

INSPECTION REPORT

NETTLEHAM INFANT SCHOOL

Nettleham, Lincoln

LEA area: Lincolnshire

Unique reference number: 120690

Headteacher: Mrs S Benson

Reporting inspector: Mr R Fry
21073

Dates of inspection: 10 – 14 January 2000

Inspection number: 191334

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Foundation
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	All Saints Lane Nettleham Lincoln Lincolnshire
Postcode:	LN2 2NT
Telephone number:	01522 750964
Fax number:	01522 595603
Appropriate authority:	Governing body
Name of chair of governors:	Mr M Yoxon
Date of previous inspection:	24 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Roger Fry	Registered inspector	Mathematics Information technology Geography History Physical education English as an additional language	What sort of school is it? How high are standards? - The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Alan Sanders	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
Christine Richardson	Team inspector	Under fives English Design Technology Music Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?
Paula Allison	Team inspector	Science Art Equal opportunities	How well does the school care for its pupils?

The inspection contractor was:

Lincolnshire Inspection Team

37 Park Drive
Grimsby
DN32 0EG

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Nettleham Infant School is a smaller than average school for boys and girls aged four to seven years old. There are 168 full-time pupils and 12 children who attend the early years unit on a part-time basis. Taken together, pupils' attainment on entry is slightly above that found nationally. Sixteen pupils have special educational needs, a figure lower than the national average. A small proportion of pupils come from minority ethnic backgrounds, mainly from China, Africa and India.

HOW GOOD THE SCHOOL IS

Nettleham is a school that demonstrates an above average level of effectiveness. Pupils achieve good standards of work overall because the teaching is good and the work pupils do is demanding. Standards in English and mathematics are well above average. The headteacher, governors and staff work together well to improve the school and maintain good standards. Money has been spent wisely to improve the school's facilities. The school provides good value for money.

What the school does well

- Pupils achieve well above average standards in English and mathematics, largely as a result of pupils' very good attitudes to work and the good teaching.
- The teaching is good and all staff constantly strive to improve what they do.
- The school is very well led by the headteacher. She is well supported by governors and staff in managing the school and planning for the future.
- Teachers closely check on the school's performance, which allows the management to make informed decisions about, for example, raising standards further.
- Parents are well involved in their children's learning, which benefits children's standard of work in school.
- The school makes very good use of the community as a resource for pupils' learning, which has a positive effect on pupils' very good social development.
- The accommodation and resources are of a high standard and have a beneficial effect on standards of pupils' work.

What could be improved

The school has no major issues but has the following minor issues to consider in its action plan:

- The school does not prepare forecast budgets for up to three years.
- The school's behaviour policy does not provide sufficient guidance for teachers.
- There is insufficient paid support staff for the youngest children in the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in June 1996, Nettleham was found to be providing satisfactory value for money. Since then it has continued to improve in many areas of its work. The school overall in the last four years has maintained well above average standards in English and mathematics and above average standards in science. All the points for action from the last inspection have been tackled well. The governing body is now effective in discharging its duties, staff responsibilities are evenly distributed and the quality of teaching has improved. During this inspection, all but two per cent of the teaching was satisfactory or better, a further improvement since the last inspection. Procedures for assessing what pupils know, understand and can do have improved and pupils have better attitudes to learning. The school has recently opened an 'early years' class for children under five years of age. The breadth and appropriateness of the curriculum have improved and the school works even more closely together towards shared goals. The school now gives good value for money.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1997	1998	1999	1999
reading	A	A	B	D
writing	A	A*	A	A
mathematics	A*	A	C	D

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

Over the last four years, pupils' standards of work have been well above average in reading and mathematics and very high in writing. High standards have been maintained. During 1997 in mathematics and 1998 in writing, pupils' standards of work were in the top five per cent nationally. The school compared very favourably with similar schools in 1998. Last year's results were lower. Year 2, in 1999, was a lower attaining group. The present Year 2 is on course to meet the targets set for them. These targets are realistically ambitious. For example, 60 per cent of pupils are expected to reach above the benchmark level 2 in reading. It is likely that the school's results will compare favourably with similar schools again.

During the inspection, standards in science were above average and pupils' work met national expectations in information technology. Pupils' standards of work in religious education met the requirements of the locally agreed syllabus; pupils' standards of work in all other subjects met national expectations or were higher. Boys and girls reach similar standards of work. Young children's standards of work are above average by the time they are five years old in all the 'Areas of Learning.'

Pupils achieve particularly well in mathematics and English. Pupils make good progress. In English, pupils read with expression from an early age and they make very good progress with writing. Their understanding of scientific principles is good and in mathematics, pupils' use and understanding of number is very good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and work are very good. Pupils make the most of what they are offered by the school. They show a keen interest in school life.
Behaviour, in and out of classrooms	Behaviour is good. Pupils show respect for property and move around the school safely. Pupils form constructive relationships with one another.
Personal development and relationships	Good. Pupils are willing to take responsibilities and they perform these duties well.
Attendance	Good. Attendance has improved considerably.

Pupils' attitudes to work are a particular strength. Pupils make the most of what they are offered by the school and their attitudes to work have a positive influence on their progress and attainment.

TEACHING AND LEARNING

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

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

Teachers' knowledge of subjects is good. In lessons they make it very clear to pupils what they need to do. All pupils' work is assessed thoroughly and teachers plan lessons well. The match of pupils' work to their capabilities is good. The needs of all pupils are met. A further particular strength is the use that the school makes of parent helpers and learning resources. The teaching of basic skills is very good overall. Teachers plan for the literacy and numeracy lessons with great care, and pupils' standards of work reflect this. The impact of the good teaching is that standards remain good overall and pupils' capacity to learn is extended.

Pupils acquire knowledge, skills and ideas well; they apply themselves effectively and work at a good pace. Pupils show interest in their work, which is a particular strength.

Ninety eight per cent of the teaching observed was satisfactory or better and three-quarters of this was good. One lesson in six was very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an excellent breadth of curriculum, including French. Overall the curriculum is of good quality. Good links are made between subjects. High priority is given to literacy, numeracy and investigative science.
Provision for pupils with special educational needs	Good provision. Pupils make good progress with the targets in their individual education plans. All pupils are fully integrated into lessons. Pupils who need extra reading practice are well provided for.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall the provision is good. Pupils' moral development is satisfactory, their spiritual and cultural development is good and their social development is very good. The school works very well in partnership with parents, which has a positive impact on pupils' work. The quality of information provided by the school and the contribution parents make to their children's learning is also very good.
How well the school cares for its pupils	The school cares well for its pupils. The procedures for assessing pupils' knowledge and understanding are good and procedures for monitoring and promoting good behaviour are satisfactory.

The quality of the curriculum is a particular strength. This aspect of the school's provision encourages pupils' interest and has a positive influence on the progress pupils make and on their attainments. Assessments of what pupils know, understand and can do are particularly thorough.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led by the headteacher, supported by staff and governors. The staff joins together wholeheartedly to share in the aims of the school and to put its policies into action. This results in a highly consistent approach to the education of all pupils, which has a positive impact on standards of work.
How well the governors fulfil their responsibilities	The governing body has made good progress since the last inspection. Many governors are active and the committees successfully discharge necessary school business.
The school's evaluation of its performance	The school closely evaluates its performance through accurate record keeping, the study of test results and monitoring of teaching. This process has had a positive impact on standards of work.
The strategic use of resources	Resources are used well and the school as a matter of routine seeks to find best value in all its purchases. There is a satisfactory number of teachers; they are well qualified and enthusiastic. The accommodation and learning resources are very good and have a beneficial impact on the school's work.

