

INSPECTION REPORT

COTEFORD INFANT SCHOOL

Pinner

LEA area: Hillingdon

Unique reference number: 102375

Headteacher: Julia Thomas

Reporting inspector: Wendy Jory
15124

Dates of inspection: 03 – 06 April 2000

Inspection number: 190883
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Fore Street Eastcote Pinner Middlesex
Postcode:	HA5 2HX
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Appropriate authority:	The Governing Body
Name of chair of governors:	Ian Shaw
Date of previous inspection:	13/01/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Wendy Jory	Registered inspector	Art	What sort of school is it?
		Design and technology	How high are standards? a) The school's results and achievements b) Pupils' attitudes, values and personal development
		Music	How well is the school led and managed?
Terry Clarke	Lay inspector	N/A	How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Judith Howell	Team inspector	Science	SMSC
Pauline Morcom	Team inspector	English	How well are pupils or students taught?
		Information technology	
		Special educational needs	
		English as an additional language	
Kuldip Rai	Team inspector	Geography	How good are the curricular and other opportunities offered to pupils or students?
		History	
		Religious education	
Peggy Waterston	Team inspector	Mathematics	N/A
		Physical education	
		Under fives	
		Equal opportunities	

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Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Coteford is a large three-form entry infant school with a nursery, situated in Pinner, West London. The school is unique in the London Borough of Hillingdon in that it is designated to provide for pupils with special educational needs, in particular those with physical disabilities. The school is in an area of mixed housing and draws pupils from various backgrounds including families in social priority housing. Many of the pupils with special educational needs come from areas outside the catchment and other boroughs. The roll has increased since the last inspection to 170 in the main school and 70 part-time children in the nursery. The increased school number to 81 per year provides for more pupils next year. This increase is partly attributable to housing expansion and partly the increased number of local families choosing the school. A third of the pupils are on the register for special educational needs of whom 17 have statements. This is unusually high for an infant school. Thirty-five pupils have English as an additional language, which is high when compared nationally. The main first languages include Bengali, Punjabi and Arabic. The 18 per cent taking up free school meals is around the national average. Pupils' pre-school experience begins in the nursery at four. They transfer to full-time education the term after their fifth birthday. This means that approximately a third of the pupils have one term in reception and those with summer birthdays have no reception experience. In September, the school admission procedures will change with new Local Authority policy. All pupils will receive at least two terms in the reception classes.

HOW GOOD THE SCHOOL IS

Coteford is a good school and an improving school. This is because the headteacher and staff are consistently evaluating their practice and implementing improvements in order to achieve their aims and raise academic and social standards for all pupils. Standards in the core subjects of English, mathematics and science are in line with those nationally. The teaching is good. During the inspection there were many very good and excellent examples of teaching. All pupils make good progress across the curriculum and are developing as successful learners. The integration of pupils with quite severe physical disabilities is very good. Most parents are well pleased with the education and care provided for their children. The school provides good value for money.

What the school does well

- The headteacher and senior staff provide effective leadership and excellent direction for the work of the school.
- Effective self-evaluation procedures provide the school with clear information to inform planning for improvement. There is a shared commitment to improvement by governors and staff.
- The governing body and the school make very good use of the available finances for the benefit of all pupils.
- There is a well-balanced curriculum that provides good experiences for pupils.
- The provision for pupils with special educational needs is very good.
- Opportunities provided for pupils to develop their spiritual, social, moral and cultural skills are good overall. Those for social and moral are very good.
- Pupils have very good attitudes to their work. They try their best to do well. Their behaviour is very good.
- The quality of teaching is consistently good.
- Pupils, parents and teachers get on well together.
- The school communicates effectively with parents enabling them to make a useful impact on pupils' learning.
- The provision for pupils' welfare and support, including the assessment of their progress is very good.

What could be improved

- In information and communication technology, standards in data handling and control and modelling are unsatisfactory.
- In the nursery, children are not reaching the standards expected in reading, writing and numeracy. This is mainly because the curriculum has not been updated to meet the accepted early learning goals.
- The quality of pupils' handwriting is not good enough.

The school's strengths far outweigh its weaknesses but nevertheless the above will form a basis for the governors' action plan which will be sent to all parents.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection is good. All the key issues identified in the report have been addressed.

- Curriculum policies and schemes of work are in place for all subjects.
- Effective use is made of assessment in order to set targets for pupils and match work to their needs.
- Lessons are planned with clear objectives for learning.
- Subject co-ordinators regularly monitor teaching in order to improve standards.
- The teaching of physical education is good and pupils make good progress.
- There are opportunities for pupils to develop their independence in the classrooms. In particular, in science, they are able to experiment, discuss outcomes, make decisions and evaluate their work.

The school has moved forward in other aspects. The quality of teaching is now mostly good or very good. The headteacher and senior staff analyse the results of tests and on-going assessments of pupils' progress meticulously and set realistic targets to raise standards. The school has built upon its good provision for pupils with special educational needs and it is now judged to be very good. Attainment in reading, writing and mathematics is close to the national average and higher attaining pupils are achieving appropriately. There is a clear agenda for improvement in the school development plan and with the commitment of the staff and the effective teaching, the school is well placed for continued improvement.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1997	1998	1999	1999
Reading	D	D	C	C
Writing	D	D	C	C
Mathematics	B	B	C	C

Key

well above average A

above average B

average C

below average D

well below average E

The analysis of the school's test results must take into account the severity of the special educational needs of a significant number of pupils. The results cannot be reliably compared with other similar schools because the school is unique in both the borough and nearby boroughs. In the national tests, in 1999, the percentage of pupils attaining the level 2 and above is broadly average when compared nationally. However, the higher attaining pupils do well and the percentage attaining the level 3 in reading and writing is above the national average and in mathematics is well above. In science, while the number attaining level 2 is below the national average the number attaining level 3 is above. There is no evidence to suggest that pupils with special educational needs or pupils for whom English is an additional language are under-achieving. Pupils identified as being gifted are doing well. The trend over time has been gradual improvement and the school's very good systems for analysing data is ensuring that all pupils are being supported to reach their potential. The targets set for this year and the Year 2001 are challenging but realistic as the school knows the pupils' capabilities well. The particular focus for the school is to raise the standards of those pupils who just manage to attain the lower level 2c, particularly in reading and writing. The inspection evidence indicates improvement overall and a marked improvement in science. Progress over time is good especially when a significant number of pupils have a shorter period of time in school than the average nationally. In information and communication technology, pupils make good progress with word processing and referencing but standards are unsatisfactory in the use of technology for data handling and control and modelling. In music and art, standards are good and pupils do well. In all other subjects, while standards are generally what is expected a significant number of pupils achieve better.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to the school are very good. Pupils enjoy coming to school and are eager to learn. They concentrate and make efforts to do well in all lessons.
Behaviour, in and out of classrooms	Very good. In lessons and round about the school pupils respond well to the established routines.
Personal development and relationships	Relationships are very good . Pupils are learning to be tolerant of each other and support each other. They are developing into mature learners.
Attendance	Attendance is satisfactory.

The positive attitudes and very good behaviour contribute strongly to pupils' learning as well as the successful way in which pupils with physical disabilities are integrated. The very good relationships between the pupils themselves and pupils and teachers enable them to work well in groups and help each other. This is a particular strength in the school. While attendance is below the national average, it is satisfactory for this school because of the need for a high number of pupils to attend clinics or hospitalisation related to their physical disabilities.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Satisfactory	Good

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

The quality of teaching is good overall and is successfully enabling pupils of all abilities to learn. All lessons observed were judged to be satisfactory or better. Seventy-four per cent of the teaching was good or better and a third was very good or excellent. A strength is the quality of relationships between pupils and staff. The teaching in the nursery is satisfactory overall, but often good, especially in the aspect of personal and social development. This is because the staff are skilled at building relationships and developing children's confidence. They have a thorough knowledge of how young children learn. A weakness in the teaching in the nursery, is that pupils are not always sufficiently challenged to extend their skills, particularly in literacy and numeracy. In the main school, the effective teamwork when planning, ensures that tasks are well matched to pupils' needs. All teachers manage pupils well and have high expectations for effort and concentration. There are examples of very good teaching in all subjects. Excellent teaching occurred in religious education. The teaching of pupils with special educational needs and those who have English as an additional language is consistently of a very high standard. Learning support assistants make a valuable contribution to pupils' learning. The implementation of the National Literacy Strategy has had a positive impact on learning, particularly contributing to pupils' skills across the curriculum. The Numeracy Strategy has been introduced according to the national guidelines and pupils are enjoying the mental activities. This is having an impact on standards. In science, the good subject knowledge of teachers is leading to lively lessons as well as well planned opportunities for investigation and experiment. The teaching of physical education is good, resulting from recent inservice training. The school values the teaching of creative subjects and in art, music and design technology teaching is often very good enabling pupils to develop culturally as well as improve their relevant skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided for Key Stage 1 is good. However, in the nursery the curriculum has not been updated to meet the nationally recognised requirements.
Provision for pupils with special educational needs	The school's provision is very good. Strengths of the school is the attainment of children with special educational needs in English.
Provision for pupils with English as an additional language	Good. The school follows the procedures advised by the local education authority for teaching, curriculum and grouping.
Provision for pupils' personal development, including that of spiritual, moral, social and cultural.	Very good overall. The particular strengths are in the provision for social and moral development, the foundations for which are firmly established in the nursery.
How well the school cares for its pupils	Assessment procedures are very good. Health and welfare issues are given high priority. The school's commitment to the support of all pupils is very evident.

The curriculum for Key Stage 1 is broad and meets statutory requirements but there is insufficient coverage of all aspects in information technology. Priority is given to the core subjects and the school gives full value to pupils' spiritual, social and cultural development. The interesting schemes of work for art, music, religious education and personal and social education enrich the curriculum and pupils' breadth of learning. Furthermore, the unique composition of the student body at this school provides an unusual opportunity for pupils to fully understand the needs and feelings of those with physical disabilities. The curriculum provided is, therefore, richer than that in a typical main stream infant school. Homework is well prepared and set according to the school policy.

In the nursery, children are provided with a wide variety of experiences covering all subjects. The very good liaison between the teacher, nursery nurses, the parents and the staff for special educational needs, ensures that the particular needs of pupils are identified early and the provision is appropriate. This good liaison also ensures that approaches in the nursery are consistent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide effective leadership and excellent educational direction for the school.
How well the governors fulfil their responsibilities	The newly appointed governing body has used the first term for training and absorbing the context of the school. They are well prepared to take the school forward.
The school's evaluation of its performance	The headteacher has introduced good systems through which to evaluate the school's performance. She uses the information gained effectively to plan for improvement.
The strategic use of resources	The school is appropriately staffed for the needs of the pupils. Accommodation is very good and the range and quality of learning resources are good.

The headteacher and staff have a shared commitment to improvement and raising standards. The team-work is very effective. Communications within the school, with parents and with outside agencies are very good contributing effectively to the quality of the organisation and curriculum provision. The headteacher is an excellent manager. She is committed to the school and its community and her effective personal skills enable her to motivate the staff. The staffing is greater per pupil than in normal infant schools but appropriate for the needs of the pupils. The funding is

appropriately spent to support the planned priorities for improvement and as far as possible the school ensures that principles of best value are consistently applied. When planning for development the school measures its success through indicators which are firmly rooted in pupils' progress. The school makes very good use of all its resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Very good communications • The care provided for pupils particularly those with special educational needs. • The welcome provided and the useful opportunities to talk with teachers. • The opportunities to help in the school. • The very good behaviour and attitudes of the children • The regular homework. 	<ul style="list-style-type: none"> • A very small number of parents thought the homework to be too much and a few thought it to be repetitive and boring.

