastoral care since the previous inspection and has good procedures for ensuring pupils' welfare. Pupils' standards of work and their personal development are monitored well and are effective in helping pupils to attain high standards.
28. The governors and staff take great care to ensure the health and safety of pupils and they undertake half-termly risk assessments of the site. The school has sought advice from the Fire Brigade on fire safety and there are regular practice drills. First aid arrangements for dealing with and recording accidents are satisfactory and procedures are in line with local education authorities policy. The statutory procedures for child protection are in place. The headteacher has received suitable training. The school is maintained to a very high level of cleanliness and the entire school environment is attractive and stimulating.
29. Good attendance is expected, as outlined in the home-school agreement. The small amount of persistent lateness from a small number of pupils is monitored and pursued appropriately by the headteacher. Procedures for promoting good behaviour are very effective.

30. The school promotes pupils' personal development very well. Children are taught to 'value themselves and value each other'. An annual visit from the 'Safety Bus' helps pupils to become aware of issues such as 'stranger danger', fire hazards and medicine and drugs. The school has recently won an award that has helped them develop a 'walking bus'. This enables parents to leave their children at the beginning of the day at a nearby car park where they are then walked to the school, reducing traffic hazards and congestion in the village.
31. The school has effective systems for monitoring pupils' progress that contribute to the high standards achieved. Class teachers carry out careful assessments of children in the foundation stage when they start school and the information gathered is used to set targets for improvement. These are discussed with the parents of pupils in Reception and Year 1, but could be better developed in Year 2. Teachers keep thorough records of assessments in English, mathematics, science and ICT that help teachers establish individual pupil's progress, but this has not been as well developed in other subjects. Weekly plans are evaluated thoroughly. This information is then used to alter plans for the next week to ensure that lessons are pitched appropriately to the pupils' needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

32. Parents and carers are very satisfied with the work of the school. They feel very confident that their children achieve good standards, are well cared for, are treated with respect and learn suitable attitudes and values. Parents say that children enjoy school, that they are encouraged to do their best and that the school is very well organised and managed. They report that they are listened to and that worries and concerns are dealt with effectively. The inspection team agrees with parents on these points. Some parents at the meeting and a small percentage of those who returned questionnaires are not happy with the amount of homework provided. The inspection team found that the amount of homework given to pupils was good. Parents continue to be very happy with the school as they were at the time of the last inspection.
33. The school has very good links and relationships with parents and provides many opportunities for them to come to school and meet with teachers. A notable feature is the staggered start to the day when carers can spend time in the classrooms settling children down and chatting informally to staff. Annual reports to parents on pupils' progress are satisfactory, with full information on work covered by pupils. However, they do not include targets to help Year 2 pupils improve further. Pupils with special educational needs have clear individual education plans, which are shared with parents.
34. Parents are very well involved in the life of the school and make significant contributions to it. The parent-teacher association makes a great contribution to the school through social and fundraising events. The monies raised enhance the provision of resources and equipment at the school. For example, the association has just provided funds to replace all the fixed gymnastics equipment.
35. Parents make a very good contribution to their children's learning at home by helping with homework, completing home-school diaries and following up curriculum topic work. The great majority support their children by bringing them to school regularly and on time and by showing them positive attitudes towards learning. This very good support from parents encourages children to enjoy school and to try their best.

HOW WELL IS THE SCHOOL LED AND MANAGED?

36. The leadership and management of the school are very good. The headteacher is a very good trainer of young teachers and has successfully built an enthusiastic and committed team who work very well together to achieve the school's aims and continually strive to raise pupils' achievement. The rights and responsibilities of all adults and children are central to the school's ethos. Relationships within the school are very good and all staff are very good role models, treating each other and the pupils courteously and with respect. This contributes to the calm and purposeful atmosphere, which is conducive to successful learning.