The principle strength in the leadership and management of the school is the way in which the staff works closely together towards common goals. One positive impact of this is that initiatives and national directives are put into practice thoroughly across the whole school, which is of positive benefit for all pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">Children like school and they make good progress in lessons.Children behave well.Teaching is good and there are high expectations of what children should achieve.The school helps children to become responsible and mature.The school is well managed and led.	<ul style="list-style-type: none">Children receive too much or too little homework.There is an insufficient range of activities outside lessons.

The inspection team agrees with parents' positive views. The findings of the inspection are that the amount and frequency of homework set by the school is satisfactory overall and that there is now a satisfactory range of activities outside lessons, such as lunch time clubs.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the school with levels of attainment that are slightly above average. The normal range is between average and above average. Young children make good progress overall across the Areas of Learning recommended for young children and by the age of five most reach, and many exceed the expected levels of attainment in all the Areas of Learning. Overall, standards at five years of age exceed what is typical nationally in all the areas.
2. Results of the end of Key Stage 1 English National Curriculum tests in 1999 were above the national average in reading. The proportion of pupils achieving above the benchmark level 2 (Level 3) was well above the national average. In writing the results were well above the national average, the proportion of pupils achieving Level 3 being very high in comparison with the national average. In comparison with similar schools, pupils' performance in reading in 1999 was below average and in writing well above average. Over four years there has been an upward trend in writing results and they are very high in comparison with national averages. Pupils' performance in reading over four years is well above the national average and the trend has been to maintain standards. Overall standards are high enough and the school has done well to maintain them. Standards have improved since the last inspection.
3. The variation in results in 1999 was largely due to the higher number of pupils with special educational needs in that particular year group. Inspection judgements in English place pupils' standards as well above national expectations in both reading and writing. In the last four years, boys and girls have performed well above national expectations in reading and writing tests. There are no significant differences in the performance of boys and girls, pupils from different ethnic backgrounds or for those who have English as an additional language.
4. At the end of Key Stage 1, the proportion of pupils' reading and writing at or above the benchmark level 2 is well above average. Pupils make inferences and deductions about the stories they read, they know how to use the contents list in a book and how to use a dictionary. They use a wide range of ways to help them read unfamiliar words. Most pupils write at length, frequently using capital letters and full stops. Higher attaining pupils use speech marks. Their writing is carefully planned and pupils use quite advanced vocabulary and develop a sense of writing style. In mathematics, most pupils at the end of the key stage work with numbers to 100 and then up to 1,000. Higher attaining pupils correctly add 2 and 3 digit numbers mentally. Many pupils correctly work out change from £1 when answering problems and measure in whole centimetres. Average pupils understand halves and quarters in shapes and know how to double and halve numbers.
5. Standards in mathematics over the last four years have been well above average. Standards observed during the inspection are also well above average. However, the results of National Curriculum tests at the end of Key Stage 1 show that standards last year (1999) were average; nevertheless nine out of ten pupils achieved what was expected of them nationally. In comparison with similar schools, results were below average. Of some significance was the percentage of pupils who achieved above what is expected (level 3), showing that the school continued to cater well for its higher

attaining pupils. The results last year are explained by the lesser capabilities of the year group. Overall standards are high enough and the four-year average standard is an improvement over the last inspection.

6. As with results in English, this temporary downward trend in mathematics results has been confirmed with the junior school. The school in the past has met its targets and the targets for this year in English and mathematics are realistically high. Teachers' assessments closely matched the results of National Curriculum tests in 1999.
7. Standards in science are above average throughout the school. The results of teachers' assessments at the end of Key Stage 1 show that standards last year were above the national average; almost all pupils achieved what was expected of them or better. Of particular significance was the very high percentage of pupils who achieved levels above what is expected, showing that the school caters well for its higher attaining pupils.
8. In information technology, the school has maintained the standards expected nationally since the last inspection. Pupils' attainment in religious education is in line with the expectations of the Locally Agreed Syllabus.
9. At the end of Key Stage 1 in science, pupils demonstrate high levels of knowledge and understanding of scientific ideas. Most pupils understand how forces can be used to make objects speed up, slow down or change direction. Pupils make predictions and verbally communicate their observations well, but pupils' recording skills are less well developed. In information technology, pupils extract information from a CD-Rom encyclopaedia using keywords successfully. Pupils edit their work and use basic practice programs to improve their understanding in various subjects. In religious education, pupils have acquired a clear knowledge and understanding of aspects of Christianity, Islam, Sikhism, Judaism and Hinduism.
10. Standards in other subjects observed during the inspection meet national expectations. Standards are above national expectations at the end of the key stage in physical education and art.
11. Judged against pupils' attainment on entry, their overall achievements in mathematics and English indicate good progress and there is also good progress in pupils' scientific understanding. Progress is satisfactory in information technology and religious education. Pupils respond well to the challenges they are given and overwhelmingly pupils are well challenged by the work that is set. Pupils who have English as an additional language make good progress. Pupils with special educational needs make good progress towards the targets in their individual education plans. The school makes good use of a wide range of assessment information for target setting and to identify pupils who may need additional support. The highest attaining pupils also make good progress because work is well matched to their needs and on occasions they are set individual tasks.
12. Pupils' reading, writing and mathematical understanding progresses well. At five years old, pupils typically form most letters correctly and have learnt many sounds, which they use to make three and four letter words. By the end of Year 2, pupils read confidently and write using proper sentences. In mathematics, pupils are regularly counting to 10 in reception and by the time they leave the school many pupils are working with numbers to 1,000.