Inspectors agree with the parents' positive views of the school. Homework is set in a consistent way and appropriately focuses on the practise of skills in literacy and numeracy.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The last inspection reported that, overall, pupils attain national expectations and make sound progress. Pupils now make good progress overall, and while attainment is generally in line with expectations, there have been significant improvements in some areas. Across the school, the good progress reflects the teaching. Lessons are made interesting and fun and the pupils want to learn.
2. Children enter the nursery with a wide range of attainment and by the time they are transferred in the term after their fifth birthday, they have made very good progress in their personal and social development. The majority exceed what is expected for their age and this enables them to settle quickly in reception classes and learn successfully. In all other areas of learning, while children generally make satisfactory progress, their attainment in language and literacy and mathematics is below what is expected because older children are not sufficiently stretched. In knowledge and understanding of the world, creative and physical development, attainment is in line with what is expected.
3. The analysis of the school's test results of seven-year-olds must take into account the severity of the special educational needs of a significant number of pupils. The results cannot be reliably compared with similar schools because the school is unique in the area. In 1999, when compared with all schools, attainment overall is in line with the national averages. In reading and writing, standards have improved over the last three years and, while the percentage of pupils attaining level 2 or better is broadly in line with the national average, the percentage reaching the higher level 3, is above. In mathematics, the percentage attaining level 2 or better was slightly below the national average but the percentage attaining level three was well above. In science, similarly, attainment at the higher level was above the national average while the percentage reaching level 2 or better was below. The trend over time shows improvement.
4. The school's careful analysis of the test results has led to various actions with the purpose of raising standards. These include target setting for individuals, increased support for those pupils having difficulty in attaining a good level 2, increased non-fiction books to motivate boys to enjoy reading and regular homework which is focussed on the practise of skills in literacy and numeracy. The findings gathered through the week of the inspection indicate that these, together with the effective teaching, are having an impact on progress. Standards overall are in line with national expectations but are continuing to improve, in particular, in reading and science. While attainment in writing is in line overall, standards in handwriting bring levels to slightly below average. This is generally due to the adopted style of handwriting which many pupils find difficult, particularly those with physical disabilities.
5. In information and communication technology, attainment is broadly in line with what is expected for pupils of this age in word processing and referencing work. Standards are unsatisfactory in the areas of data handling and control and modelling. In religious education standards are in line with those of the locally agreed syllabus. In history, geography, physical education and design and technology pupils make good progress and attain what is expected for their age. In music and art pupils do well because the school gives value to the subjects, and pupils exceed what is normally expected for seven-year-olds.
6. The implementation of the National Literacy Strategy and the effective teaching across the school is having a positive effect on progress in English. Pupils make good progress in speaking and listening. This is the result of regular opportunities for discussion in whole class sessions that occur daily in most subjects of the curriculum. Pupils listen with interest and because the pace of the discussions is usually brisk and the content exciting, the interaction between pupils and teachers is lively. Pupils have good opportunities to talk to a range of audiences when they engage in drama, role play, school assemblies and performances for parents. In reading, progress is sound because there are good opportunities in the literacy lessons for pupils to read texts and learn a variety of approaches to identify words. In addition, the teachers, learning support assistants and parents provide valuable support for individuals on a regular basis. Progress in writing is good because the starting point in reception is below average. The teaching of skills is effective and pupils have very good opportunities to write in

other subject areas and for different purposes. A feature holding back progress is the limited time provided in many literacy lessons for writing activities, sometimes because too long has been spent in discussion. The quality of handwriting is often unsatisfactory because of the difficulties with the style used.

7. In mathematics, progress is good in all aspects of the subject. The National Strategy for Mathematics is having a positive impact. Teachers are becoming confident and using effective teaching methods to ensure progress in number work and mental activities. Their explanations are clear, promoting understanding and the very good management of pupils ensures that they listen well and remember. Pupils are learning to apply their knowledge and the oldest pupils are confident with 'venn' diagrams and other simple methods to represent data.
8. In science, progress is good overall and very good in the aspect of experimenting and investigating because the school has improved both the opportunities and the teaching of this aspect. Much work in science challenges the pupils to think, for example, when working with batteries, wires and bulbs to make a circuit. Learning is further promoted by the good links with design and technology where pupils are making models of lighthouses wired to work and trucks which can be propelled to move.
9. In information and communication technology pupils make good progress in using the computers for word processing and finding information. By the time they are seven, pupils are confident with when accessing the computers, loading CD ROMS and controlling the mouse to use the computer tools. In particular, the pupils with special educational needs benefit enormously from the use of information technology as an integral part of their learning. There have been no opportunities in data handling and control and modelling because the school has only just obtained the necessary resources.
10. In religious education, pupils make good progress over time, particularly with their knowledge of the Christian faith. They gain knowledge of the world religions and make comparisons through the study of festivals and celebrations. In lessons they are able to use their knowledge to reflect on the reasons for happenings, for example, why the Jews wanted to kill Jesus when a week earlier they cheered him. They remember stories well because the effective teaching motivates interest and enjoyment. Good opportunities are provided for pupils to reflect on their own feelings and those of others and many are able to express their ideas confidently.
11. Pupils with special educational needs make good progress across the curriculum in relation to their personal targets. Those with statements of educational need make very good progress. Close scrutiny of work and the statements for pupils with special educational need indicate that work is set correctly in the classes, group sessions and the carefully judged withdrawal sessions. The careful assessment procedures, which begin as soon as pupils enter the school, and the very good teaching ensure progress in learning. Achievement in English by these pupils is a special area of strength for the school. The high level of expertise and the wealth of specialist support contribute strongly to the pupils' all round progress as confident learners and the success of the provision. The targets set in individual educational plans are frequently reviewed and updated suiting the needs of the gifted and the least able, including those with physical disabilities.
12. School assessment data was examined to ensure that pupils who are gifted and talented make appropriate progress. Achievement is satisfactory for these groups across the school. There is no evidence of under achievement by pupils for whom English is an additional language. The school regularly reviews their achievement using their own assessment procedures and data provided by the local authority. Support is provided to suit the individual needs of the pupils. Pupils' achievement is not related to their ethnicity or their special educational needs: a number of pupils are in both categories and achieve well above expected levels academically.
13. The lower results of boys in the national tests reflect the higher number of boys on the register of special educational need. They make up a significant proportion of those with difficulties because the school ensures that all pupils have access the National Curriculum and its associated tests, on the basis of equality of opportunity.

Pupils' attitudes, values and personal development

14. Pupils enjoy coming to school. Their behaviour and attitudes to school are very good. These standards are maintained from the previous inspection and reflect the parents' views of the school. Children in the nursery have good attitudes to learning. They settle quickly to the daily routines and develop appropriate levels of concentration, perseverance and confidence. They co-operate well together and respond to the activities provided with a sense of excitement. The quality of personal and social development in the nursery is very good because the staff work hard to promote good attitudes and motivate them to participate. A significant feature of the nursery is the calm atmosphere.
15. In the main school, pupils respond with enthusiasm to their lessons. They are eager to learn and listen carefully to the teachers. They are motivated by the good teaching and enjoy challenging activities. When working independently at tasks, all pupils try hard and no time is wasted. They are proud of their work and make efforts to succeed. Pupils with special educational needs show remarkable perseverance. They appreciate the help given but also make efforts to develop their own independence. The school pays close attention to the needs of the individual and this ensures that pupils learning English as an additional language are challenged at the appropriate level. There is no discernible difference in the attitudes, values and personal development of pupils who may be analysed on the basis of ethnicity or home language.
16. Behaviour is very good in lessons and around the school. Pupils are tolerant of one another and play together happily at break times. They are very polite in the corridors and pleased to open doors or extend help to visitors. It was noticeable that no silly or immature behaviour occurred in any of the lessons. Pupils are obedient and very quick to respond to direction and at all times there is a working atmosphere in the classrooms. These high standards reflect the consistent approaches of staff and the high expectation for attentiveness and good behaviour.
17. Pupils are trustworthy and, when given responsibilities, carry them out conscientiously. In the classrooms they are very helpful with the tidying of resources. During lessons, pupils are very careful with books, instruments and resources and they are conscious of economy when using consumables for art and other practical work.
18. Relationships in the school are very good. Teachers establish good relationships with pupils, promoting mutual respect and a good working atmosphere in classrooms. A strength of the teaching is the quality of the interaction between staff and pupils. Staff provide good opportunities for discussion. This in turn promotes the pupils' self confidence and helps to build mutual trust. A commendable feature is the very good relationships between the pupils. Pupils with physical disabilities are happily integrated and the other pupils are understanding and supportive. In pairs or groups, pupils work together sensibly and help each other solve problems by the thoughtful exchange of ideas. The quality of relationships has a positive impact on the quality of learning.
19. The level of attendance at just over 90 per cent is satisfactory. Although it is slightly below the national average, it is satisfactory because the high number of authorised absence is often caused by pupils with physical disabilities needing hospitalisation for lengthy periods or experiencing more than average illness. Some pupils also have to attend regular specialist appointments. The slightly higher than average unauthorised attendance has been addressed and is in line with the national average. Pupils generally arrive on time.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching and learning is good overall and a strength of the school. All lessons were judged to be satisfactory or better. Seventy-four per cent of them were good or better with 28 percent of lessons very good and a small number excellent. This is an improvement on the last inspection when there was less teaching of very good quality and a small percentage was unsatisfactory. The consistency of the good teaching is enabling pupils to make good progress across the curriculum.

21. Teaching that had a positive impact on pupils' learning was seen throughout the school, and pupils with special educational needs benefited significantly from consistently good and sometimes excellent teaching.
22. The quality of teaching for children in the nursery is sound overall, and often good because the staff are experienced and have sound knowledge of how young children learn. The nursery has firmly organised routines so children quickly feel secure and happily become independent in their activities. This aspect of the teaching is very good because the staff work well together as a team and are consistent in their approaches and management of the children. They motivate the children to concentrate, share resources and be tolerant of each other. They are very skilled at developing warm relationships with both the children and their parents. Consequently, the children successfully develop very good attitudes to learning and when they transfer to full time education they respond quickly and are eager to learn. The daily activities are well prepared and the good range of resources available is effectively used to stimulate interest and participation. There is much evidence of individuals or groups of children absorbed in their tasks, for example constructing complicated systems of rail track and manoeuvring trains or working for twenty minutes at dressing and undressing dolls in a variety of outfits. When working with the children, the staff demonstrate good skills in developing language and in the best instances move the learning forward because they have clear objectives for learning; for example, when teaching a group of children how to recognise different shapes in mathematics. The children clearly enjoyed this activity and made sound progress in their knowledge and understanding and in the associated vocabulary. Children become used to the regular pattern of each day and respond quickly to the high expectations for behaviour, attentiveness and following instructions. These expectations are not apparent for attainment and in some activities opportunities are missed for extending learning. Insufficient activities are provided on a daily basis to promote skills in reading, writing and numeracy.
23. In Key Stage 1, examples of very good and excellent teaching were seen in several subjects. Particular strengths were noted in the teaching of pupils with special educational needs and in the teaching of religious education. In English, the introduction of the National Literacy Strategy has had a positive impact on learning. For example, in a literacy session in Year 2, the teacher used her very good subject knowledge to capture the pupils' interest by carefully explaining and reinforcing pupils' understanding of poetry. The pupils reflected on the range of poetry, in a variety of genres and responded with great interest. They applied sustained concentration to their own composition of poems and, therefore, made very good gains in their understanding. In English lessons, staff are enthusiastic and knowledgeable, and in consequence pupils are well motivated to learn. The teaching of English permeates the whole curriculum and literacy skills are used and developed in religious education, geography and science. Teachers plan to develop pupils' listening and speaking skills, and regularly give the pupils the opportunity to complete extended writing. The basic skills of literacy are soundly developed and reinforced across other areas of the curriculum. Very good strategies were used in some lessons, where key words were emphasised and new vocabulary used which related closely to the subject, such as that seen in science, geography and physical education. The school has recently introduced the National Strategy for Mathematics and teachers are working hard to develop their own knowledge and understanding of the subject and use effective teaching strategies. In the majority of classes the whole class sessions are lively and move at a brisk pace which the pupils enjoy immensely. Teachers are good at questioning and explain new concepts very clearly. In a few instances the pace is slow and overlong time spent in the whole class sessions means that pupils do not finish tasks set for them. Lessons in science, geography and religious education are often successful because pupils are inspired by the content and the good use of resources. Examples are the stories of the last days of Christ before his crucifixion or the awe-inspiring video used to show the betrayal by Judas. Well-paced sessions in art and music and design and technology ensure that pupils make good progress in developing an appreciation and understanding of the arts as well as artistic skills and knowledge. In these lessons, teachers demonstrate sound subject knowledge and the understanding that pupils need to build on skills in a progressive way, have a clear purpose for their tasks and know the importance of evaluating their work. Some good examples occurred in the Year 2 classes when pupils were making judgements about their models of vehicles and drawings of the bicycles. Also in these lessons some teachers made effective use of demonstration, showing pupils how to use pencils to shade or how to ensure that an axle is firmly secured.
24. In line with the findings from the previous inspection, teachers manage the pupils well. All the staff are good at building warm relationships, establishing an ethos of respect for each other and ensuring a calm climate for working. This means that very little time is wasted. Pupils do

as they are told and move from tasks to task quickly with no fuss. Similarly, the strengths of teaching outlined in the previous report with regard to support for small groups have been maintained; invariably these are of a high standard.