37. The management of special educational needs by the headteacher is very good. The system for identifying both gifted and less able pupils is very clear. All statutory requirements are met and individual education plans with clear targets are in place to guide teachers and support staff. The effectiveness of this system makes an important contribution to the very good progress these pupils make, especially in English, mathematics and science.
38. Standards have risen in most subjects since the last inspection. The focused monitoring of teaching and learning by the headteacher has made a significant contribution to this rise in standards especially in English and mathematics. The outcomes of this monitoring are used to set teachers' performance management targets. Professional development has a high priority and teachers receive good opportunities to regularly update their knowledge and skills. Knowledge and expertise gained on courses is shared amongst the small staff which spreads good practice. For example, the training for a teacher and support assistant on working with pupils who have autistic spectrum disorders has been shared. As a result, staff understand and feel confident in dealing with a pupil with this particular need.
39. The governors are supportive and fulfil their statutory duties very well. They are very knowledgeable about the school's strengths and about areas that could be improved. They are aware of how their school compares with similar schools and about the progress pupils are making. The committee structure is well established. Governors have a very good overview of the curriculum and staff regularly report on developments in their curriculum areas. The governing body recognises that some aspects of the curriculum could be better resourced and funding has been earmarked to affect improvements.
40. Financial administration is very good. The finance officer monitors the budget and reports to the finance committee monthly. A large balance was carried forward from the last financial year for specific developments. The school identifies priorities for development very well. For example, targets to improve facilities for children in the foundation stage and to improve standards in mathematics were identified. The accommodation has been extended to improve the facilities for the youngest children and a more investigative approach to teaching in mathematics has contributed to a rise in standards. The governors are involved in producing the school development plan. Curriculum areas are prioritised for development by the headteacher, staff and governors. However, the role of subject co-ordinators does not yet include establishing targets for future development or linking these to spending. Specific grants are allocated appropriately and spent effectively. The governors apply the principles of best value in all spending decisions.
41. The number, qualifications and experience of both teaching and support staff are well matched to the needs of the school and the demands of the curriculum. The provision is now good whereas it was only satisfactory at the time of the last inspection. Each class has an attached support assistant and all staff work effectively together as a team. There is a good induction programme to provide information and training for new staff to enable them to settle in quickly.
42. Overall, the accommodation is satisfactory. The outside classroom and the playing field are good and well used resources and the playground for pupils aged 5 to 7 is well equipped and exciting. However, the outside play area for the youngest children is too small to allow a full range of activities and the hall is too small for dance and gymnastics lessons because a large part of it is used as a library.
43. Overall, learning resources are satisfactory. Resources for mathematics are very good, for science they are good and for all other subjects except music they are satisfactory. There are insufficient musical instruments and the range provided is narrow. The weakness in resources for geography and history reported at the last inspection has been rectified.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. In order to raise standards further, the governing body, headteacher and senior management team should:

- (1) Raise standards further in ICT by increasing resources, developing teachers' expertise, and by extending the use of ICT in all subjects (paragraphs 5, 14, 19, 22, 67, 70, 81, 87, 90);
- (2) Raise standards further in art, history and music and increase the opportunities for pupils to develop their understanding of their own and other cultures through these subjects (paragraphs 5, 14, 19, 26, 31, 84, 86, 93);
- (3) Increase the size of the outdoor play space for children under five (paragraphs 42, 52).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	58	32	5	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR– Y2
Number of pupils on the school's roll (FTE for part-time pupils)	85
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

	YR– Y2
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	16

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence	%
School data	5.4
National comparative data	5.2

Unauthorised absence	%
School data	0.0
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	14	13	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	13	13	13
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	13	13	13
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (97)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	81
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	21.25
Average class size	27

Education support staff: YR – Y2

Total number of education support staff	3
Total aggregate hours worked per week	68

Financial information

Financial year	2000/01
	£
Total income	213955
Total expenditure	198906
Expenditure per pupil	2286
Balance brought forward from previous year	23831
Balance carried forward to next year	38880