Pupils' attitudes, values and personal development

13. Since the last inspection the school has successfully maintained pupils' positive attitudes, values and personal development. From an early age pupils clearly enjoy coming to school and this has a very positive impact on their learning.
14. From the time they enter the school, pupils are encouraged to have very good attitudes towards school and their work. Formal and informal discussions with pupils and lesson observations confirm the quality of pupils' attitudes. Pupils are interested in all aspects of the curriculum and respond positively to the many opportunities that the school provides. The attitudes of pupils with special educational needs and from minority backgrounds are also very good, both in lessons and when they receive specialist support. These very positive attitudes make a strong contribution to pupils' learning and the progress they make during their time in school. Pupils enjoy lessons and this shows in their keenness to learn. For example, in one class at story time, pupils were reluctant to go out for playtime until they had heard the end of the story. In the reception classes during 'circle time,' pupils' role-play helped them to understand how to share with others.
15. Behaviour around the school, at lunch time and in the playground is good. Pupils are polite and well mannered and are keen to talk to visitors. Any incidents of misbehaviour are dealt with quickly and effectively. Pupils have a good understanding of expected behaviour and school rules. For example, when they are in the playground all ages mix well and relate to each other. Older pupils without hesitation assist younger ones if they fall and hurt themselves. Most pupils behave well in lessons and are very courteous to adults. Overall, any disruptive behaviour is dealt with promptly by teachers. Pupils behave well in assemblies and show a genuine understanding of what is being said to them. There was no sign of bullying or aggressive behaviour in the playground during the inspection. The school ensures that should any oppressive behaviour occur, it is dealt with effectively. There have been no exclusions from school during the last academic year. Parents are justified in feeling that their children behave well.
16. Relationships between pupils and with adults are good. The staff knows pupils well and pupils are treated in a mature manner. Pupils work together well and increasingly show a mature understanding of the needs of each other and of differing viewpoints. For example, during a numeracy lesson pupils were able to discuss their work with each other successfully. Throughout the school, most pupils work well on individual tasks with ever increasing concentration.
17. Pupils are very keen to take responsibility and show initiative. For example, Year 2 pupils give ideas how to improve the school's environment further. Throughout the school, pupils hold fund raising events, such as the collection of tokens to enable them to donate sums of money to the school and to charities. Visits out of school and visitors to the school enhance pupils' personal and social development. The school and its resources are well looked after and respected by all pupils. All these opportunities given by the school have a positive impact on pupils' personal development.
18. Since the last inspection the school has successfully improved attendance, which is now above the national average. Pupils arrive at school punctually and lessons commence on time. Pupils' attendance and punctuality make a positive contribution to the quality of learning in the school.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching for children under five and pupils at Key Stage 1 is good. Ninety eight per cent of the teaching observed was satisfactory or better and three-quarters of it was good. One lesson in six was very good.
20. The teaching of each Area of Learning is good in both the Early Years class and in the reception classes. Teachers transmit their enthusiasm to the children, who are keen to investigate ideas and are proud of what they learn. Teachers make good use of praise and explain why the child has gained success. Teachers use good questioning to increase children's knowledge and vocabulary and use imaginative strategies and methods to stimulate interest and challenge children, particularly in the areas of the basic skills of literacy and numeracy. Teachers build very successfully on children's own language to develop their knowledge of the sounds of letters and writing skills. There are sufficient opportunities for well structured play and exploration during the teaching day. The teaching of personal development is good and much emphasis is placed on good behaviour, a sense of self-worth and achievement. The good teaching leads to children's good progress and attainment at five.
21. Literacy and numeracy skills are taught very well. Teachers plan their work carefully and imaginatively. They carefully follow what is required in the Strategy documents and make good use of teaching materials when appropriate. Teachers carefully group pupils so that work is well matched to their capabilities and is interesting and challenging. The success of the implementation of the literacy and numeracy initiatives shows in pupils' capacity to explore text and number in other subjects, such as geography and history. Teachers show a high level of expertise in teaching the basic skills, such as the sounds of letters and the reasons why numbers are broken into hundreds, tens and units. Spelling rules are taught well and the school builds successfully on pupils' previous knowledge. Correct mathematical vocabulary is well used and pupils are taught to record their work clearly. In both literacy and numeracy lessons, they are concluded well and the main points of them are reinforced again to consolidate learning.
22. Teachers have a good knowledge and understanding of all subjects. For example, the geography curriculum begins with what children know best, home and school, and then considers other places progressively further away. Teachers explain things clearly and use many kinds of visual aid to help pupils understand all that they can. Teachers' and support staff's knowledge and that of parent helpers extend pupils' understanding, particularly in numeracy lessons. There are no identified weaknesses in teachers' understanding and knowledge.
23. Teachers' planning is good. The targets set are clear, measurable and attainable in lessons. Work is provided so that pupils of different levels of attainment can achieve well. In virtually all the lessons observed, the objectives for lessons were met; pupils therefore make good progress. Teachers plan rigorously and carefully using the good medium-term plans and schemes of work available to them. There is good continuity across the school and all teachers know what has been taught before, because the assessment systems are sufficiently detailed.
24. In virtually all lessons, pupils are expected to do their best and to extend their knowledge on a regular basis. Pupils' contributions are valued. Many different good methods of teaching are employed in the school. Teachers skilfully vary methods according to the intended outcome of lessons. Teachers give good explanations about new ideas and the highest and lowest attaining pupils are grouped so that they can

make good progress. Pupils are immersed in new ideas and new ways of looking at well-known ideas. Investigations feature prominently in, for example, mathematics and science, which pupils enjoy. Teachers tirelessly circulate amongst groups, prompting and helping those who have difficulty and encouraging effort and good progress. Parents and support staff are also very effective in this.

25. Behaviour is good throughout the school. Teachers generally hold pupils' attention well and plan lessons so that pupils do not lose attention. Self-discipline is stressed. However, in a very small minority of lessons, the behaviour of a small number of pupils was unsatisfactory. The school does not provide sufficient guidance to help teachers. The policy does not provide a whole school system of managing behaviour and this can lead to inconsistencies in the approach of individual teachers and other members of staff.
26. Support staff and resources are used very well. Resources are invariably ready for use before lessons begin. No time is wasted. Many teachers give pupils set times in which to complete activities. This leads to good pace in lessons. Information technology resources are used satisfactorily at present. However, the school has just purchased a computer suite, which is about to be put into action. When information technology is in use, teachers show that they have sufficient knowledge to support pupils' learning well. Dedicated information technology lessons are taught well, for example, how to find information from a CD Rom encyclopaedia in Year 2. Pupils made good progress in this lesson.
27. Teachers assess pupils' work very thoroughly and the assessments made are accurate and very useful for future planning and ensuring pupils' good progress. Pupils are encouraged to overcome difficulties and the marking of work is generally good. Teachers listen to pupils well and make ongoing assessments as pupils work when this is possible. The inspection team's view is that the provision of homework is satisfactory. It is generally well integrated with class work and is regularly marked. Parents have broadly differing views about the homework that is set.
28. The provision of equal opportunities is good. Pupils with special educational needs, although relatively few in number, receive an appropriate curriculum which allows them to make good progress. Teachers take good account of the targets in pupils' individual education plans. In Years 1 and 2 pupils are flexibly grouped according to their prior attainment and this ensures that tasks are well matched to pupils' capabilities. A small number have helpful additional literacy support on an individual or group basis out of the class.
29. The highest attaining pupils have work that is generally well matched to their capabilities. Pupils with similar talents work together and where possible, the work is of an open-ended nature. Pupils who have English as an additional language do not have difficulties in understanding their work and they progress well. All the work set for them is based on the National Curriculum.
30. Pupils learn well and make good progress. Teachers consolidate ideas well, such as about number and also introduce new ideas effectively in each lesson. Teaching helps pupils to understand more than they did. Virtually all pupils engage well with their work. When asked to explain what they have learned, most pupils do so with ease. Many pupils produce a large amount of work. Very commonly, pupils sustain concentration and show considerable interest in their work. Teachers' plans make good links between subjects and these do not go unnoticed by pupils. Pupils sustain interest from the

beginning to the end of lessons very well. The good quality of teaching leads to good learning.