25. Pupils with special educational needs and those who have English as an additional language are very well supported by the school's teaching arrangements. These pupils benefit significantly and achieve well when they are taught in similar attainment groups, particularly in literacy and numeracy. Learning support assistants are very effectively used to support these pupils and are careful to ensure a suitable balance between the help they give and maintaining a suitable challenge within the task. Pupils' individual education plans are very well maintained by their class teachers and learning support assistants, who work closely together. The targets they contain are sharp and well focused. Targets set for pupils with Statements of Special Educational Need are very well-maintained, and the appropriate progress of these pupils is a primary aim of the school. Detailed record sheets carefully note pupils' progress towards their individual targets. Teachers and support staff liaise effectively and the co-ordinator for special educational needs organises the uniquely wide range of specialist provision very well indeed.
26. Pupils learning English as an additional language have a rich language environment with good opportunities for supported speaking and listening. During the literacy and numeracy hours, the plenary session is particularly helpful. They participate in the sharing of methods customary in this sessions, and have good opportunities to listen and to speak, developing both their additional language and the concepts related to the subject. There has been no specific training for the staff in the planning and teaching of lessons for pupils learning English as an additional language, although this is planned. Staff awareness of how to use pupils' understanding of their first language to support learning in a second language is therefore low. Little use is made of high quality, culturally relevant visual aids. There are no bi-lingual assistants.
27. There are a few weaknesses in teaching which occur across the school. Occasional instances of over-praising results in a lack of challenge for some pupils because teachers do not use the opportunities to set new challenges and extend pupils' learning. This occurred in physical education in a Year 1 class and in writing in a reception class. Teachers do not take full advantage of information and communication technology, particularly in the teaching of science, mathematics and geography. On some occasions, teachers do not pay sufficient attention to the passage of time and spend too long in class teaching, thereby reducing the time available for pupils to complete independent work at group level.
28. There are examples of very good assessment practice in the school, expressed in the school policy and carried out effectively in most classes. Sometimes daily assessments are not consistently used to help with planning in all years. For example, at the beginning of Key Stage 1, the teachers' planning for English, mathematics and science does not always clearly identify what pupils are expected to learn. In consequence, some pupils of average ability are not stretched enough by the planned tasks in a few lessons in English, mathematics and science. A few parents expressed concern over the setting of homework; the inspection findings are that the setting of homework is consistent, is carefully set at an appropriate level for such young children and contributes well to the practise of their skills in literacy and numeracy.

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

29. In the previous inspection, two key issues were identified in relation to the curriculum. These were to improve the effectiveness of curriculum planning by systematically completing curriculum maps and schemes of work and improve pupils' progress in physical education by ensuring a balanced coverage of the programmes of study and managing curriculum time more effectively. The school has made good progress and addressed these issues successfully. The curriculum provision for Key Stage 1 is now good and in physical education pupils are making good progress in all strands of the subject.
30. The curriculum meets the statutory requirements of the National Curriculum and religious education. All National Curriculum subjects and religious education are taught, with a sufficient amount of time being allocated to them. However, currently the provision for information and communication technology does not fully comply with the requirements of the National Curriculum Programmes of Study. The governors meet their statutory obligation in relation to sex education, drug education, and the curriculum generally. The links between the governing

body and the staff in relation to curriculum are satisfactory.

31. In the nursery, the curriculum provides for the six areas of learning: personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. However, the areas are not fully planned to meet the requirements of the nationally accepted desirable learning outcomes or early learning goals. This means that the content does not provide for children to reach the levels of attainment expected for five-year-olds. There is very good provision for personal and social development. This is a strength of the nursery which prepares children well for full time education. A weakness in the provision is that the children are not experiencing daily structured activities which are focussed on the teaching of reading, writing and numeracy skills.
32. The school has implemented the National Strategies for literacy and mathematics successfully. This mainly reflects the structured approach and the increased confidence of the staff. There are agreed policies and schemes of work for all areas of the curriculum providing clear guidelines for teachers. These are the result of much hard work by the staff in conjunction with appropriate training. Good use has been made of nationally accepted curriculum schemes as well as local authority guidance. This effective documentation, together with the good team planning, in each year group, is ensuring full coverage of the national curriculum and progression in children's learning.
33. The school aims to provide a curriculum which is accessible and inclusive for all children and this aim is met. All pupils, including pupils with special education needs and those learning English as an additional language, have equal access to the curriculum. Pupils with physical disabilities are provided with appropriate equipment to enable them to participate. Sometimes the severity of disabilities prevent pupils from joining in all activities, for example gymnastics, but personal support ensures that all pupils are able to participate in most aspects of all subjects successfully. Pupils of all abilities are taught together for class sessions. When it is appropriate, pupils are withdrawn for group sessions where they undertake carefully differentiated work, often using the computer, either to overcome physical disabilities or to support them in producing work that is attractively presented and boosts their self-esteem. Pupils return for plenary times and share their work with others. At other times, pupils are well supported during class sessions by assistants, but are encouraged to work independently or with their peers during group tasks. The special educational needs team liaises very extensively with class teachers to ensure that the best mix of curriculum and specialist teaching is achieved for each individual pupil. The school continues to provide a programme of reading recovery for selected pupils and their progress is very good because the provision is excellent. The staff are very aware of the needs of pupils for whom English is an additional language and provide appropriately for them partly because lessons are well planned and partly because they have a wealth of experience in supporting the needs of individuals. While the school does not currently receive additional support for these pupils the staff make use of the local authority guidelines.
34. There is a good programme for pupils' personal, social and health education, which includes sex, substance use and abuse and citizenship. The blocked units of knowledge to be taught have been developed together with the junior school to provide continuity and progression for the pupils' learning. The programme includes two weeks each year, dedicated to delivering the Keeping Safe programme. Each class works on an aspect that is appropriate to their age and understanding. For example, in reception, pupils have discussed 'being lost' and how to cope with such an happening and in Year 2, pupils have considered bullying in all its forms..
35. Pupils are well prepared for the next phase of education. There are ample opportunities for them to visit Coteford Junior School, the receiving school, for example, to attend concerts twice every year and, in July, to meet the Year 3 teachers and tour the school. The Year 3 teachers also visit Year 2 pupils. The useful meetings between the teachers and support assistants of the infant school with those of the junior school, ensure that the assessment information and the needs of the pupils being transferred are thoroughly discussed. The provision for passing on assessment information from the previous teacher to the next teacher within the school is also good.
36. There is satisfactory provision for extra-curricular activities. Although there are currently no lunchtime or after-school clubs, there is good provision for visits to enhance the curriculum. These include visits to the locality, museums, the Ruislip History Trail and the Old Barn. The school also makes good use of the local community and invites visitors and representatives to share their expertise and lifestyles with pupils. For example, visitors have talked to pupils about

37. The school makes good provision for the spiritual, moral, social and cultural development of its pupils, including those with special educational needs. Moral and social development is a significant strength of the school. This judgement reflects the findings of the previous inspection. The school has a very caring ethos, which permeates every aspect of its work. Pupils with special educational needs, including those with physical disabilities, are fully integrated into the life of the school. Very good social and pastoral care is given to all pupils and this support is very well led under the guidance of the deputy head teacher.
38. The provision for spiritual development is satisfactory. The main focus of development is through the acts of collective worship. Those seen had an appropriate and largely Christian emphasis and fully meet the statutory requirements. Some assemblies have multi-cultural themes when the religious and cultural festivals of different faiths are celebrated. The tone set by teachers in class assemblies is one of wonder and quiet reflection. For example, a candle may be lit or music played to allow time for reflection and attention is drawn to the wonders of such things as the beauty of a flower or the 'promise' of a horse chestnut bud. Pupils are encouraged to take an active part in assemblies, either by answering questions which clarify their own thoughts or by voicing their thoughts about what makes them happy or sad. The study of a number of faiths, as well as Christianity, in religious education, gives pupils the opportunity to develop a greater understanding of the practices and values promoted by these faiths. Pupils' spiritual development is appropriately promoted through the curriculum, and this is particularly evident in music and science. In science, a sense of wonder is created as pupils observe a jelly cube dissolving in hot water or find out for themselves that some objects are attracted to a magnet while others are not.
39. The school's provision for moral development is very good, as noted in the previous inspection. The values that permeate the school's ethos make a major contribution and form the basis for the very good relationships in the school. Pastoral care is considered to be of key importance to all. There are clear expectations of high standards of behaviour and acceptable conduct is effectively promoted through the school's well-implemented policies. A constructive system of rewards and sanctions underpins the rules for behaviour. Pupils have a clear understanding of right and wrong, at levels appropriate to their ages. The school rules on display throughout the school reinforce the moral and social teaching promoted by the school. Religious education makes a strong contribution to pupils' moral development, through stories about the teachings of Jesus. It provides pupils with opportunities to discuss their feelings and reflect on their actions. Each week there is a celebration assembly when the good work and personal achievement of pupils receive recognition by the head teacher.
40. Provision for social development is also very good. Relationships in and out of the classroom are very good; the pupils are natural, open and friendly with adults. The commitment of the school to integrate fully pupils with physical disabilities into everyday life is clearly evident and very effective. Parents are very positive in their appreciation of what the school is doing and believe that the school values pupils equally and teaches them to value each other irrespective of disability. Many opportunities are provided for pupils to gain social skills by working collaboratively in lessons such as science, information technology and physical education and music. Social development is strongly promoted through the support of a wide range of local and world-wide charities such as Marie Curie Cancer Care, the National Society for the Prevention of Cruelty to Children and the Open Door Community Project for the homeless. Further emphasis on social development is included in the programme for pupils' personal, social and health education through work on relationships and citizenship.
41. The school makes good provision for pupils' cultural development, through music, art, religious education and literacy. Pupils have the opportunity to appreciate the work of well-known artists such as Van Gogh. The songs pupils learn cover a range of music from different traditions, including music from Africa. In religious education, the pupils learn about world faiths, in addition to Christianity. Effective displays in the school hall of the Hindu god Ganesha, the Jewish celebration of Purim, and the story of how Mohammed escaped from Mecca show how the appreciation of other cultural festivals is nurtured. Visitors invited into school give an added cultural dimension to many areas of the curriculum. These have included, visiting authors, theatre groups and the Borough's peripatetic music team. Pupils have enjoyed visits to a variety of museums and places of interest, including, the National History Museum, the Transport Museum and the National Gallery, which is combined with a walk to the Houses of Parliament and visits to The Beck, a local theatre. The school makes every effort to alert