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	83
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	0	0	2
My child is making good progress in school.	56	36	9	0	0
Behaviour in the school is good.	62	33	0	0	2
My child gets the right amount of work to do at home.	31	53	11	2	2
The teaching is good.	62	33	2	0	2
I am kept well informed about how my child is getting on.	40	49	9	2	0
I would feel comfortable about approaching the school with questions or a problem.	69	24	2	4	0
The school expects my child to work hard and achieve his or her best.	60	36	2	2	0
The school works closely with parents.	42	53	2	2	0
The school is well led and managed.	69	29	0	2	0
The school is helping my child become mature and responsible.	64	31	2	2	0
The school provides an interesting range of activities outside lessons.	56	27	13	4	0

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

45. The results of baseline assessment show children's attainment on entry to be above that expected nationally. Most children have had pre-school experience. There are effective links with local nurseries and new parents are invited to school events prior to the children starting. Children are inducted carefully into the school through a staggered programme in which they are introduced to staff and school routines. The flexible start to the day, at which time parents are welcome in the classroom, encourages children's confidence and gives opportunities for the teacher to build strong relationships with children and parents.
46. Teaching for children in the foundation stage is very good. Planning highlights stimulating activities through which children achieve the early learning goals. The teacher has very good knowledge of the way young children learn. The teacher and the teaching assistant are enthusiastic and their enthusiasm results in well-motivated learners.
47. Children make good progress in the foundation stage, especially in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. By the time children enter Year 1 they have achieved the early learning goals in all areas of learning are working confidently within Level 1 of the National Curriculum. They are confident independent learners. There has been good improvement since the last inspection, when teaching, overall, was judged to be satisfactory, with a significant proportion uninspiring.

Personal, social and emotional development

48. Personal, social and emotional development is promoted very well. The flexible start to the day makes a significant contribution to this area; children move about, freely choosing activities, for example, practising their writing on white boards, asking questions and talking about happenings in their lives. Each day, the children have a session in which they choose an activity and afterwards explain to the rest of the class what they have achieved. Children work independently, in pairs and in small groups. They select appropriate materials and clear away afterwards, returning equipment to its proper place. They move around the classroom, the activity area and the secure outside play area quietly, purposefully and aware of the needs of other people. The children have established very good relationships with adults and with their peers. They listen to each other very well and co-operate effectively when playing in the sand or making a large cardboard house. The very good teaching ensures that, at the end of the foundation stage, children are highly motivated learners, well prepared for the next stage of their education.

Communication, language and literacy

49. Children enjoy listening to stories and sharing books with adults. They listened with great attention when sharing the class book about 'The Three Little Pigs'. They are very articulate, making statements, asking questions, predicting and re-telling the story. They build on their previous knowledge. For example, they know the word 'day' and thus can read 'play and stay'. When reading the story as a class, fifty per cent volunteered to point to the words 'first, third'. All the children are learning to write in cursive script; they are presented with stimulating informal activities to practise this skill as well as direct teaching of handwriting. The teacher matches tasks accurately to children's prior learning so that all children are successful learners. Other adults who work in the classroom, teaching assistant and parent helpers, are well informed, interact very well with the children and make a very effective contribution to the children's learning and the standards they achieve. All children make good progress and have exceeded the early learning goals, as a result of the excellent teaching and their good attitudes. They are working towards Level 2, for example, making the words truck, brick, stick with individual letters and making individual books to illustrate a story, using cursive script.

Mathematical development

50. The teacher has very high expectations and continually challenges the children. The children made a block graph to show the most popular colour of cars. Subsequently, they made a tally chart of the different colour cars which passed the school gate. They count and order numbers to 20, understand addition and subtraction and can supply the missing number in a sequence of three, for example, 60 – 80. During a numeracy lesson children were looking at regular and irregular shapes, counting the sides and the corners. After discussion about which shapes fitted together one little boy said that this was called tessellation!
51. Games are regularly sent home for parents to play with their children and this enables parents to be involved with their children's learning, as well as consolidating the children's knowledge and understanding. As a result of the very good teaching in this area the children make good progress; they have achieved the early learning goals and are working confidently within the numeracy strategy.