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

31. The school provides a good range of interesting opportunities for learning for all pupils. The curriculum for the under-fives is based on the nationally agreed 'Desirable Learning Outcomes' and is planned to provide a relevant, well-balanced curriculum that takes account of the needs of young children. The good range and breadth of activities offer children the opportunity to develop a wide range of skills and provide a good foundation for work at Key Stage 1.
32. The school provides a good curriculum that is well planned, broad and inclusive. There are particular strengths in numeracy, literacy and investigative work in science. The links between subjects are effective and well-planned. Teachers share expertise effectively and plan well together across the year groups and between classes of the same age. The school meets statutory requirements in full. The curriculum includes all the subjects of the National Curriculum and religious education, personal, health and social education, and a small amount of French. A key issue in the previous inspection was that the balance of activities in afternoon sessions was sometimes unsatisfactory. The school now provides an effective balance of practical activities in the afternoon. Time is limited for science and many subjects but best use is made of it.
33. Pupils of all ages and capabilities benefit from a curriculum that meets their social, intellectual, physical and personal needs well. The content and organisation of the curriculum ensures equal opportunities for learning about health and drugs awareness in personal and social education lessons, and the school's arrangements for pupils to leave assemblies before the prayer are carried out sensitively and unobtrusively. The school's policy is not to teach sex education but issues that arise are covered as required by staff at an appropriate time and level. The school has given high priority to literacy and numeracy. The introduction of the Literacy Strategy has been very effective and a good start has been made to the implementation of the Numeracy Strategy.
34. Provision for special educational needs is good. Pupils receive specific help in literacy lessons and pupils with emotional and behavioural, or specific physical needs, are supported well by individual programmes to ensure that they participate in all school activities. Teachers and the special needs co-ordinator are involved in the preparation and review of individual educational plans. There are currently no pupils with statements of special educational needs. There is good provision for pupils for whom English is a second language and challenging extension activities for higher attaining pupils. All pupils make the progress they should.
35. At the time of the last inspection there were no extra-curricular activities but there has been an improvement and the provision is now satisfactory. There are now lunch time clubs for recorder and gardening during the year. Several other clubs, including science, art and library activities are to be introduced this term. Pupils take home reading books regularly to support their learning and the records maintained between home and school show that this time is valued.

36. There is effective communication with the junior school, for example, over the introduction of the new handwriting scheme in the infant school. There are also good links with nearby playgroups. Opportunities for careful induction into the school and for transfer to the junior school are provided. This helps to ensure that pupils move with confidence to the next stage of their education.
37. The curriculum is enriched greatly by the school's very good and extensive links with the community. These were the focus of the Curriculum Award that the school received last term. The school is justifiably proud of its achievement in this area. There is a good range of visits to local places of interest and the school uses the environment well to enhance learning in science and other subjects. Many visitors come to share their experiences and expertise, which makes a valuable contribution to pupils' learning. Students from local colleges and training establishments come to work in the school and these links are valuable for the learning of both students and pupils.
38. Provision for pupils' spiritual, moral, social and cultural development is good overall. The provision for pupils' spiritual development is good. Acts of collective worship, ("Get Togethers") are positive community experiences and meet statutory requirements. They are well led and the pupils are pleased when they have the opportunity to contribute by reading and singing, or playing recorders. Assemblies are broadly Christian in character and the chosen themes encourage pupils to reflect on moral values. For example, assemblies deal with new beginnings and having the opportunity to make a fresh start, and to share in the achievements of pupils in the school. The planned themes provide regular opportunities to consider the significance of religious celebration and the meaning and purpose of life. In religious education lessons pupils learn about other faiths and cultures. They discuss the symbols that are special to different faiths and reflect upon the beauty of the statue of a goddess and the stand for the Qur'an. When learning about special events in their lives, for example, reception children go to the church to see a baptism. Lessons are often planned to provide pupils with an understanding of the spiritual dimension of life. In design technology they are excited when they see the card circle change into a spinning colour wheel or the plain strip of paper emerge crimped from the machine. Teachers' enthusiasm and positive approach to literature and language, for example in the reading of stories and poetry, often generates a sense of wonder.
39. Provision for moral development is sound. Each class negotiates its own set of class rules for behaviour and has its own system of rewards and sanctions. The school promotes values such as fairness, honesty, respect for truth and justice effectively in assemblies and lessons. Teachers offer guidance through careful discussions about behaviour in personal and social education lessons and in some classes there are specific times when questions such as "What makes a good friend?" are discussed. These give pupils additional opportunities to consider other peoples' beliefs and feelings and make a valuable contribution to pupils' learning. However, the behaviour of a small minority of pupils indicates that the school does not provide sufficient guidance. Some time is lost in a very small number of lessons.
40. Provision for social development is very good. There is a sense of community in the school and very good relationships between staff and pupils. Pupils are encouraged to listen to others and value their work and contributions. Pupils are encouraged to work well together in lessons and in teamwork in physical education. In science, the quality of co-operation has a positive impact on the learning made by pupils as they share ideas and learn from each other. Pupils move around school sensibly, taking care not to hurt one another. They are offered and willingly accept responsibilities around the school.

Pupils use their initiative to clear away quickly after lessons and have learned to work without direct supervision in literacy and numeracy lessons. Activities at lunch time offer Year 2 pupils the opportunity to develop their personal interests. For example, pupils play the recorder, garden and work well together to prepare for performances to parents and other friends of the school. Involvement in the Curriculum 2000 project led to involvement in the community with regular visits to places of interest, including the church. There are frequent visitors to school. All of these events greatly enhance pupils' learning and social development.

41. Provision for pupils' cultural development is good. A wide range of activities in and out of school provides pupils with an appreciation of their own cultural traditions. Visits from local artists, writers and illustrators enhance learning in lessons. Teachers make particular efforts to use the local environment, as well as places further afield. Parents are involved in the celebration of Chinese New Year and Diwali and pupils' learning has been greatly enhanced by the visual impact of these festivals. Displays around the school and an interesting collection of photographs highlight these and other events.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. There is a high level of care and concern for all individual pupils in the school. The school places a priority in working with parents from the beginning of their children's school life; for example, parents have pre-school interviews with the headteacher. This level of care continues through their time in the school. Teachers know their pupils well. The quality of their daily planning and their interactions with pupils in lessons is evidence of their awareness of pupils' needs and their support for them. All members of staff are vigilant and are successful in promoting the best interests of individuals. For example, a visit to the park by the reception class was carefully planned with a clear awareness of safety and was very well supported by volunteer parents.
43. The school has satisfactory policies for promoting the health and safety of pupils and staff. Governors are closely and effectively involved with this and do all they can to ensure that all who work in the school are protected from harm. Supervision arrangements are satisfactory, although the lack of paid support staff for the under fives means that teachers in the reception classes are dependent on students and parents to ensure, for example, that small groups of children are escorted safely from one part of the building to another. Child protection procedures are satisfactory.
44. The school monitors attendance well and has effective procedures to ensure that attendance rates are good. For example, parents and pupils are regularly reminded of the importance of attendance and punctuality through newsletters.
45. The school has a behaviour policy based on sound principles and it is clear what is expected of pupils. Included is a clear stance against bullying in any form. However, the policy does not provide a whole school system of managing behaviour and this can lead to inconsistencies in the approach of individual teachers and other members of staff. Teachers promote good behaviour through their high expectations and through the developing personal, social and health education lessons. Very effective 'circle time' discussions give pupils in some classes the opportunity to talk about their behaviour and how it affects others. However, none of this is as yet consistent through the school and the quality of guidance given depends largely on individual teachers. The quality of behaviour in classes ranges from very rarely unsatisfactory to very good.