pupils to their historical heritage and understand the richness of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. As reported in the last inspection report, the school cares very well for its pupils. The procedures for ensuring pupils' welfare and child protection, as well as those for providing educational support and guidance, are very good. The procedures in place for monitoring academic performance and personal development are good. Overall the standard of care, which the school provides for its pupils is a strength of the school; pupils receive their education in a secure and caring environment.
43. The school has proper child protection procedures in line with those of the local authority. The headteacher is the designated child protection officer. The headteacher, the special educational needs co-ordinator and the deputy headteacher have all received child protection training and all staff are fully aware of the procedures they should follow if they have any concerns. There are good links with the education welfare officer's child protection team and the Social Services.
44. Other procedures for ensuring pupils' welfare are very good. The health and safety policy follows the local authority's guidelines. It clearly defines the school's expectations of health and safety in general and the responsibilities of the staff and pupils. Issues relating to health and safety are usefully discussed in personal and social education lessons, particularly during circle time. All the pupils benefit from the extra number of care and support staff. Nursery nurses and welfare assistants, who have all benefited from paediatric first-aid training, carry out necessary first aid efficiently and follow the school policy for recording and dealing with accidents. All other procedures, such as those for the inspection of electrical equipment and fire evacuation arrangements, are appropriate.
45. The school policy for the monitoring behaviour and the promotion of good behaviour is effective. It emphasises the positive approach based on the use of praise and indicates high expectations of pupils' behaviour around the school, at playtime and in the classroom. The reward systems are effective and used appropriately. Similarly, sanctions are clearly stated and range from a quiet word from the teacher to removing a child from a particular group and involving the headteacher or, finally, the child's parents. A small number of pupils have behaviour problems, but these have specific programmes in place with targets for improvement, as well as a signed agreement between the school, pupil and parents. The very good behaviour and lack of oppressive behaviour observed during the inspection reflect the effectiveness of the school's policy.
46. Attendance at the school is monitored well. Registration takes place promptly and latecomers have to report to the front desk if they arrive after registration. The school promotes the importance of good attendance and arriving at school on time. The Education Welfare Officer visits the school regularly to check the registers and follows up any problems.
47. The procedures for assessing pupils' attainment and progress are very good. The school follows a clearly defined assessment cycle. Pupils are assessed termly and these assessments are monitored and moderated by the headteacher. Pupils' achievements are measured against identifiable outcomes, which result from specific target setting. Good use is made of the school's assessment procedures and base-line assessments to guide curricular planning and the grouping of pupils in literacy and mathematics. The results of these assessments are shared with parents throughout the year.
48. The school carefully implements the provision outlined in the Statements for Special Educational Need. The special educational needs co-ordinator and part-time teachers liaise frequently and in depth with visiting specialists and outside agencies in order to plan the best for the individuals. All staff are aware of the pupils' specific medical, dietary and physical needs through an effective information system. Overall, the school's approach to special educational needs is very effective and the provision is good.
49. The monitoring of pupils' academic progress and personal development is thorough. The overall targets for the school, for example, 'all pupils to reach level 2 in reading,' are broken down into targets for the week and sometimes for the day. The school knows its pupils very well and personal development is tracked through the school's personal and social education

policy. Academic achievements are fully recorded and there are good systems in place for the sharing of information when pupils move from class to class. The detail of this information is also used to help prepare each child's annual report. The staff take a pride in the achievements of all their pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school's partnership with parents has improved since the last inspection and is now a strength of the school. Parents' views of the school, as expressed at the parents' meeting and through the questionnaires, are overwhelmingly positive. They spoke highly of the education and care provided, the good communications between the school and parents and the opportunities for their involvement. Parents work hard through the Parents' Association, raising substantial funds towards facilities for the school, for example, playground equipment.
51. The school provides a wide range of very good quality information for parents. The informative prospectus, which has been recently updated, contains all the relevant statutory information. Parents receive regular newsletters, which contain information about both curriculum matters well as news about events. A weekly news-sheet is sent to parents providing information about the content of the lessons in the following week. Parents welcomed this new initiative. The school values the opinions of parents and frequently seeks them via questionnaires before finalising decisions. Examples include the development of the behaviour and homework policies. Parents receive termly reports on pupils' progress as well as formal times to discuss their children with the teachers. The annual reports fulfil statutory requirements and give detailed information about pupils' progress.
52. Parents make a very good contribution to children's learning both at school and at home. A large number work as volunteers to help with classroom activities and join classes on educational visits. Parents listen to pupils read and regularly assist with art, science and design and technology. The school provides good support to parent helpers to enable them to work with confidence.
53. Liaison between parents, the headteacher and the special educational needs team is very good, although a small number of parents do not take advantage of all that the school has to offer. While there are no policies currently in place for the teaching of pupils for whom English is an additional language, the school follows the procedures advised by the local education authority for liaison with parents and the school's approach is good. Parents are paired for language support on their early visits to the school to make sure they all have the chance to ask questions and fully understand school systems.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher provides strong leadership for the school. Her educational direction is excellent and she is ably supported in this aspect by the two senior staff, the deputy headteacher and the leader of the department for special educational needs. The headteacher, through caring and conscientious leadership, motivates the staff to work with a shared vision and a commitment to continued improvement. The established staff are confident in their co-ordinator roles and are pleased that they are enabled to take responsibility and show initiative. Newly appointed staff feel well supported.
55. The governing body was established in January this year when the joint body for the infant and junior school was abolished. The majority of the governors are new. As a result, this term the focus has been to provide information and training. While individuals have not yet taken on responsibilities, the body as a whole is well aware of the school's strengths and weaknesses and the targets set for improvement. They are working closely with the headteacher to deploy the next budget. They have also discussed the setting of targets for the headteacher and are taking action next term.
56. Development planning is good. The school development plan is a comprehensive document which includes national initiatives as well as the school's priorities for improvement. There are appropriate indicators for measuring success and regular times for reviewing progress. There are good strategies for all staff and governors to be involved in the planning and evaluation and suitable links with staff development and training. The work of the co-ordinators is directly linked to the whole school plan. The impact of the past years' work is apparent in the

improvements in the provision for physical education, the implementation of the numeracy strategy and improvements made when teaching literacy. These have had a direct impact on improving standards.

57. The school is clearly focussed on improvement. The useful systems for monitoring progress, target setting, staff appraisal and school self evaluation are firmly established and informing the future work of the school. The school is well placed for continued improvement. A current weakness is the standards of attainment of the five year olds in the nursery. The headteacher is aware of the need to change the provision for children in the nursery and the plans are identified in the school development plan. The action for improvement is to coincide with the new admission arrangements in September and the appointment of an early years co-ordinator which is currently advertised.
58. There are sufficient teachers to meet the needs of the National Curriculum as well as the pupils with special educational needs. The majority are experienced but three are new to the school. The number of support staff is high but appropriate for the needs of the pupils. The inservice training programme is carefully planned to support both teachers and support staff. This is very apparent when observing the high quality support for learning and care by all staff. The commitment of the staff to ensuring good relationships and providing for the needs of all pupils contributes significantly to their well being and their confidence as learners.
59. The accommodation for teaching and administration is very good with recent additions for both classrooms and library to meet the expanding numbers. The buildings are secure and in a good state of repair. The additional areas for therapy for the pupils with special educational needs are useful. Standards of cleanliness are high and the displays of work ensure that the whole school provides an attractive learning environment. The provision for outside play is good.
60. All areas of the curriculum are supported by appropriate books, learning resources and equipment. There are good resources for experiments in science and design and technology which is an improvement since the last inspection. Information and communication technology has been recently updated to support investigations and control technology. Pictures and artifacts have been added to further support art and religious education. Overall, the level of resourcing for learning is good.
61. Strategic financial planning is carefully linked to the school's priorities and the management of the budget is very good. The additional funding allocated for pupils with special educational needs is very efficiently used. The staff concerned and the head teacher constantly review the effect of the support in relation to the needs of the individuals; this aspect of the planning is a strength of the school. Governors have oversight of spending and receive detailed information to ensure finances are kept in good order. The secretary has excellent systems for managing the school accounts and makes good use of the local authority support. She and the headteacher do their best to obtain the best value for money. Day-to-day administration is effective and contributes positively to the efficient running of the school.
62. The school makes very good use of all its resources to promote learning. There have been significant improvements in the school since the last inspection. The quality of teaching and the care of pupils are good. Academic standards are improving and pupils make good progress. Taking these factors into consideration the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to raise standards further the headteacher, staff and governors should take action to address the following issues:
- Implement the co-ordinator's detailed plans to provide full coverage of the curriculum for information and communication technology, including data handling and control and modelling, [paras: 5, 9, 30, 87, 94, 111, 112, 113.]
 - Implement the schools target to revise the curriculum for under fives to meet the requirements of the nationally recognised early learning goals, [paras: 2, 22, 31, 57, 64, 65, 66, 68, 69.]
 - Introduce measures which will lead to improvement in the quality of pupils' handwriting,[paras: 4, 6, 74, 78.]

The school should also give consideration to defining a policy for the teaching of pupils learning English as an additional language which reflect the good practice of the school, [paras: 26, 33, 53.]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	93
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	28	43	26	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	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	35	169
Number of full-time pupils eligible for free school meals	0	25

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	3	14
Number of pupils on the school's special educational needs register	11	53

English as an additional language	No of pupils
Number of pupils with English as an additional language	35

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence	%
School data	90
National comparative data	94.1

Unauthorised absence	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	31	41	72

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	24	25
	Girls	33	36	34
	Total	58	60	59
Percentage of pupils At NC level 2 or above	School	81	83	82
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	26	25
	Girls	34	34	35
	Total	58	60	60
Percentage of pupils At NC level 2 or above	School	81	83	83
	National	82	86	87

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	1
Black – other	0
Indian	13
Pakistani	3
Bangladeshi	2
Chinese	1
White	105
Any other minority ethnic group	13

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)	10
Number of pupils per qualified teacher	169
Average class size	23

Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	200

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	70

Total number of education support staff	3
Total aggregate hours worked per week	120

Number of pupils per FTE adult	11.3
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FTE means full-time equivalent.

Financial information

Financial year	1998/1999
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	£
Total income	580784
Total expenditure	560207
Expenditure per pupil	3355
Balance brought forward from previous year	14986
Balance carried forward to next year	35563

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	16	0	0	0
My child is making good progress in school.	62	34	3	0	0
Behaviour in the school is good.	56	39	0	0	5
My child gets the right amount of work to do at home.	48	31	7	2	13
The teaching is good.	72	23	0	0	5
I am kept well informed about how my child is getting on.	56	34	8	0	2
I would feel comfortable about approaching the school with questions or a problem.	75	20	3	0	2
The school expects my child to work hard and achieve his or her best.	66	28	0	0	7
The school works closely with parents.	52	36	7	2	3
The school is well led and managed.	64	33	2	0	2
The school is helping my child become mature and responsible.	52	41	0	0	7
The school provides an interesting range of activities outside lessons.	13	33	11	5	38

Summary of parents' and carers' responses

The parents were overwhelmingly positive about the work of the school. A few parents felt that homework was a little repetitive and boring. The inspection findings fully support the parents positive views. The homework is carefully set to support the current work of the pupils and to enable them to practise skills. Pupils in discussion said that they enjoyed doing the homework. Parents of pupils with special educational needs were very appreciative of the commitment of the staff to teach and support their children.