Knowledge and understanding of the world

52. Children have many first-hand experiences to enhance their understanding of the world. They grow beans after reading the story of Jack and Beanstalk in literacy; they plant cress seeds and learn about the needs of all plants. They watch frogspawn develop into frogs. They have regular opportunities to visit the outside classroom and hunt for mini-beasts. They are beginning to use scientific vocabulary accurately, for example, 'nocturnal' and 'hibernation'. This term, the children are looking at different houses, posing questions about why houses are different in different countries. They built cardboard houses with different shaped roofs and poured water over the houses to see which roof allows the water to run off the most effectively. A lot of mathematical language was used during the building of the houses, for example, cone and cylinder. The children show great independence finding a suitable object to draw round to make a circle for the roof, cutting, sticking and adding straw to the African house. The teacher and teaching assistant skilfully extend the children's understanding by directing them to pictures and other children's models. All children have regular access to the computer and use a variety of programmes to support their learning in language and numeracy. The high quality teaching results in good progress, so that children are exceeding the early learning goals and working within Level 1 of the National Curriculum in science.

Physical development

53. The outside play area is not large enough to provide opportunities for running, jumping, climbing and balancing. However, the existing play area is used effectively for building models with large bricks, making large cardboard models and building with a variety of construction sets. All children go swimming for ten weeks in the summer term when there is an opportunity to develop water confidence. The good teaching in this area addresses the needs of all the children and, by the end of the foundation stage, children meet the early learning goals.

Creative development

54. The teacher has considerable musical expertise and children have daily opportunities to sing. Music is used effectively to bring the class together after group activities, as a calming influence and for sheer enjoyment. The standards seen in the formal lesson were above national expectations. There is always a 'music table' in the outside area where children can experiment in making sounds. They have daily opportunities to draw, paint, cut, stick and make models, pictures and collages. Children show independence in choosing their own materials and tools. The children are particularly articulate in the role-play area which is changed regularly. At present it is a building site. Recently it was a garden centre and before that a giant's castle (when the children were reading 'Jack and the Beanstalk' in literacy). As a result of the consistently very good teaching, the children enjoy learning, make good progress and exceed the early learning goals.

ENGLISH

55. Standards in English are very high. In 2000, all pupils achieved Level 2 in reading and writing and over half achieved Level 3. Standards have improved further this year. Trends over time show a rise in standards, except in 1998 when there were a significant number of pupils with special needs. The results for 2001 show that almost every pupil achieved the expected level and a large proportion achieved the higher level. The work seen during the inspection confirms that standards are very high and that pupils make very good progress. There has been good improvement since the last inspection in the quality of teaching and pupils' achievement.
56. Standards in speaking and listening are above national expectations. Pupils receive a very good start to school in the Foundation Stage and enter Year 1 as well-motivated, confident, independent learners. Teachers have high expectations and, by the end of Year 2, pupils speak confidently in front of the class, using full sentences. They listen attentively and follow instructions, for example, in a design and technology lesson when Year 1 pupils designed and made a musical instrument.
57. Standards in reading are very high. All pupils in Year 2 read fluently, with understanding and expression. They are presented with varied opportunities to read: individually to an adult, silently, shared and in guided group reading. The variety of attractive books in classrooms encourages pupils to enjoy reading. Home-school diaries show that pupils read regularly at home and that parents are very involved in the development of their child's reading. Parents and school fill in diaries very conscientiously.
58. The standards in writing are well above the national average. The school has very clear expectations for each year group and this leads to focused teaching. These expectations are shared with the pupils, with the result that teachers and learners are clear about what they need to do to improve. Pupils are given opportunities to experience a wide range of writing, postcards, invitations, lists, recipes, instructions, letters, stories, report and poems. Writing tasks are stimulating and challenging. For example, write an invitation from Prince Charming to Cinderella inviting her to the ball; write a letter of apology from Goldilocks to The Three Bears. This results in pupils working hard to achieve a good standard.
59. Standards in spelling are good. Pupils in Year 1 have learnt the high frequency words and they use these and their phonic knowledge when writing. They use words from the wall effectively, so that many words are spelt correctly in their writing. By the end of Year 2, pupils are beginning to apply spelling rules, their knowledge of rhyme and word families to help them write unknown words. They use simple dictionaries effectively.
60. Standards in handwriting are very high. In the reception class, children are taught to form letters with the cursive script and in Year 1 and Year 2 all pupils confidently use a legible, cursive script in all their work.
61. Overall, the quality of teaching is very good. Lessons are planned in detail to meet the needs of all pupils. Work is matched very carefully to pupils' prior learning, ensuring that pupils are continually successful in their learning. Teaching is lively and interesting, tasks set are stimulating and challenging. Teachers have very high expectations and lessons move at a brisk pace. Relationships are very good, creating a very good learning environment. There is a very good emphasis on developing literacy skills in all subject areas.
62. Pupils with special educational needs have detailed individual education plans, which are followed carefully. These pupils make very good progress. They receive effective support from well-informed teaching assistants who encourage and enable these pupils to be successful learners.
63. Management of English is good. The co-ordinator is a young enthusiastic teacher who has been given very good opportunities by the headteacher to develop professionally. The headteacher and the co-ordinator undertake monitoring of pupils work. Monitoring of teaching