46. Teachers and other members of staff monitor pupils' personal development, informally but effectively. Any concerns are identified at an early stage and the staff works with parents in monitoring individual needs and deciding how they can be met. The school works well with outside agencies as appropriate in meeting the needs of individual pupils.
47. The school has good arrangements for assessing the attainment and progress of pupils. Pupils are assessed on a regular basis, using both statutory assessment procedures and the school's own testing systems. Consistent records are kept and details of pupils' progress are communicated well to parents. Information from assessments is used to help the school monitor the progress of individual pupils as well as progress generally through the school. Assessment information is also used to see whether changes to the curriculum are needed and how weaknesses can be addressed. Teachers are skilled in using their own daily assessments to help guide their planning. The school effectively encourages pupils to achieve well. Teachers have high expectations of their pupils and challenge them to aim high. They reward achievement, both academic and personal, and this has a positive effect on encouraging pupils to achieve more. The standards achieved by boys and girls and by pupils from different ethnic groups are effectively monitored. The school has maintained its good provision since the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school has a very good relationship with parents. Since the last inspection the school has worked successfully to further improve relationships with parents. The school has improved methods for ensuring that parents and carers are kept well informed about school events through regular very good newsletters and an 'open door' policy. Parent consultation evenings are sufficiently frequent. The school ensures that if parents have any concerns about their child, then the issue is dealt with quickly and sensitively. The annual reports are of very good quality, making clear what pupils need to do to improve and how parents can help their children. Parents acknowledged, both in the questionnaire and at the parents' meeting, the very good relationship with the school. They have a high regard for its work, in part based on their regular involvement in the school's work. There is evidence in lessons of improvement in children's learning, behaviour and personal development resulting from the liaison with parents and carers. The prospectus and governors' annual reports are very good. The school involves parents well in the assessment process for pupils with special educational needs. Parents are notified at an early stage of any concerns and invited to school to discuss their child's progress.
49. Parents assist in classrooms with reading and general class work. This support has a very positive impact on many aspects of the school. Also, parents help with fund-raising events that contribute greatly to the supply of new resources for the school. Most parents have signed the home / school agreement. They understand the importance of assisting their children at home with reading or specific school projects. Their contribution to children's learning at home is positive and the school values the contribution made by parents, for example, in the reading diaries. In the questionnaire and at the parents' meeting, parents expressed satisfaction with virtually all areas of the school's work. Parents feel they are well consulted about the curriculum. The school has provided meetings about, for example, the Literacy Strategy. The inspection's findings confirm the positive views expressed by parents about the school. In the parents' questionnaire responses, some parents felt that the school does not involve

their children sufficiently in more than just lessons. However, the inspection found that there is a satisfactory range of activities outside lessons, such as lunch time clubs. Parents also expressed wide-ranging views about the range and amount of homework given to pupils. Overall, inspectors found that the amount and frequency of homework is satisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. When the school was inspected in June 1996, Nettleham was found to be providing satisfactory value for money. Since then it has continued to improve in many areas of its work. The school overall in the last four years has maintained well above average standards in English and mathematics and above average standards in science. All the points for action from the last inspection have been tackled well. The ethos in the school contributes to high standards. The school is an effective provider of initial teacher training.
51. The governing body is now effective in discharging its duties. The four issues for improvement have been met since the last inspection. The governing body has established proper procedures to direct its work, through its committee structure and whole governing body meetings. Governors understand their responsibilities well and have reviewed their management roles effectively. Communications with parents have improved and responses to any queries that parents make are now prompt. The school has also maintained the good standards, which it was asked to do and has looked at ways of further building upon good practice. Demands on staff are now much more evenly spread. The governing body is properly involved in shaping the direction of the school, knows its strengths and weaknesses and assists in the development of priorities.
52. The quality of teaching has improved. During this inspection, the overwhelming majority of teaching was satisfactory or better. Procedures for assessing what pupils know, understand and can do have improved and pupils have better attitudes to learning. The breadth and appropriateness of the curriculum have improved. The school has recently opened an Early Years class for children under five years of age.
53. The school is very well led by a highly committed headteacher who has recently and successfully put together a virtually new team of teachers. The staff provide clear direction and fully share the vision for the school. The very effective senior management team includes the Early Years and Key Stage 1 co-ordinators. They have played an important part in developing and evaluating practice and in promoting high standards in the school. There is a strong commitment in the school towards realistically high targets for standards in English, mathematics, science and all subjects. The school's aims are well reflected in its work.
54. There is effective delegation to teachers who know what is expected of them. All teachers bring new ideas to the school, which are readily shared and improve classroom practice. Co-ordinators, including the co-ordinator for special educational needs, are effective, expert and hard-working. There is much sharing of information and the mathematics co-ordinator is a 'leading teacher' who is observed by teachers from other schools. The headteacher and staff motivate and influence each other very effectively. Each co-ordinator leads by example and takes full responsibility for their duties. Co-ordinators efficiently monitor what the school is doing, evaluate strengths and weaknesses and work consistently to improve provision.

55. The school's work is very well monitored by the senior management team. Strengths and weaknesses in the school's results and in teachers' assessments are evaluated and effective plans are put in place to further improve standards. Teachers are regularly monitored and they receive information about the strengths and weaknesses of their work. This has a particularly strong impact on the quality of teaching. Teachers' expectations are high enough.
56. The management of the school is very good. The school knows what it needs to do to improve further. There are many good examples of clear thinking in the school. The assessment policy and the school's long-term planning are two examples. The school development plan is very good. It takes the form of a series of grids, which include who is responsible for what, costs for the year and how the school will know when it has achieved particular goals. New members of staff are very well inducted into the school's procedures and all teachers are set appropriate targets to achieve.
57. Educational priorities are well supported through the school's financial planning. There is a strong focus on raising standards. The school has an under-spend of greater than five per cent of its budget. This has occurred because extra money has been provided at a late stage for the school, to ease the transition from grant-maintained to foundation status. All funds are appropriately allocated to budgets. However, the school does not budget ahead for more than one year. The school recognises this as a weakness. Although there is no negative impact at the moment, the school is not fully aware of its likely future costs and any implications that might require action.
58. The accommodation is very good. The school has benefited from applications for extra funds whilst it was grant maintained. Resources are also very good and these factors have a very positive impact on pupils' education. The school uses new technology, for example in the office, very well to handle information and to improve the efficiency of its work. The administration of the school runs very smoothly.
59. The match of teachers and support staff to the demands of the curriculum is satisfactory. There are sufficient well qualified and well inducted teachers to meet the demands of the National Curriculum. However, there are not enough support staff for the youngest children in school, which means that the school relies heavily on voluntary help and students. Although the system is working properly and children are well supervised, the school is vulnerable should this external support decline.
60. The strategic use of resources including money for school improvement and pupils with special educational needs is good. There is a very good computer suite and a good library. The school follows the principles of 'best value' well. The school is experienced in running a full budget, as it was grant-maintained until recently. The school conducts its business with an above average level of effectiveness. It now provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. The school has no major issues but the governing body, headteacher and staff should consider the following minor issues in its action plan:

- Improve the school's behaviour policy by providing whole school guidance about sanctions and rewards for pupils. (paragraphs 39, 45, 80, 123)
- Improve the level of support staff for the youngest children in the school by employing a trained nursery nurse. (paragraphs 43, 71)
- Improve the school's budgeting procedures by preparing forecast budgets for up to three years ahead. (paragraph 57)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	60	22	2	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)	0	174
Number of full-time pupils eligible for free school meals	0	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	16

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

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	7

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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	30	36	66

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	27	26
	Girls	33	35	34
	Total	56	62	60
Percentage of pupils at NC level 2 or above	School	85 (100)	94 (91)	91 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	26	27
	Girls	34	34	35
	Total	60	60	62
Percentage of pupils at NC level 2 or above	School	91 (100)	91 (100)	94 (98)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	2
White	174
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	23
Average class size	27.7

Education support staff: YR – Y2

Total number of education support staff	3
Total aggregate hours worked per week	89

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
--------------------------------	---

FTE means full-time equivalent.

Financial information

Financial year	1998
----------------	------

	£
Total income	339737
Total expenditure	342643
Expenditure per pupil	1992
Balance brought forward from previous year	57914
Balance carried forward to next year	55008

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	180
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	56	42	2	0	0
Behaviour in the school is good.	44	50	2	0	4
My child gets the right amount of work to do at home.	26	45	21	6	2
The teaching is good.	50	48	2	0	0
I am kept well informed about how my child is getting on.	26	61	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	47	40	8	3	2
The school expects my child to work hard and achieve his or her best.	61	34	2	0	3
The school works closely with parents.	31	50	15	3	1
The school is well led and managed.	39	50	0	3	8
The school is helping my child become mature and responsible.	44	50	3	0	3
The school provides an interesting range of activities outside lessons.	13	42	26	5	14

Other issues raised by parents

- Children receive too much or too little homework.
- There is an insufficient range of activities outside lessons.

No other issues were raised by parents at the meeting.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

62. There were twelve children in the Early Years Unit which opened at the beginning of January 2000 and 45 children under the age of five in reception at the time of the inspection. Children are admitted to the Early Years Unit in the term after their fourth birthday. There are strong links between home, school and play-group before children enter the school. Parents and their children have the opportunity to visit the school on a regular basis before admission and have been involved in a Family Numeracy programme last term. Children are provided with a caring, supportive, and stimulating start to their school life in the Early Years Unit and in the reception classes to which they move in the September before they are five. Entry into both the Early Years Unit and reception is carefully managed for all children. Attainment on entry to the reception class is usually slightly above average, although it varies from year to year and can be average or above average. Children in the Early Years Unit have yet to be assessed. Children make good progress overall across the Areas of Learning recommended for young children and by the age of five most reach, and many exceed, the expected levels of attainment in all Areas of Learning. Overall, standards at five years of age exceed what is typical nationally in all the areas.

Personal and Social Development

63. Children enter the Early Years Unit with personal and social skills that are typical of those found nationally. They make good progress, and by the time they leave reception, most are confident, work and play happily together, take turns and share resources well. They become more independent in remembering routines and become more self-sufficient as a result of good teaching. Children's concentration improves and they are able to stay on task for longer periods. In the Early Years Unit children learn the social rules of taking turns and listening to others and in reception they demonstrate suitable levels of initiative and responsibility in their use of equipment and materials. Both boys and girls have good attitudes to learning and behaviour is good. At lunch time in reception, children are mature in their manners and understanding of conventions.

Language and Literacy

64. Children enter reception with speaking and listening skills that are above the level expected for their age and make good progress in reading and writing skills. They listen well and respond to questions with interest and enthusiasm. This was particularly evident in their work in science and music where they listened attentively to instructions and acted upon them. Children make lively contributions to discussions. They enjoy reading and have learned many sounds and letter names, which they use to build up three and four letter words. Higher attaining children read their books with enthusiasm and expression. When choosing activities a group of girls model the teacher's reading of a book, using the pointer and asking questions about the text. Lower attainers know how to handle books and recognise some words and letters in their book. Children know how to grip a pencil properly and most form letters correctly. They make good progress in developing literacy skills as they develop their writing independently. Some need to write over and under the teacher's writing, but others write complete sentences. Children's skills in speaking and listening develop well through listening to stories in the literacy hour. Their understanding of how to use books deepens through the skilled teaching they receive. They are delighted to point out the teacher's "mistakes" and

show that they have remembered that you read words from left to right and turn over consecutive pages in books. Children are quick to express their approval, and relief, when the teacher eventually gets it right!

Numeracy

65. By the age of five most children achieve standards in numeracy that are above those expected for children of this age. In the Early Years Unit children recognise and count numbers to 10 and draw one, two and three spots on the ladybirds accurately. In reception, all join in counting activities, for example adding the number of frogs, and some children realise during the activity that this is something they can do. There is some good learning in lessons as children recognise and recreate patterns on pattern and pegboards. Higher attainers group nine counters and record addition sums on worksheets. Children use their learning when playing in the bakery when they count how many biscuits or cakes they have made and prepare to sell them. They also show that they have learned to count backwards in twos accurately when they sing "Ten Fat Sausages." Teachers are very effective in teaching the basic skills.

Knowledge and Understanding

66. Children make good progress in the development of their knowledge and understanding of the world as a result of good teaching. From a variety of well-planned experiences children experiment and learn practically how pushes and pulls work. Very careful questioning by the class teacher encourages everyone to think and learn, for example, "Which way do you think it will go?" Children confidently describe how a car moves when pushed, a clock's hands move when turned, and a zip works when pulled. Children have a good knowledge of their local environment and know about the work and uniforms of people in the community, for example, the post-lady and the nurse. When using the computer, reception children use the keyboard effectively to write their names and the mouse to manipulate text and pictures on screen.

Creative Development

67. By the age of five, children's creative development is above expectations for their age and they make good progress. They enjoy joining in with known number or action rhymes and in the Early Years Unit they learn new songs quickly. In reception, they listen carefully to the sound of stones, shells, counters and coins in containers and discriminate between sounds well. When exploring the containers further during the week, one boy listens carefully to two shakers he has filled and when asked if they both make the same sound, he shakes them, thinks hard and then declares, "No, this one is deeper." In the Early Years Unit two or three children use rollers, large and small brushes to paint a large picture together and make deliberate choices of colours to produce an effective piece of work. They print with sponges and learn to control the amount of paint they use. In reception children mix colours, paint "A starry night" in the style of Van Gogh and learn to use clay to make wide shapes by pushing and pulling. Children are confident to experiment and happy to talk about what they observe. For example, "This is curly" and "I can make it longer." Children participate fully in role-play activities and there is good provision and teaching in this area of learning in the Early Years Unit and reception classes, where the focus changes regularly, for example, from a bakery to a surgery.