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

64. There are no children under five in reception classes. Children enter the nursery unit when they are about four and attend part time until they move to the main school at the beginning of the term after their fifth birthday. The admissions policy will change from September 2000 when pupils will enter school before they are five. It is the Borough's policy for Baseline Assessments to be made after children enter the main school. The majority of children are well on their way to meet the desirable learning outcomes, nationally accepted, in knowledge and understanding of the world and creative development. In personal and social development and physical development they exceed what is expected and in language and literacy and mathematics standards are below average.
65. The nursery unit provides an attractive and safe environment which together with the calm and purposeful atmosphere enables children to feel secure. The teacher and her support staff create a warm welcome and plan activities thoroughly in order to provide children with a variety of experiences. The accommodation both inside and outside is good. Small rooms around the main classroom area are used well for story times, cooking and small group work, for example to teach scissor skills to individuals. The main room is usefully divided into areas to support the different aspects of the curriculum. Space is used well to provide for computer work, construction, role play and tables activities such as puzzles, painting and designing and making, There is room for all pupils to sit on the carpet for whole class sessions and ample room for movement around the various activity tables to facilitate the use of wheelchairs. An attractive garden area has recently been built, alongside the climbing frame and there is space for children to ride wheeled vehicles and use large construction kits.
66. The nursery is staffed by a teacher and four nursery nurses which is a higher number than usual but appropriate for the support of the children with special educational needs. All are experienced and have sound knowledge of how young children learn. The team-work is very good. The organisation for each day runs very smoothly because the team plan carefully together and all staff are fully aware of the needs of the children. The days are structured to provide periods of time for free choice activities, periods for whole class or large group sessions with an adult, for example story time or singing and a period of outside play. Each adult supports an activity for the day. While this plan provides for all the six curriculum areas, evidence shows that more time is spent overall, on physical development, personal and social development and creative development than literacy and mathematics. The teaching is satisfactory overall, with a significant amount of good or very good teaching. Teachers make very good relationships with the children, they are good at questioning and explaining and make very good use of demonstrating to children how to do things. In most activities staff are stimulating and ensure that a good pace is maintained. A weakness in the teaching is that sometimes, expectations are low and opportunities for moving the learners one step further are missed. Similarly, sometimes activities are planned without clear objectives for learning. Then the progress which occurs is somewhat by chance.

Personal and social development

67. The strength of the nursery unit lies in the way in which it fosters personal and social development, enabling children to exceed the expected standards in this area of the curriculum. This is because of the emphasis placed on this area of learning, the very good skills of the staff in managing children and the consistent way in which staff reinforce what is expected. Children come to the unit happily and respond positively to the activities. The staff set excellent examples of respect to each other, to the children and to their parents which the children emulate. They motivate the children to learn and are good at encouraging them to try. Consequently, the children gradually gain self-confidence, learn to behave appropriately and mix well with other children. Most children listen carefully and follow instructions well. They settle to tasks quickly and are able to concentrate for increasing periods of time. Good examples included a child working in the home corner, dressing dolls in various costumes for about thirty minutes. She was engrossed in manipulating the clothes, making choices and engaged in an imaginary discussion with the doll. A group of boys played with trains, trucks and tracks for a similar time, collaborating together and making decisions about how the track should be set out and which train was the fastest. There is rarely any squabbling over resources. Children play together well and the majority engage in talk as they use the variety

of activities. When they are in group situations with an adult they are eager to answer questions and try hard to succeed. When the children enter the reception classes they have mature learning attitudes and are very ready for full time education.

Language and literacy

68. By the time children leave the nursery the majority have average speaking and listening skills. They listen with interest to stories, and when discussing aspects of the topic, they respond to questions with increasing confidence. Children do not achieve the expected standards in reading and writing because the curriculum provides a limited range of activities to enable them to do so and because there is little planned progression for children's learning in literacy skills. Children showed their enjoyment when looking at pictures in big books and they are beginning to use the pictures to predict the happenings in the story. They listen well and respond to questioning with increasing confidence. This interest should be fostered and extended so that there are opportunities for pupils to develop a growing sight vocabulary. Most children can recognise their own names and a few children have some knowledge of letter names but, overall, the lessons seen and the activities planned indicate that progress in children's early reading is limited. When the older pupils have story time by the teacher, the quality of teaching is very good and the children make good progress. They can talk about the title and are gaining an understanding of how books work. In order to attain the skills expected and for the higher attainers to achieve their potential, it is important that they have frequent opportunities of this nature, some times in very small groups or pairs, where the teaching is structured to build on the daily skills. At present, such opportunities are too infrequent and the progress is not consistent. Similarly, in writing, a small number of the oldest children can copy their name with some legibility. The formation of letters is poor for five-year-olds. Writing activities are generally limited to children copying their own names, with little guidance about letter formation. In a lesson seen the teaching was encouraging and a few attempted to copy their names. Progress with skills is slow because opportunities for learning with an adult are too infrequent. A writing table is available for children to use at choice time but older children require, in addition, a more formal approach that is a frequent part of the routine. Much more could be made of the whole curriculum, the topic, the construction activities and the mathematics tasks to develop literacy skills.

Mathematics

69. Children have opportunities to participate in a range of mathematical activities over each week which include sorting and matching, sequencing patterns in beads and working with 2D shapes. A lesson with a group of the younger children showed that some were beginning to recognise the simple shapes of triangle, circle and square and most can name all of them by the time they are five. When cooking children gain some knowledge of weighing and measuring capacity and many were seen investigating with water to see which bottle held the most. These activities, when structured, greatly enhance mathematical language. A few children can recognise, name and match numbers to 10 and count beyond to much higher numbers. However, they have little understanding of the number values. Many of the pupils who are in reception are still struggling with the ordering of numbers to ten. Overall, attainment by the time children transfer to reception is below what is expected. This is because the curriculum for mathematics does not provide sufficient, regular opportunities covering all aspects of mathematical understanding to provide the foundation for numeracy and enable the children to achieve what is expected. The activities seen during the inspection and the curriculum planning, indicate that the provision for mathematical development is too narrow and that there is insufficient planned progression for children's learning. Similarly, there is often little difference between what is provided for four year-olds and five year-olds. Sometimes, while the teaching is providing an interesting experience, it is not sufficiently focussed on extending skills and raising the standards of individuals.

Knowledge and understanding of the world

70. Children make good progress in the use of the computer, exceeding what is expected and in the other aspects of knowledge and understanding of the world they make satisfactory progress and are generally meeting what is expected for their age. Children come to school with a varied knowledge and understanding of the world around them. The nursery uses a topic approach and this term's theme, 'materials,' was chosen to link with the building of a new classroom. The staff are good at creating interesting activities and using a variety of materials and resources to interest children and build on their knowledge. Parents are encouraged to bring in items from home and the topics provide stimulation for activities across the curriculum.

The current topic has helped children to understand how a building is made and who is needed to make it. The curriculum also provides for knowledge of the days of the week, the months and the seasons. Children have some understanding of the passage of time, their birthdays, and the differences between being young and old. They are exploring features of living things by observing signs of spring and good use is made of the outside environment to observe life first hand. The children are excited by these opportunities and learn quickly. The majority of children enjoy using the computer and are becoming skilled at managing the mouse to move through the simple programmes. The quality of teaching is good in this area and progress is being made to enable children to meet the expected standard.

Physical development

71. Provision for physical development is good. Children are able to use a range of tools, including scissors, pencils and glue sticks, quite successfully. They cut straws, card and paper when junk modelling. Children succeed in this area because they have ample opportunities to practise and the teaching is good. In one lesson a nursery nurse worked with individual children to show them how to hold the scissors so that they cut efficiently. The progress was suitably assessed in order to provide further teaching in the future. Children are adept with pencils also and generally hold them correctly. There are good opportunities for physical movement, both in the outside areas and in the hall where children go several times each week. In the hall and outside they move around showing good awareness of space and of each other. Outside, children use tricycles and scooters, and equipment requiring pushing and pulling. An 'assault course' climbing area and a slide provide enjoyment as well as opportunities for balancing and climbing. While movement in the hall is structured to improve performance, outside there is little teaching of ball skills or travelling and balancing skills. Here the learning is mainly by experiment and the observation of peers. Overall, the progress is good and while the majority attain average standards a significant number exceed what is expected. In particular, those with special educational needs are well supported in order to participate and the progress within their capabilities is good.

Creative development

72. The nursery provides good opportunities for creative development. Children use the role play areas daily and enjoy both home play and the shop. The staff were not observed playing with the children in the home area and often it was being used for lone play. In order to extend language the stimulation of an adult is needed. Similarly, although overall, the area is well resourced, it lacks books and writing materials for such things as shopping lists. In music, the curriculum scheme of work is part of that used by the main school where the objectives for learning are clearly defined. The children are making good progress particularly in singing, because they sing together several times each week. They remember the words of a wide range of songs and most can carry the tunes. The lessons are structured and effective use is made of demonstration when teaching new songs. In one lesson the teacher made the text of a large book very enjoyable as she sang the rhymes rather than reading them. Children respond well to music and are building on their skills of rhythm and beat. They can beat out a pattern to the syllables of their names. They choose instruments to be either a fish or things that float and are beginning to listen carefully in order to play when 'their music' occurs. They respond well to music and enjoy singing. In art and craft-work there are daily opportunities for free painting as well as planned tasks for development in skills. The majority know the names of the colours and the five year-olds are learning to mix them to make secondary colours as well as different shades. There is a wealth of work displayed indicating that the children are becoming confident with the use of paints, crayons, chalks and pencils. They enjoy making things and the recent use of marbling to decorate paper Easter eggs is an example where children really tried to do well. A variety of materials are used to make cards for special occasions and the children are becoming used to selecting and using different types of glue and decorating materials. The staff are good at supporting the children in this aspect. They explain carefully and enable children by showing how. Pupils are attaining the expected levels in this area by the time they are five.

ENGLISH

73. National Curriculum test results in 1999, for pupils in Year 2, were in line with the national average in reading. The percentage of pupils reaching level 2 or above was below the national average, but the percentage reaching the higher levels was above that expected nationally. In comparison with similar schools these results were average: a significant minority of pupils

with special educational needs, and a few pupils with English as an additional language, did not achieve the average Level 2 expected. The school has a much higher percentage than usual of pupils with special educational needs and physical disabilities. As a result of the school's satisfactory implementation of the National Literacy Strategy and improvements in the provision for both pupils with special educational needs and English as an additional language, test results are positive. Writing test results in 1999 were in line with the national average but below those achieved in similar schools. The similar schools' benchmark is based on free school meals: this school is unique in terms of the numbers of pupils with statements related to physical disabilities, and the comparison is, therefore, invalid. Using the incidence of special educational needs and the numbers of pupils learning English as an additional language, in terms of similar schools, the results achieved are in line with what is expected nationally.

74. Inspection evidence confirms average standards overall in English with some variations in the different elements. In speaking and listening and reading, pupils are doing well and standards are above average. In writing, standards in handwriting are, for most pupils, below average. This limits the attainment of the majority of pupils in the aspect of writing. The most able pupils benefit from the early introduction of cursive script, but the style used is very challenging. Pupils of average ability find it difficult to learn the "double flicks" required to start and finish a letter, and this slows their progress in writing. Pupils of lower ability and those with special educational needs related to literacy find the writing style very difficult to master. It poses them with an almost insuperable challenge. The special needs teachers decide when it is appropriate to teach a pupil to write in a more simple and straightforward way, so progress overall towards the targets set for these children remains good. The handwriting style taught limits the progress of children of average ability. There is a significant minority of pupils with English as an additional language who enter the school with a limited knowledge of English. Whilst they make good progress in reading, speaking and comprehension in particular, they do not always achieve the expected Level 2, particularly in writing. This weakness is also the result of an increased emphasis on reading in literacy lessons and the sometimes limited provision for developing writing skills. Extended writing across a wide range of other subjects is a good feature of the school. Pupils enjoy writing and make progress in their understanding of the different purposes of writing, and how to structure their ideas effectively. Achievement in English for those with special educational needs is a special area of strength for the school. The lower results of boys in the national tests, reflects the higher number of boys on the register of special educational need. They make up a significant proportion of the number of those with difficulties, and the school prefers to allow all pupils to access the National Curriculum and its associated tests, on the basis of equality of access and opportunity.
75. The school has been gradually improving the standards of reading and writing over the last four years. There is a slight difference each year between the standards achieved by boys and girls in reading and writing test results. The school has acknowledged this difference and has identified improvement in the performance of boys in reading and in writing as a priority for school development.
76. Progress in English is good overall. In speaking and listening, pupils make good progress and they talk with increasing confidence and clarity and respond to questions with greater accuracy and with a more extended vocabulary. This aspect is particularly encouraged in Year 2, where oracy skills are taught as a separate part of the English curriculum. Pupils also have good opportunities for speaking and listening as part of the literacy hour and there are opportunities for pupils to talk and listen to each other in 'circle time' and 'paired reading' sessions. Pupils in Year 2 answer questions clearly and accurately and have good opportunities to talk to a range of audiences and participate in drama, role-play and discussion.
77. Progress in reading is good because there are useful opportunities within the literacy hour for pupils to read and re-read texts. By Year 2 most pupils read simple texts with accuracy and use picture, context and initial letter cues to identify unfamiliar words. This was particularly noticeable in the poetry lessons seen, where pupils re-read their favourites with great gusto. Teachers continue to provide opportunities for individual reading which encourages fluency and accuracy. There are regular opportunities for pupils to use the school library and 'paired reading' sessions are generally productive. Some teachers have only recently begun this system. Where it is more strongly established in Year 2, it is very effective in promoting progress, and pupils' awareness of effective strategies for decoding unknown words.
78. Whilst progress in writing is satisfactory from a slightly below average baseline, there are aspects of the school's provision which limit progress. In particular, in part of a Year 1, there is a lack of emphasis on writing within literacy lessons. Where good opportunities are provided,

writing and re-writing has a clear focus, and the teacher uses pupils' work in English to refine and develop their skills in literacy with the aid of the computer. In Year 2 there is a range of opportunities to use English to develop work in other subjects, such as history, science and religious education, and for pupils to write in different styles and for different purposes. The good use of extended imaginative writing mentioned during the last inspection continues. One class has made a wonderful range of stories and poetry about dragons, another has made individual reference books about the life cycle of the frog and another has written very effective poems based on their favourite hobbies. The range and quality of pupils' writing in Year 2, including the use of punctuation and spelling, is in line with expectations for their age. The handwriting and presentation is satisfactory for the most able, but below what is expected for the majority of pupils. The reason for this is the extra effort expended to learn the rather complex style of handwriting.