and learning has been carried out by the headteacher and has resulted in a consistent approach to teaching and learning in literacy throughout the school.

MATHEMATICS

64. By the age of 7, standards in mathematics are well above those of achieved nationally and in similar schools. The rate of improvement has been better than schools nationally. The very high standards attained in 2000 have been sustained and improved upon in 2001. The standards pupils achieve and the very good progress they make is a result of the very good teaching, the very effective leadership of the subject and the comprehensive coverage of the curriculum that ensures breadth, balance and challenge, particularly for the most able pupils.
65. There has been good progress since the previous inspection. Standards have continued to rise. Planning, based on the National Numeracy Strategy framework, is good and ensures that pupils build upon their knowledge, skills and understanding. There are improved opportunities for pupils to use and apply their mathematical knowledge, skills and understanding, for example, in work seen where pupils explored a pattern of triangular numbers.
66. By the age of 7, over half the pupils are able to use their knowledge of multiplication facts to find areas of rectangles. They can explore number patterns and describe what they find, using precise mathematical vocabulary such as 'prime' with understanding. The least able pupils make steady progress, but, on occasion, written tasks are too challenging and not modified sufficiently for them. However, these pupils receive effective support and a range of well-selected resources are used which contribute towards pupils' successful learning.
67. The high standards attained and the very good progress made by pupils is because of the very effective teaching. Each lesson is well planned with clear learning intentions. Weekly plans and pupils' progress are evaluated and assessed and used to inform future lessons. Teachers have a very good knowledge of the subject. For example, in one lesson, the teacher made excellent links between repeated addition and multiplication, using a visual 'tables' grid to help the pupils search for patterns. Pupils are encouraged to think mathematically through effective questioning, for example, 'If you know what three 4s equals, how could you work out four 4s?' The end of the lesson is used very effectively to establish how much learning has been made and to link this to what they will be learning next. As a result, children are motivated to learn and enjoy the lessons provided.
68. Mathematics is very well managed by the headteacher. She is well informed about the subject and has ensured that staff have also had the opportunity to extend their knowledge through attending relevant training. The National Numeracy Strategy has been adopted in a reflective and appropriate manner. It has been adapted to include a greater emphasis on investigational mathematics, which the headteacher had identified as a weakness. The subject is very well resourced, but, at present, insufficient use is made of ICT to develop pupils' numeracy skills. Pupils are regularly assessed and their individual progress is followed. This is carried out thoroughly, but, at present, does not give teachers a clear enough view of progression through National Curriculum levels.