Physical Development

68. Children make good progress in their physical development and standards exceed expectations for their age. They learn to use tools, materials and equipment with a good range of dexterity. Children cut accurately with scissors and they demonstrate a good level of co-ordination when emptying and filling containers. Children use a variety of construction materials to build and make objects, which develops their manipulative skills. When using the outdoor play area, children in both the Early Years and reception classes ride their good quality bicycles and scooters well and show good co-ordination in the use of pedals and handlebars as they steer confidently around the paths. They show a good awareness of others. In physical education lessons children are well taught. They learn to make good use of the space in the hall and to control their bodies well when making shapes.
69. Children settle well into the Early Years and reception classes and respond well to the opportunities created for them. Most children sustain interest in a task and concentrate for suitable amounts of time. They share and co-operate well. Children work calmly and enjoy their work.
70. The teaching of each Area of Learning is good in both the Early Years Unit and in the reception classes. Teachers transmit their enthusiasm to the children, who are keen to investigate and are proud of what they have learned. Adults make good use of praise and make clear the reasons why the child has gained success. Teachers use good questioning to increase children's knowledge and vocabulary and use imaginative strategies and methods to stimulate interest and offer challenge to the children. Some parents expressed concerns that there may be too few opportunities for structured play and exploration during the teaching day, but this was not apparent during the inspection. The teaching of personal development is good and much emphasis is placed on good behaviour, a sense of self-worth and achievement. The good teaching leads to children's good progress and attainment at five.
71. The provision for children under five is good. A broad and balanced curriculum is supported by a good balance of activities. The planning is thorough and takes account of children's needs as well as identifying links with the National Curriculum. The early years co-ordinator effectively monitors and evaluates the work of the three classes to ensure that there is an appropriate curriculum and a varied range of teaching approaches to develop all aspects of children's learning. The staff has a good understanding of the needs of children under five and is given valuable good quality support by parents and students. However, there are no qualified early years support staff who are permanently with the groups to take advantage of opportunities that arise and reduce the size of the teaching groups. There is heavy reliance on parents and students. There are good procedures for assessing children's attainment in the Areas of Learning and good on-going records of academic and social development.
72. Relationships with parents are very good and they are kept well informed through informal discussions and regular interviews and reports. Parents support the development of early reading skills well. Overall resources for learning are very good and there are very good facilities both indoors and out for the development of physical and social skills. These features have a positive impact on children's progress.

ENGLISH

73. Results of the end of Key Stage 1 National Curriculum tests in 1999 were above the national average in reading. The proportion of pupils achieving above the benchmark level 2 (Level 3) was well above the national average. In writing the results were well above the national average, the proportion of pupils achieving Level 3 being very high in comparison with the national average. In comparison with similar schools, pupils' performance in reading was below average and in writing well above average. Over four years there has been an upward trend in writing results and they are very high in comparison with national averages. Pupils' performance in reading over four years is well above the national average and the trend has been to maintain standards. Overall standards are high enough and the school has done well to maintain them. Standards have improved since the last inspection.
74. The variation in the results in 1999 was largely due to the higher number of pupils with special educational needs in that particular group, and the Literacy Strategy was still in its infancy. The school has improved grouping arrangements this year and inspection judgements place pupils' standards as well above national expectations in both reading and writing. Over four years, boys and girls perform well above the national average in reading and in writing boys' performance is very high in comparison with national averages and that of girls is well above the average. There are no significant differences in the performance of pupils from different ethnic backgrounds or for those who have English as an additional language.
75. Standards in speaking and listening are above average. At the end of the key stage most pupils listen attentively and confidently ask and answer questions. They participate well in discussions in class. For example, when asked what the "setting" of a story is, pupils respond quickly and say, "Where it happens. In this case it's the sea." This is followed by a lively discussion of the whole setting, of cliffs, rocks and the lighthouse. Pupils are keen to read out their work clearly and confidently. In 'circle time' discussions, pupils listen well to each other as they share ideas about what makes a good friend without fear of not being listened to or taken seriously. Pupils present some thoughtful ideas.
76. At the end of Key Stage 1 pupils' standards in reading are well above average. Pupils make good progress with reading skills. They enjoy reading and use a wide range of strategies to help them with unfamiliar words and have the confidence to apply these. From reception age, pupils learn to use their knowledge of letter sounds well when building up longer words. They read passages of increasing difficulty, showing understanding of what they have read and express opinions concerning events in stories and poems. Pupils read a wide variety of books and develop accuracy and fluency in reading. When they read individually or together in the literacy hour, their reading has good intonation and expression. They are reminded about this by the teacher and respond very well. From reception age, pupils know that punctuation, such as an exclamation mark, has to be taken into account when reading and that bold or italic print requires emphasis. Pupils name their favourite authors and books. One boy in Year 1 likes his bedtime story book for five-year-olds best, "Because that's how old I am." Average and higher attaining pupils make inferences and deductions about the stories they read. They know how to use a contents list and a dictionary. The school receives good support from parents and the reading diaries provide a welcome opportunity for a dialogue to arise between teacher and parent.

77. By the age of seven, pupils' standards in writing are well above those typical for their age. Pupils make good progress as they move from "practice" writing to the writing of properly spaced words in sentences. By the end of Year 2 pupils write at length, frequently in joined script, with capital letters and full stops. Higher attaining pupils use speech marks and other punctuation. Pupils plan their writing carefully and preparation time before completing work helps them extend their vocabulary and develop a sense of style. For example, when writing of the setting for the story, pupils write of "the elegant lighthouse" and "the extremely slippery path." In Year 1, pupils write of Puss-in-Boots that, "He is very boisterous," and "He is very clever." There are good examples of a range of extended writing and pupils have learned to construct a story, using a beginning, middle and end. Pupils begin to write in a legible joined script from an early age and spelling and punctuation become more consistent. Pupils benefit greatly from the careful learning of selected spellings each week.
78. From the time of entry into school, all pupils, including those with English as an additional language and those with special educational needs, make good progress. They progress from the learning of individual sounds and words in reception to reading with a good understanding of text in Year 2. In writing, pupils have learned to write for a range of purposes and with sustained thought, distinguishing carefully between narrative and descriptive writing, from the communication of meaning through simple words and pictures in reception. There is clear evidence of progress in speaking and listening from the limited, but enthusiastic responses in reception to the activities in Year 2, where pupils evaluate each other's writing and what they have learned in the lesson. Pupils' progress is enhanced by the level of teachers' expertise and in their capacity to make work interesting.
79. Pupils have positive attitudes towards their work. They sustain their interest throughout the lessons and listen attentively. Pupils respond well to the sensitive management by teachers and work well together in group activities. When pupils read out their work or present their ideas, other pupils receive them with respect and respond with appreciative and evaluative remarks in a friendly manner. Pupils learn to expect to work quietly during the literacy hour, without direct supervision for part of the lesson. Pupils enjoy using computers to draft and correct their work.
80. Teaching is good overall. It is good or better in 90 per cent of lessons. Teachers make very good use of the guidelines for the Literacy Strategy and plan their work very carefully and imaginatively. This provides a structure of high quality learning opportunities for pupils and aids their progress. For example, pupils regularly learn spellings in an organised way. Teachers make good use of teaching materials and have a range of interesting activities so pupils are motivated to listen and learn. Pupils make good progress when the teacher sits with groups to hear them read and check their comprehension. Teachers plan links with other subjects with imagination and forethought so that pupils build systematically on their learning. Teachers use praise effectively to stimulate thought and ask challenging questions during lessons, always encouraging pupils to 'have a try' before giving them an answer. They respond sensitively to pupils' answers, which builds pupils' self-confidence and leads to good progress. There is consistent marking of pupils' work and helpful comments about how work can be improved. Pupils are always asked to explain what they have learned in lessons and teachers assess each lesson carefully before planning the next lessons. On the occasion when a lesson was not satisfactory, several pupils were restless and time was spent on settling them rather than on developing pupils' learning. Teachers make satisfactory use of homework to reinforce points made during lessons. Overall the

good quality of teaching enhances pupils' capacity to learn. Pupils acquire new knowledge and increase their understanding well.