79. Pupils with special educational needs make good progress, and those with statements make very good progress towards the targets set for them because they receive very good support from the teachers and assistants, who work tirelessly to support and develop children's skills, knowledge and understanding. Good attention is paid to the need for independence and self-reliance. Wherever appropriate, children are encouraged to work on their own and with their friends. Pupils with English as an additional language make good progress in speaking, reading and comprehension as a result of effective support from all staff, particularly the part-time teaching assistants.
80. Pupils are very attentive in literacy lessons and behave sensibly. They are keen to answer questions and settle happily to work independently. In one lesson, pupils concentrated very well to play matching and dice word games. They made very good progress in learning to read short common words. Pupils did not call out or fidget, and their good behaviour contributed to the pace and overall progress in lessons.
81. The quality of teaching is good overall. No unsatisfactory teaching was observed and almost 80 percent was good or better. The features of the best lessons were a lively and imaginative presentation and brisk pace which encouraged sustained concentration. There was a wide range of group activities to follow up class activities and independent working skills were clearly established. In most lessons, learning objectives are clear and work is well matched to pupils' ability, particularly in the case of pupils with special educational needs. Teaching assistants are usually well deployed to provide support in group work and are unusually well-used for class sessions, when they unobtrusively support and extend pupils' learning. Often they support three children simultaneously without causing disruption to the atmosphere and pace of the class session. There are consistently good opportunities for pupils to read and re-read familiar text in Year 2 classes. Teaching is less effective when class routines and behaviour management are not so well established. Examples occur in some of the younger classes, where teachers and pupils were not so familiar with each other. Generally, the use of information technology to support literacy and reference skills across the curriculum is satisfactory. Pupils regularly use their literacy skills to write during other subject lessons, and frequently use the computer for associated research with CD-ROMs. Where pupils with special educational needs use the computers, the task is a powerful aid in developing English and information technology skills: for example, where pupils practice the ordering of jumbled lines of familiar poems on screen, and then print out their work. The use of information technology in conjunction with the teaching of literacy enables statemented pupils of all abilities to engage with tasks at their intellectual level, without being hampered by their physical disabilities.
82. The school has implemented the Literacy Hour satisfactorily. Teachers' plans are of good quality and monitored by the headteacher. The headteacher, who is currently the subject co-ordinator has regularly observed literacy lessons being taught. The relative newness of the governing body means that there is currently no literacy governor to aid the head teacher, and so the monitoring lacks the breadth found elsewhere. The head teacher is rigorous in specifying what teachers need to do to raise standards in writing. Whilst the school has identified handwriting as an appropriate focus for improvement through school development planning, the action plan for this remains in draft form only. Actions to identify strengths and weaknesses and improve provision, such as the monitoring of samples of writing and evaluation and feedback on existing provision, have not been implemented.
83. There are good resources for English. There is a good range of fiction, non-fiction, 'big books', group reading books and dual language texts. There is sufficient book stock of high quality to resource classrooms and the library area. The library contains a reference CD-ROM which

pupils use frequently, and all classes enjoy using it for a variety of reading tasks during the week.

84. Standards in English have continued to improve since the last inspection, and test results show slow but steady improvement over the last four years. Joint planning ensures there is now more consistency between classes but the lack of specific action to raise standards in handwriting is a weakness.

MATHEMATICS

85. In the 1999 national tests for Key Stage 1 mathematics, the percentage of pupils reaching Level 2B and above was close to the national average. The percentage of pupils gaining the higher Level 3 was well above the national average. The results for 1999 are similar to those of 1998 and the trend for improvement is steady. Pupils' performance in the mathematics tests was close to the average for similar schools. Pupils with special educational needs make good progress against their targets. Girls and boys achieve similarly.
86. The inspection findings indicate broadly satisfactory levels of attainment in mathematics and are comparable with the national tests. Pupils' attainment in mathematics, on entry to the school in the term after their fifth birthday, is below average. Pupils make good progress through the school to reach the average level by the end of Year 2. Through the implementation of the National Strategy for Mathematics, teachers are developing good teaching methods that are applied effectively in number work and mental arithmetic throughout the school. In Year 2, for example, pupils were able to explain rules for making a rectangular array as part of the development of their understanding of multiples of 2, 5 and 10. The correct use of mathematical vocabulary helps pupils' to give clear explanations.
87. Pupils' learning is appropriately developed using tasks and activities of a practical nature; written evidence of progress and attainment is, therefore, rather limited. However, a scrutiny of pupils' written work indicates that, by Year 2, pupils are able to order numbers to 100, recognising multiples of 2, 5 and 10. They identify odd and even numbers. More able pupils use halving and doubling to solve problems and can add and subtract two digit numbers. Pupils recognise two and three-dimensional shapes and are able to measure in centimetres. They have had good experiences recently to apply their knowledge to solving problems or to presenting their findings by way of 'venn' or 'carroll' diagrams. However, there is little evidence of pupils using computer technology to present their findings.
88. Attitudes to learning are good. Pupils are keen to demonstrate their knowledge in oral sessions and they work hard during group activities, co-operating well with each other. They like to explain how they have calculated an answer and listen respectfully to the explanations of others. They are interested in their work and concentrate well. These characteristics promote good progress. Pupils enjoy the weekly maths challenges that are set for homework.
89. The quality of teaching in mathematics is generally good. Teachers plan thoroughly and have clear objectives for their lessons. These targets for learning are shared with pupils and, at the end of the lesson, teachers assess, from pupils' responses, whether the target has been achieved. Planning is sometimes modified to take account of pupils' progress. The structure of lessons is similar throughout the school and the use of the curriculum guidance in the National Strategy ensures continuity and progression in pupils' learning opportunities. The strategies teachers use to involve all pupils in the mental maths section of the lessons are having a positive impact on pupils' learning. For example, all pupils in a Year 1 class used their white boards to show the teacher the answers to her questions about which of three numbers was the greatest. This method enables the teacher to assess achievements and ensures that all pupils are active learners. The pace of teachers' questioning in the mental maths section of some lessons challenges pupils so that they develop instant recall of number facts. In others, however, expectations are not high enough and insufficient progress is made. Teachers' explanations are very clear, promoting understanding of new concepts. Sometimes the explanations become lengthy and, as a result, the time for group activities is too short for learning to be developed or consolidated. Teachers manage pupils and activities well, ensuring that attention remains focused on the tasks. Relationships with pupils are very good with the result that they try hard to do their best. Teachers have good understanding of the subject. They are confident in their knowledge which means that they are able to use well focused questioning to take pupils' understanding forward, as well as make accurate judgements about their achievements and progress. In some classes, teachers' expectations of their pupils are

too low and lack appropriate challenge; this is sometimes linked to a slow pace. Classroom support assistants make a valuable contribution to pupils' learning because they clearly understand the part they are to play in the lesson, and they have good relationships with pupils and teachers. Formal assessments are administered half termly in order to track individual progress and monitor standards. Assessments are used effectively to inform curriculum planning.

90. The subject meets the requirements of the National Curriculum and has good breadth and balance. The school is using the National Strategy for Mathematics well. Planning for progression is good. The co-ordinator's knowledge and enthusiasm for the subject are well conveyed to both pupils and staff. Her monitoring and evaluation of the effects of the implementation of the Numeracy Strategy are leading to improvements in teaching and learning. The subject management is good.
91. The quality and range of resources for mathematics are good and support pupils' learning. Resources are easily accessible. The subject makes a good contribution to the quality of education provided by the school.

SCIENCE

92. In the 1999 assessments by teachers at the end of Key Stage 1, standards in science were below average at Level 2 and above average at Level 3 and above. The results achieved by pupils at the end of Key Stage 1 in 1999 show standards at Level 3 and above have risen considerably since 1997. The findings of the inspection are that, by the end of the key stage, standards are average and that a similar proportion of pupils to that found in most schools are on course to attain Level 2 and above. In investigative science, however, standards are above average by the end of the key stage. This finding is broadly similar to the assessments made by teachers at the end of the key stage in 1999 when the high level of pupils at Level 3 and above is considered. This represents an improvement in standards compared with the findings of school's last OFSTED inspection.
93. By the age of seven, pupils have sound knowledge and understanding in such topics as forces and movements, for example, how pushes and pulls can make toy vehicles speed up or slow down. They show a good understanding of how to carry out a scientific investigation, make accurate predictions and begin to recognise the need for fair tests. For example, they investigate what makes a difference to how far toy cars travel from the bottom of a ramp and recognise that to make the test fair, they have to think about the height of the ramp, the surface of the ramp and the amount of push required. They test, compare and make measurements of length using standard units, of the distance toy cars travel when rolled on a flat surface and record the results in a prepared table. The pupils construct a circuit to make a bulb light up and know that if there is a break in the circuit it will not work. They make observations of the changes that take place when materials such as bread, eggs and chocolate are heated and undertake an investigation into what happens to 'ice balloons', over a period of an hour that are left in different places. There was no evidence of life processes and living things but planning shows this area is covered in detail in the summer term. Pupils in Year 1, sort materials using their own criteria, such as, plastic, wood and metal and find out which materials are magnetic. In Reception, pupils use words such as soft, squashy and sticky to describe jelly cubes and observe the change that occurs as hot water is added to the jelly cubes and how the jelly changes yet again once set. They describe the liquid jelly as being wet and something that you can pour and the jelly cube as being a solid. By the end of Key Stage 1, the pupils' investigative skills are well established. They make observations related to the tasks and record their findings through drawing, writing and in tabular form. Progress in pupils' use of prediction and their understanding of fair testing is consistently developed. Pupils with special educational needs and those for whom English is an additional language make good progress overall, because of the effective support they receive.
94. The quality of teaching and the quality of learning are good overall, and frequently very good. Pupils with special educational needs are well supported in their learning and make satisfactory progress. This is an improvement on the findings of the previous inspection when the quality of teaching was judged to be generally satisfactory. Lessons in Year 2, about investigating how far toy vehicles will travel, illustrated the strengths of the teaching in science. The teachers' lively and animated approach caught and retained the pupils' interest in the lesson. The objectives of the lesson were discussed with the pupils so that they knew what

they were supposed to learn and at the end of the lesson the work that had been covered was discussed to clear up any misunderstandings. Questions were used to make the pupils think, such as, 'If I give this car a gentle push and this one a strong push, will this be all right? Why not? How do I make it fair?' Very good use of a range of strategies, such as, discussion, demonstration, imparting facts and practical work capture and retain the pupils' interest in the lesson. Lesson planning overall is detailed and the activities provided indicate that pupils' learning is organised well. The management of pupils is effective promoting a good working atmosphere in the classrooms. Teachers give pupils the opportunity to make suggestions as to how an investigation could be carried out and encourage them to work independently. Skilful intervention and support is provided to the pupils when necessary, as they carry out their investigation. Support staff and helpers are well briefed and play a major role in supporting pupils and raising standards. All staff show confidence when teaching science and present lessons in interesting ways, which results in pupils developing an enthusiasm for the subject. Teachers ensure that pupils apply their literacy and numeracy skills fully in science. However, a minor weakness is that teachers do not provide sufficient opportunities for pupils to use information technology to record the findings of their investigations.