SCIENCE

69. Teachers' assessments show that standards have been high over the last few years. In 2000, the percentage of pupils reaching the expected levels and those reaching higher levels was very high in comparison to national averages and in comparison to similar schools. The 2001 results show that almost every pupil achieved the expected level and almost 40 per cent achieved the higher level.
70. Inspection evidence confirms that, by the age of 7, pupils are achieving very high standards and making very good progress. This is a result of the very good teaching which inspires pupils. Consequently, they behave very well and are interested learners. Since the last inspection, the provision for science and the standards pupils achieve have both improved.
71. By the age of 7, pupils use equipment very well as they conduct their investigations and record their results. The most able pupils make detailed observations and describe what they

have seen in good detail, both verbally and in writing. These pupils offer knowledgeable explanations for their findings. Less able pupils, including those with special educational needs, compare objects and notice similarities and differences. All use scientific language well and record observations in tables and diagrams. Pupils collect mini-beasts and classify them according to shape and the number of legs. They have a good understanding of the properties of different materials and their use in the construction of houses. Pupils develop an awareness of their own bodies, draw diagrams of the position of major organs. The most able can describe the function of the heart and lungs. Pupils develop an understanding of cause and effect as they construct simple circuits. There are many opportunities for pupils to develop their numeracy skills, but opportunities for the development of ICT skills are limited.

72. The very good quality of teaching is reflected in the very good planning of interesting activities, which are well recorded in pupils' written work. Teachers have high expectations, are enthusiastic about science and use the outdoor classroom very well to promote pupils' interest and curiosity in the natural environment. The way in which teachers and support staff work together is very good. The high quality support given to pupils ensures that the most able are challenged and the least able have the help they need to complete the tasks. As a result, learning is very good for all pupils. The use of questioning is very effective and encourages pupils to understand and use scientific vocabulary, to observe carefully and to describe in detail what they have seen. Science lessons make an important contribution to pupils' spiritual development. For example, pupils were absolutely delighted when they discovered a caterpillar and a baby newt in the outside classroom.
73. The co-ordination of science is good. The headteacher is developing the hard working and enthusiastic co-ordinator's skills in monitoring standards and teaching. The co-ordinator's role does not yet include planning for future development. Good progress has been made since the last inspection in developing a scheme of work. The resources for teaching science are now good.

ART AND DESIGN

74. By the age of 7, pupils attain standards in line with national expectations. The standards are the same as at the last inspection despite the strong emphasis that has been placed on literacy and numeracy over recent years.
75. Throughout the school, there is a strong emphasis on art in the environment and the outside classroom is used effectively to promote this learning. Year 1 pupils' textile work of attractive collages, showing patterns in nature, using seeds bark and leaves, indicates that pupils are developing a good understanding of colour, pattern and texture. The portraits of themselves painted from photographs by Year 2 pupils, show that they can mix paints carefully to make the required shade. A good range of work is covered throughout the year, including observational drawing, painting, printing and modelling. There was no evidence that pupils study the work of other artists. Pupils have the opportunity to work with local artists in the community.
76. No art and design lessons were seen during the inspection and there was insufficient evidence to make a secure judgment of the quality of teaching. Art work is used very well to create an attractive, stimulating learning environment. It is well linked to other curriculum areas.
77. The co-ordinator is new to the post and has several other areas of responsibility. She has not yet had time to monitor the way pupils develop their knowledge and skills as they move through the school.

DESIGN AND TECHNOLOGY

78. By the age of 7, pupils achieve standards that are above national expectations. This is an improvement since the last inspection. The standards achieved and the good progress made, are the result of consistently good teaching. Pupils are expected to think, estimate, evaluate, discuss and work collaboratively in many lessons and their ability to use these skills has a significant impact on the standards they achieve.