95. Throughout the school, the pupils' attitudes to learning in science are good. They listen attentively to teachers' explanations and instructions and are keen to answer questions. They show a genuine scientific interest and curiosity. All pupils enjoy practical science and approach activities with enthusiasm. The vast majority of pupils concentrate well and act responsibly when carrying out their work. Pupils from an early age work well together within groups and share resources sensibly. Behaviour is good, whether pupils are working independently or in small groups. The good attitudes shown by the pupils make a positive contribution to their learning.
96. The subject is very well managed by a knowledgeable and competent co-ordinator who works hard to provide a very good role model of practice for her colleagues. Through regular monitoring of pupils' work, teachers' planning and direct classroom observation she has a clear overview of the quality of teaching and the standards achieved by the pupils. Useful assessment and recording strategies are well established and used appropriately to focus on developing pupils' rate of progress. Parents are kept fully informed of their child's work and progress, through the half-termly reports. In Year 2, pupils are given a science task that is directly linked to the work they are doing in class, to complete at home. A sound policy is in place and planning for science is closely linked to the exemplar materials produced by the Qualifications and Curriculum Authority guidelines. This has helped to raise teachers' expectations and supported the progressive development of pupils' knowledge, understanding and skills. The school is now considering the parts they wish to modify and adapt to fit the needs of the pupils in their school. Learning resources for science are good and the school is fortunate in having its own conservation area with a pond for pupils to use for environmental studies. Visits to places of interest such as the Transport Museum, Natural History Museum and farms enhance the pupils' learning.

ART

97. The school has maintained good standards in art. The majority are attaining above average standards and all pupils make good progress. The effective teaching ensures that from an early age pupils learn skills to enable them to draw and use materials with success. Reception pupils are beginning to draw with form and add detail to their paintings of teddies and themselves. Year 1 pupils are developing an understanding of design as seen in their pattern work and mirror images. They are becoming confident when drawing flowers from close observation and use pencils of differing hardness to shade with effect. They can mix colours using different media, including paint, pastels and tissue papers. Flower pictures in pastel show that pupils have mixed colours successfully to obtain subtle shades in the petals. In Year 2, there is much work of good standard. Pictures of bicycles, favourite toys and flowers show that pupils are observing detail and becoming skilled at drawing. Work by all three classes, entitled 'reflections' in chalk and pastels, is of a high standard showing a good use of colour and line and a sense of atmosphere. Pupils have knowledge of the work of different artists and are learning to look at their work and use similar techniques in their own work. Use of thick paint and vibrant colours when painting large, bold sunflowers is such an example. A good feature of the teaching is that it continually enables pupils to evaluate their work and look for improvement.

98. In lessons, pupils are very eager to learn and all make good progress with their skills because the teaching is good and they are well supported with their tasks. Good learning attitudes are fostered and consequently the subject is contributing significantly to the confidence and self esteem of pupils. They are proud of their work. Pupils listen carefully and try to do their best. Behaviour is always good. Pupils are careful with paint and other materials and use their time sensibly. The pupils with physical disabilities make particular efforts to gain skills in this area. In order to ensure full participation, the school provides special scissors, chunky brushes and other supporting aids. Never the less, the tasks often require much effort and the children's determination is admirable.
99. The quality of teaching is good overall and often very good, particularly in Year 2. Teachers plan carefully with clear objectives for learning. They organise resources well and ensure the smooth running of the group activities. Introductions to lessons are very valuable because teachers build on the previous lesson and use effective questioning to enable pupils to recall and reinforce the skills and knowledge learned. For example, in one lesson, a teacher checked pupils' knowledge of the main points to remember when using paint. Teachers generally have high expectations for both attitudes to work and achievement. In the best lessons they have good subject knowledge and make use of effective demonstrations, for example, to show pupils how to sketch or how to apply shading with a 4B pencil. While subject knowledge is generally good, in a few lessons the lack of it limited progress for a small number of pupils. The flowers were too complex and too difficult in one instance and, in another, the pupils were not facing the toys for painting and could not see them clearly to observe detail without turning themselves. Generally, tasks are well matched with sufficient challenge to stimulate interest.
100. The scheme of work provides for the coverage of all aspects of the National Curriculum in art. The experienced staff are teaching it effectively, ensuring that there is a richness to the content and that pupils are having opportunities to be creative and appreciate beauty in their surroundings. The subject contributes well to their spiritual, social and cultural development. However, the scheme of work does not indicate the skills and knowledge to be learned within the topic or state the progression of skills through the years. This guidance is necessary for teachers. The school gives high priority to the arts and well mounted work around the school as well as the annual display of pupils' work for parents, ensures that all pupils' work is valued.

DESIGN AND TECHNOLOGY

101. Standards are continuing to improve in design and technology. They are at least in line with what is expected for the age group and the work of a significant number of pupils is better than that seen in many infant schools. By the time pupils leave the school they have a good understanding of designing for a specific purpose. They know the importance of planning in detail. Planning is becoming increasingly better with practise and the majority of plans are carefully labelled and provide details of the finished model, the materials used and the method of assembly. Pupils select materials sensibly to fit the purpose, especially when provided with interesting choices. They can use a selection of joining materials for different purposes including adhesives, masking tape, solid and liquid glue and are aware of the need for economy. Pupils are becoming skilled at measuring and cutting carefully and selecting sensible methods to assemble parts securely. These skills were demonstrated well when pupils were planning and making vehicles with chassis, axles, wheels and cogs. Similarly, work displayed indicate these features, for example, lighthouses with circuits for lighting, cards with hinges, house interiors with lighting and trucks propelled by levers. Finished work is generally of a good standard for the age group. Pupils are becoming practised at evaluating their work and in most instances do so in writing placed alongside the planning. In one class, pupils are grading their work, for example, 'I think it is quite good and give it 3 out of 5.' There is evidence of much collage work in the school and the wall hangings in the main corridor, illustrating the months of the year. These examples are of good quality design and finish.
102. All pupils are making good progress in the subject because the teaching is mainly good or very good. Pupils with special educational needs participate fully and are well supported to achieve. The subject enables all pupils to gain practical skills and contributes significantly to their self esteem. Pupils are confident when working, pleased when they succeed and make much effort to do well. They are interested in their tasks and remember well from previous learning. Pupils are very well behaved in lessons because the teachers have high expectations for effort and attentiveness. They listen carefully to instructions and respond quickly to questions. When working independently, pupils are sensible with materials and share resources well.

103. The quality of teaching is often very good and always at least sound. This is an improvement since the last inspection. Lessons are carefully planned to build on the work of the previous week. The very good questioning at the start of lessons enables pupils to recall and reinforces their learning. Teachers have a good understanding of the subject and are skilled at explaining carefully what has to be done. They ensure that pupils understand the reasons why and plan to suit the purpose. The organisation of materials and groups is good and the lessons move at a brisk pace. During activities pupils are well supported and enabled to solve their problems by the use of questions such as 'How can you make that work?' or 'Will that suit the purpose?' Sometimes, pupils are provided with insufficient choice of materials to enable them to be creative with the finish of their models. For example, in Year 1, pupils only had tracing paper with which to make windows and doors for their houses. In all classes the support assistants contribute significantly to pupils' learning and often, the addition of parents also ensures that pupils have the help they need and can make progress with their skills. A strength of the teaching is the close teamwork of the staff, ensuring that all adults are clear about the aims of the work and how they are to be achieved.
104. The curriculum scheme of work provides for all aspects of the National Curriculum and the clear policy of guidance covers the school's intentions and principles for the subject. The topics are usefully linked to those of science enabling pupils to build on their knowledge and understanding. The co-ordinator is new to the school but has a good understanding of ways to further develop the subject.

GEOGRAPHY AND HISTORY

105. Owing to the school's cycle for the teaching of history, it was not possible to see any teaching. Judgements are based on a limited amount of pupils' previous work and discussions with a sample of pupils in Year 2. These indicate that, as in the previous inspection, standards in history are in line with what is expected of pupils at the end of Key Stage 1, and that they make satisfactory progress. In geography, judgements are based on observation of teaching across the key stage, and an analysis of a range of pupils' previous work. These indicate that although overall standards in geography are in line with what is expected of pupils at the end of Key Stage 1, a significant number of pupils achieve higher standards. Pupils' progress in geography is good. This is an improvement on the findings of the last inspection when standards of attainment for all pupils in geography were average in relation to national expectations and pupils made sound progress.
106. In history, pupils in Year 2 have developed satisfactory research skills to study the past. They have some knowledge of the sources of information which can be used to enquire about the past and how to research facts. Pupils show an emerging sense of chronology, and use simple terms related to the passing of time, such as then, now, and past confidently. The higher attainers demonstrate good factual knowledge and understanding of some of the aspects of the lives of people and events studied, for example, Guy Fawkes, King James the First, and the Great Fire of London. They have some understanding of the reasons for the actions of people in the past.
107. In geography, as part of the topic about 'Around the World,' pupils in the Reception Year can give the names of the various places visited by Polo Bear in the story they have heard. Examples include Canada, America and Africa. In their study of the locality, pupils are developing map skills satisfactorily as they draw sketches of houses and label different parts of them. In Year 1, pupils have walked around the local area to look at houses of different types. Their sketches and models of houses show that they are developing good observational skills and acquiring the technical language to describe different types of houses, for example, terraced, semi-detached, detached and bungalow. Their drawings of simple routes from home to school are clear and many can talk about them with some confidence. Year 2 pupils have a sound understanding of aerial photographs as a view from above. They use geographical terms with confidence as they compare the natural and human features of their locality with those of the Isle of Struay, their contrasting locality. Pupils' map skills are satisfactory. However, their knowledge of different countries in the United Kingdom is less developed.
108. Pupils have positive attitudes to learning history and geography. They discuss their knowledge and understanding of these subjects enthusiastically. Pupils are generally very well behaved

and are able to sustain concentration for lengthy periods. They have very good relationships with each other, their teachers and other adults. They are able to support each other or work independently with equal success.

109. The quality of teaching in geography is generally good with small amounts of satisfactory and very good teaching. Teachers have a secure knowledge of the subject and plan lessons well. Features of good and very good teaching include very clear instructions and explanations, high expectations, and good use of time and resources. For example, in a very effective lesson in a Year 2 class, through very clear questions and explanations the teacher helped pupils to interpret aerial photographs, and to compare the natural and human features of two localities. A small weakness in teaching is the overlong time spent in discussion with limited time for independent work. Further, in one class pupils were asked to carry out a task for which they had not been sufficiently prepared.
110. The co-ordinator provides sound leadership in the management of history and geography. The curriculum in both subjects is broad and balanced. There are clear policies and schemes of work to guide staff and effective arrangements for planning in year group teams. These features are ensuring continuity and progression in learning. The range of resources for both subjects is satisfactory, and they are very well used. Overall, the provision for history and geography has improved since the previous inspection.

INFORMATION TECHNOLOGY

111. The standards achieved by pupils at the end of Key Stage 1 in information and communications technology are broadly in line with expectations for pupils of their age in word processing and reference work, and unsatisfactory in the areas of data handling and control and modelling. Pupils with special educational needs, particularly those with statements, benefit enormously from the use of information technology as an integral part of their learning, and the subject plays a key role in developing their skills across the curriculum to as high a level as possible.
112. Pupils' attainment by the end of Key Stage 1 is below national expectations because the school has not taught data handling, control and modelling systematically in the past. Standards are below those reported at the last inspection, partly because the subject has developed in complexity since that time and partly because part of the statutory curriculum has not been consistently taught. Pupils in Year 2 know how to start the computer independently. They have wide experience of loading and using CD-ROMs and are only too delighted to explain in minute detail everything they know about computers. Pupils in Year 1 explain how to search for information, how to use the mouse to 'drag and drop'; they are less familiar with using it in connection with drop-down menus to select functions. They type text but are unaware of how to use programmable robots. They are not able to retrieve saved work or print work unaided. The older pupils in Year 2 readily explained how they used simple paint programmes to draw a face for the bunny bus. They are aware of programmable robots, but do not recall using one. They have little coherent experience of adventure programmes, and have not used the infant level Logo programmes for the development of control. Pupils do not have any knowledge of how computers may be used for data handling at their level of mathematical experience. They do not use this area of experience in geography or science. This indicates that experience of information and communications technology during their time at school is unsatisfactory and that the curriculum pupils are being taught is currently incomplete.
113. Progress in the early years is good because pupils have sufficient opportunity to experiment with computers in a relaxed and supportive atmosphere. In Key Stage 1, progress is unsatisfactory because pupils do not have a broad enough experience of computers. Lessons are specifically timetabled for teaching information technology and there are frequent opportunities to use information technology in other subjects for reference and writing, but relatively few for data handling and control and modelling. There is no evidence of the use of data handling in mathematics, geography or science, for example. The curriculum at Key Stage 1 does not contain systematic teaching of control technology. Two new programmable robots were delivered to the school recently, and the new computer suite was installed and used within a very short time frame. The special needs team in particular was quick to utilise the suite effectively in close co-operation with Year 2 teachers and the co-ordinator. The lack of information technology experience is due mainly to a lack of planned time for its teaching in the past and also to a historic lack of resources which is largely remedied. Pupils learning

English as an additional language are in the same situation as the majority of pupils, receiving good teaching across part of the IT curriculum. Pupils with special educational needs make good and very good progress, using information technology to its fullest extent, often in small groups or following individualised programmes.

114. Pupils' attitudes are good, they enjoy working on the computer and behave and concentrate very well. They understand that the equipment is expensive and hard to replace and treat it with care. They are enthusiastic, but are prepared to share very sensibly when necessary. There is plenty of opportunity for pupils to develop social skills and independence in using the computer.
115. Overall, the quality of teaching is good or very good. A range of lessons was seen across the school and of the 86 percent judged to be good or better a half were very good. Teachers regularly plan for the teaching of information technology but do not include all the four strands required. Teaching was seen at class and group level, with a range of abilities. During literacy and numeracy lessons the computers are consistently used during group work, although not for data handling and control and modelling within mathematics. Since these areas were not seen it is impossible to gauge the level of subject knowledge of teachers in these areas. Teachers' skills are sound in the areas of word processing and using soft ware for reference. They share their role as learners with the children: this is a very powerful technique, which supports pupils and gives them an unusual insight into the fact that adults can be learners too.
116. Resources for information technology have been recently purchased and are now sufficient. Teachers are keen to use the new computers and software, and the co-ordinator has a clear vision for the development of technology in the school. She is adapting a nationally recognised scheme of work to the unique needs of the school. Recently appointed, she is hard-working and enthusiastic and willingly supports colleagues. She has arranged good training for all staff. There are well-thought-out plans for developing the computer suite to assist class teaching; however the school still needs to consider the level of detail in its scheme of work. The outline gives an overview of how pupils will progress from year to year through the school but there is insufficient detail to support an inexperienced teacher, or a teacher who lacks confidence. There are no current records of the systematic assessment of pupils' information technology skills. Sufficient time is allocated to the teaching of information and communication technology and in most classes it is used to support literacy and other subjects in a systematic way.

MUSIC

117. Standards in music are good which is an improvement since the last inspection when they were judged to be average. Progress is good because pupils have regular practise and the teaching, which is of a high standard, successfully develops skills and knowledge in listening and appraising, composing and performing. In reception, the five year olds are developing good listening skills and can identify the sounds of the animals as the music is played. They can make appropriate sounds with various percussion instruments to suit the characteristics of animals and realise the impact of fast, slow, loud and soft. When reading early forms of graphic notation they respond well to the conductor. In Year 1, pupils have good listening skills and are confident when performing. They can follow the conductor and play or sing their part at the right time. Their response to questions and performance shows a good understanding of the importance of dynamics and tempo. They have good ideas for using instruments or body movements to interpret a story. By Year 2, auditory skills are good. They find the current work, focussed on Peter and the Wolf by Prokofiev, stimulating and the majority can easily identify the characters in the music, name the instruments and the instrument families. They know the terms dynamics, tempo and timbre and when composing they make efforts to use them to effect. When appraising, most pupils can articulate their ideas well and they are becoming confident when evaluating their own performance and make useful suggestions for improvement. The quality of singing in the school is good. This is because in addition to class music lessons, a weekly lesson for the whole school is effectively used to promote skills in singing. Pupils have a good repertoire of songs, many of which are challenging for the age group. They learn new work and respond to suggestions for improvement quickly because their listening skills are good.
118. Good progress is made by all pupils because they have equal opportunities to learn and are well supported by staff. An example in Year 1 illustrates this. When interpreting music about a robot, using body movements, two pupils with physical disabilities were enabled to participate with a little support. Attitudes to learning and behaviour are very good. All the lessons

observed were exciting and pupils respond with much enjoyment but with control and concentrated effort. Consequently, they are learning successfully and are proud of their own performance particularly when singing. When working in groups or pairs, they sensibly discuss and agree on a plan of action.

119. The quality of teaching is very good. Lessons are planned with clear learning outcomes which are clarified to the pupils. Previous learning is built upon in a structured way to ensure progression in skills and understanding. Teachers are good at questioning, checking understanding and explaining new concepts. They have sound subject knowledge and use correct terminology. Lessons move at a brisk pace because the stimulating resources used are well organised and pupils are firmly managed with high expectations for participation and concentration. No time is wasted. Lessons are also planned to include a sense of fun and enjoyment as pupils learn to appreciate the pleasure of listening and performing in music. This aspect is contributing well to the spiritual, social and cultural development of the pupils.
120. There is effective leadership for the subject. The staff are confident because they are clear about the school policy and the scheme of work is comprehensive with much guidance on how to teach the activities with progression in learning. There is a good range of instruments, a wide selection of music copy, books and tapes which provide for music covering many cultures. The twice yearly concerts/performances, when all pupils are included, are valued by pupils and parents and provide pupils with a real sense of performing.

PHYSICAL EDUCATION

121. Provision for physical education has improved significantly since the last inspection. All the aspects identified as being in need of development have been addressed. The amount of time available for the subject has increased and there is a balanced coverage of the Programmes of Study, ensuring that pupils have the opportunity to make good progress in gymnastics, games and dance. Training has been provided for teachers; their subject knowledge enables them to evaluate pupils' work and to use demonstrations effectively to promote good quality performances. The progress pupils make is satisfactory and, for higher attaining pupils, it is good.
122. In dance, younger pupils are able to vary speed and direction on a signal and to alter the level at which they travel. They demonstrate appropriate responses to music such as the Teddy Bears Picnic, making big shapes and large movements. By the end of the key stage, pupils have progressed to responding to a variety of music, and to planning and performing simple dances with a partner. Pupils also co-operate well as they develop skills in games. They practise a variety of ways of sending, receiving, and travelling with a ball and make up simple games in pairs and small groups. Progression in skills is clear. Older pupils are able to use dodging and avoiding to play more complex games, travelling with a ball in a variety of ways, including using unihoc sticks. Gymnastics activities show progression from sliding and rolling in reception classes, to balancing on large apparatus in Year 2, using various parts of the body and developing a flowing sequence.
123. Pupils' response in lessons is good. They work well with each other, in pairs and groups, and evaluate performances sensitively. Pupils with special educational needs are well integrated and effectively supported, taking part with enthusiasm. Behaviour is very good. Pupils help to erect apparatus sensibly and safely. The ways in which they co-operate with partners and in small groups have a positive impact on the standards pupils achieve. They respond promptly to instructions and follow safety rules.
124. The quality of teaching is good. Lessons are carefully planned so that pupils experience a range of activities requiring increasing levels of skill. Teachers have sufficient subject knowledge to recognise and value performances of high achievement. They use demonstrations well to make coaching points and to encourage pupils to make the maximum effort. This strategy works well in promoting pupils' best work. Occasionally praise is inappropriately used so that pupils are insufficiently challenged to develop their skills further. Teachers ensure that pupils understand safety rules and the reasons for them. Lessons are timed well and include warming up and cooling down periods that are related to the main task. Pupils are well managed with the result that they concentrate and make an effort to succeed and develop their skills.

125. The curriculum for physical education is broad and balanced and there is a good range of resources. Pupils' physical development is promoted further by the very good facilities available to them at playtimes and lunchtimes. In addition to the climbing frames and well designed playground markings, each class has a bucket of items such as balls and skipping ropes which pupils use enthusiastically, co-operating well with each other.

RELIGIOUS EDUCATION

126. The standards of attainment of most pupils in religious education are in line with levels expected in the Locally Agreed Syllabus at the end of Key Stage 1. However, a significant number of pupils achieve standards which exceed those expected of Year 2 pupils, particularly in relation to their knowledge and understanding of Christianity. This is an improvement since the previous inspection.
127. Pupils make good progress in religious education. In the Reception Year, as part of their topic on 'feelings', pupils are developing a good understanding of concepts such as fear, anger and happiness. They are able to talk about religious festivals such as Christmas and Easter. In Year 1, pupils are successfully learning about Christianity. They have good knowledge of the Easter stories. The majority of them remember the events of the week well and know the names of the main disciples and Pontious Pilate. They are developing technical language, and use words and expressions such as God, father, Jesus, and Son of God. In Year 2, pupils show good knowledge and understanding of Christian stories, with the more able pupils writing detailed and well-structured accounts about the birth of Jesus and the miracle to save a sick child. During the inspection week, in their discussion of The Last Supper, Year 2 pupils were seen reflecting on the actions and ideas of people in the past, and developing skills in comparing them with those in modern day. They discussed the actions of Judas and the feelings of Jesus when he was about to be betrayed. The study of world faiths is mainly done through topics such as celebrations and festivals.
128. Pupils have very good to excellent attitudes to religious education. They participate in discussions enthusiastically, and respond to questions with mature comments. They are courteous and their relationships with each other and adults are good. Pupils listen to their teachers with attention and are able to sustain concentration. Their behaviour is very good.

129. The quality of teaching is overall good, with some satisfactory, very good and excellent teaching. The examples of excellent teaching were seen in Year 2 classes. Teachers have a secure knowledge of the subject and planning is thorough with clear learning outcomes. In the most effective lessons, stories are told with much enthusiasm and pupils listen with wonder. Teachers use questions well both to check pupils' understanding and knowledge, and to move them on. They manage pupils with expertise and foster good relationships. In an example of excellent teaching, expectations were very high and the lesson was well structured to include a reminder of previous work, a new story, discussion and the use of a video to reinforce the learning and provide further stimulus for thought. Generally the teachers use resources to good effect, to provoke pupils' thinking and to uplift their imaginations, enabling them to reflect on people's feelings. Most teachers provide many opportunities for reflection. This is positively promoting pupils' spiritual, moral, social and cultural development.
130. The policy and the scheme of work provide clear guidance for curriculum planning. These documents together with the effective team planning ensure that the content is broad and balanced and meets the statutory requirements of Agreed Syllabus. The content is used well for cross-curricular themes which, in turn, serve to enhance the pupils' knowledge and understanding of major world faiths and religious concepts. For example, in Year 2, pupils have studied a range of festivals of light including Diwali, Hanukkah and the Chinese New Year as part of their science topic on 'light and dark'. This helps pupils to empathise with religious faiths other than their own. Similarly, teachers use the content as themes for extended writing in English. Resources are satisfactory and they impact successfully on learning. All pupils have the opportunity to study religious education every week.