79. Year 1 pupils made a drawbridge. They produced a clear-labelled diagram and an appropriate list of tools and materials needed. They followed written instructions to help them make the bridge. Year 2 pupils made jumping frogs. After discussion, they planned and made the mechanism using lolly sticks and paper fasteners. Subsequently, they drew and painted the frogs and then joined the two. A range of work has been undertaken, including making a fruit salad, fruit kebabs, cardboard vehicles, puppets and pop-up cards.
80. Overall, the quality of teaching is good. Lesson objectives are clear and interesting activities are selected. For example, pupils were asked to make a musical instrument according to specific criteria. Resources were well prepared and a wide variety of materials were available from which the pupils selected what they needed. Teachers have high expectations and they encourage pupils to write evaluations about their designs. With support and skilful questioning by the teacher, pupils are able to explain what they would do differently next time. The pupils really enjoy design technology lessons. They work quietly and with concentration, keen to finish the task in the time allowed. Pupils' good behaviour and good attitudes to learning make a significant contribution to the standards achieved.

GEOGRAPHY

81. Pupils achieve standards above the expected level and make good progress because the quality of teaching is good and pupils' attitudes towards learning are very good. This represents a good improvement since the last inspection when standards and progress were satisfactory.
82. By the age of 7, pupils have a good understanding of the way in which man affects the countryside. Pupils conduct fieldwork in the village, which gives them a good understanding of the location and function of different buildings. They collect evidence about litter in the area and record their findings in a chart and on a map. Their mapping skills are very well developed. Pupils compare their village with a suburban area, but they have insufficient opportunity to experience a city environment. Most able pupils can locate the continents on a map of the world. All pupils develop an understanding of the effect an earthquake had on India. However, there is little emphasis on any other countries of the world. Pupils develop their numeracy and literacy skills well in geography lessons. For example, they practise counting skills, construct tables and write letters to the Parish Council to explain their findings. The most able pupils offer very good suggestions in their letters for improving the local environment. There are few opportunities for pupils to use ICT to research information.
83. The quality of teaching is good. Lessons are very well planned. Instructions are clear which allows pupils of all abilities to work with some independence. Pupils are organised and supported well by teachers and support staff. The most able pupils are challenged by the good questioning and the additional tasks given to them. The less able pupils, including those with special needs, receive sufficient help for them to understand activities, but, at the same time, they are encouraged to work with some independence. This helps to develop their self-confidence and so contributes to their good progress. In the lesson observed and in the work there was a good emphasis on using correct terminology and developing mapping skills.
84. The co-ordination of the subject is satisfactory, but the co-ordinator has very little time to monitor standards and teaching. Since the last inspection, planning and assessment have improved and there are now adequate learning resources.

HISTORY

85. Pupils achieve standards in line with those expected and they make satisfactory progress. By the age of 7, pupils have an understanding about ways of life in the past. Younger pupils demonstrated this when they created a time line to show changes in seaside holidays over the past 100 years. Older pupils have a factual knowledge about people they have studied, for example, Florence Nightingale. Pupils' work reflects an interest in history, shows that they try hard and take care with their writing, for example, in their work on explorers. Pupils' independent writing skills and their use of specific historical vocabulary are reinforced well.

However, there is not enough emphasis on the history of other parts of the world and pupils do not have enough opportunity to use ICT to discover about life in the past.

86. Only one lesson was observed but this combined with a study of pupils' work suggests that overall teaching is satisfactory. Relationships between staff and pupils are good and pupils are interested in their work. A good selection of artefacts was used during the lesson to reinforce pupils' understanding, and support assistants were used very effectively to support pupils with special educational needs. However, the work of some less able pupils shows that in some tasks, in particular with extended writing, insufficient structure is given to them. Consequently, they are unable to complete some work.
87. Since the last inspection there has been a satisfactory improvement in the leadership of the subject. There is now a scheme of work, a satisfactory system for assessing pupils' progress, and the curriculum includes a wider range of topics. However, there is not enough emphasis on developing pupils' understanding of their own and other cultures.

INFORMATION AND COMMUNICATION TECHNOLOGY

88. During the inspection, the timetable arrangements meant that it was possible to see only one lesson. Further evidence was gained from discussion with the co-ordinator and observations of the range of opportunities to develop ICT skills across the curriculum.
89. By the age of 7, pupils achieve standards that are in line with national expectations. Pupils make satisfactory progress. They enjoy using the new technologies and by the age of 7, most pupils are able to save and open documents. They have good control of the mouse and can modify and edit text, using a word processor. Children are also able to use a program to sort numbers according to their properties.
90. The quality of teaching is satisfactory. Teachers' planning, which is based on a published scheme, is good and there is a clear focus to pupils' learning. In the lesson observed, the balance of time between using the computer and doing related work away from the machines was well managed and pupils were motivated by what they did. Teachers use the whole group session at the end of each lesson well to assess understanding and reinforce skills.
91. The subject is managed satisfactorily and the co-ordinator has identified appropriate priorities for development. Satisfactory improvements have been made since the previous inspection. A published scheme of work guides teachers in their planning and all areas of the National Curriculum are covered. However, during the inspection, there were very few opportunities to develop pupils' skills in other subject areas. Individual pupils' progress is tracked well. Resources have been updated as part of a rolling programme of improvement. A range of software is available, but it is not used as effectively as it could be both within ICT lessons and across the curriculum. The school is close to meeting its target of one computer to every eleven children.

MUSIC

92. During the inspection, only one lesson was observed. This together with information obtained from discussions with staff and scrutiny of teachers' planning suggests that standards are in line with national expectations and pupils make steady progress. By the age of 7, pupils listen to and reflect on musical sounds. They create their own music and perform with percussion instruments and recorders. In singing assembly, pupils demonstrate that they can remember words and tunes well and they sing with much enthusiasm.
93. Teaching is satisfactory, overall, but there is variation in the level of expertise. However, lessons are well organised and planned with a clear focus. The range of resources available is adequate and used well to support learning. Teachers select resources well to help pupils learn. For example, symbol cards were used to represent the way in which different beats should be played. Teaching also makes use of a simple computer program that allows children to create a short phrase and manipulate the pitch, duration and tempo.

94. There has been a satisfactory rate of improvement since the previous inspection. A policy has been produced and a published scheme of work has been adopted. As a consequence, the curriculum has improved, although the opportunities for pupils to develop an understanding of music from other lands is still limited. The subject is now well led. The co-ordinator is new to her post, but has a high level of expertise. She is clear about what needs to be developed in the school, but, at present, has had limited time to develop the subject.

PHYSICAL EDUCATION

95. Only one lesson was observed, but this, combined with observations of pupils' games skills at playtime and a study of plans and photographs, suggests that pupils achieve standards above the expected level and that they make good progress. This is a result of the good quality of teaching, pupils' interest and enthusiasm and a curriculum, which includes a good range of activities. There has been good improvement since the last inspection. At that time, pupils were making only satisfactory progress.
96. By the age of 7, pupils follow rules and routines well. They respond quickly to instructions and demonstrate good spatial awareness as they warm up. Most pupils bowl underarm over a short distance with some accuracy and they can strike a moving ball. In a small game situation they quickly understand the rules, take turns and encourage their team mates. The most able pupils set up their own game and play with minimum adult intervention. They reinforce their counting skills as they keep score. All pupils go swimming for a term each year. By the age of 7, the majority of pupils are confident in the water and many can swim. Many pupils choose to play football at break. They organise themselves well and really enjoy their games. Many pupils have good levels of skill. The coaching that pupils receive in touch rugby and football develops pupils' technique well in these sports.
97. The quality of teaching is good. Lesson planning is good and instructions are very clear which means that pupils understand what is expected of them and so they respond quickly. Relationships between staff and pupils are very good; pupils are well organised and a good selection of activities is included which challenge pupils. The co-ordinator has good subject knowledge and is enthusiastic about activities. This has a very positive effect on pupils' attitudes and so contributes to their good progress.
98. The co-ordination of physical education is good. The curriculum includes a good variety of activities and is well planned. The detailed planning includes very helpful advice to support less confident teachers. However, the co-ordinator has not yet had time to monitor standards or the quality of teaching.