81. The school has been very effective in planning for the Literacy Strategy. Great care is taken to ensure that pupils are given tasks that are well matched to their capabilities and will interest and challenge them. Literacy skills are extended into other subjects. Pupils write accounts about geographical and historical matters. Pupils write 'thank you' prayers in religious education and pupils' reading skills are used well in science to help them find information. Proper emphasis is placed on speaking and listening skills, which are supported effectively by positive questioning by teachers during lessons. Good speaking and listening skills are present in physical education lessons, when pupils evaluate each other's work. Opportunities for role-play and drama are provided for all year groups and good use is made of the resource area to transform it from a television studio, for presentation of weather reports, to a storyteller's palace. Pupils' learning is greatly enhanced by these activities, which include all aspects of literacy.
82. The English curriculum is good and the subject is well co-ordinated. The school uses the analysis and evaluation of test results to correctly identify priorities for action and to improve performance. There are good procedures for formal assessment of what pupils know, understand and can do. Resources to support the teaching and learning of English are good. The range and quality of fiction in the classrooms and non-fiction and reference books in the library is good. The school plans a lunch time library club for Year 2 pupils to give them an opportunity to learn how to use the classification system and improve their library and research skills.
83. Pupils are taught conversational **French** in Years 1 and 2 for approximately 15 minutes each week. The 15 minute lesson observed with a Year 2 class was very effective. The teacher has a very good accent and presence in the lesson. All pupils showed great enthusiasm for speaking simple phrases to name parts of their bodies. The lesson was conducted almost entirely in French. Although only short, it is clear that these lessons are very successful and pupils are ready to learn French in this way. Pupils are receptive and respond very well. The provision is very worthwhile and very good value for money.

MATHEMATICS

84. Standards in mathematics over the last four years have been well above average. Standards observed during the inspection are well above average. However, the results of National Curriculum tests at the end of Key Stage 1 show that standards last year were average. In comparison with similar schools, results were below average last year. Of some significance was the average proportion of pupils who achieved above what is expected (level 3), showing that the school continued to cater well for its higher attaining pupils. The results last year are explained by the lesser capabilities of the year group. As with results in English, this trend has been confirmed with the junior school. The school in the past has mostly met its targets and the targets for this year are realistically high. Overall standards are high enough and the four-year average standard is an improvement over the last inspection.
85. Currently the oldest pupils in school demonstrate well above average levels of knowledge and understanding of mathematical ideas. Higher attaining pupils work with numbers up to 1000. Average attaining pupils use numbers to 100. Lower attaining pupils work with numbers up to 50 initially and then up to 100 by the end of the year. At

the end of the key stage, higher attaining pupils mentally add 150 to 20 accurately, repeat multiples of ten, five and two, know the days of the month and know how to tell the time. They work out the change from more than one pound when answering problems and measure in whole centimetres. Average attaining pupils understand halves and quarters in shapes, know that four sets of 2 are eight, subtract 10 from 63 and know how to double and halve numbers. Lower attaining pupils and those with special educational needs, calculate half of 14 correctly, add coins to make 10 pence, cut shapes in half and understand basic aspects of time such as whole hours and half past the hour.

86. Similar to Year 2, a high proportion of pupils work at levels which are above expectations for their ages in Year 1. Higher attaining pupils know that 14 plus an unknown number makes 18, they know the common two-dimensional shapes, the days of the week and they solve problems one year in advance of their age. Average attaining pupils sequence numbers in twos, work with money up to 10 pence and measure small items in centimetres. Lower attaining pupils add 5 to 5 accurately, know how to tell the time when it is at the hour and work with money up to 10 pence. Pupils with special educational needs continue to learn how to write numbers and to solve problems using numbers up to 10.
87. Numeracy skills are used in many other subjects. For example, pupils use measuring and weighing skills in science to help them quantify their results. In design and technology, pupils estimate and measure lengths; in geography, pupils begin to see that numbers are an important part of the subject when looking at maps, distances and temperatures. In history, pupils know that dates are very important and are used to order time.
88. Pupils' attitudes are very good; they respond well to their teachers' enthusiasm and work well at the tasks they are given to do. Pupils behave well and this has a positive effect on the standards they achieve. Positive relationships are a major factor in enabling pupils to work collaboratively and to learn from each other.
89. The introduction of the Numeracy Strategy throughout the school has resulted in pupils further developing a secure understanding of what they are taught. This is demonstrated by the way in which they confidently talk about what they have learnt. The co-ordinator has a good understanding of the subject and a clear idea of what standards are and how they are being improved. For example, test results are evaluated for their strengths and weaknesses and lesson plans adapted accordingly. The work of the co-ordinator and the quality of mathematics resources have a positive impact on pupils' standards of work.
90. Pupils, including those with special educational needs and with English as an additional language, achieve well through the school. They acquire knowledge and understanding across all aspects of the subject and make good progress. For example, reception children learn through investigation how to count to 20, to add single digits together, to find the symmetry of a bear and to repeat simple patterns. By Year 2, most pupils have a clear understanding of all that they are expected to know. Teachers explain ideas well, which leads to pupils' good progress. Pupils consolidate their learning well, for example, using information technology to practise counting activities.
91. The quality of teaching is good; it is a major factor in the high standards that are achieved. Teachers are very competent in teaching the basic skills of mathematics. For example, most pupils learn to write and understand numbers using hundreds, tens and

units. Teachers' knowledge and understanding of the subject generally are good. This feature was particularly evident in a very good lesson about counting in Year 2. Planning is well focused and teachers are clear about what they want their pupils to learn. Teachers ensure that tasks are carefully chosen to bring about that learning. Teachers make accurate assessments of what pupils know, understand and can do. This process allows teachers to group pupils so that they are well matched to the tasks they undertake. The good match of work allows pupils to make good progress. Teachers make satisfactory use of homework to reinforce points made during lessons. Pupils learn well because teachers are hard-working and well organised. Teachers' attitudes to the job encourage pupils to take lessons seriously and encourage enthusiasm for the subject. In virtually all lessons, pupils are required to apply considerable intellectual effort in their work. They are required to sustain concentration and to show that they understand what they are doing. The breadth of the curriculum and the emphasis on practical, first hand experience has a positive bearing on the standards achieved as pupils develop a secure understanding of what they are being taught.

SCIENCE

92. Standards in science are above average throughout the school. The results of teachers' assessments at the end of Key Stage 1 show that standards last year were above the national average; almost all pupils achieved at least in line with what is expected of them. But of particular significance was the very high percentage of pupils who achieved levels above what is expected, showing that the school caters well for its higher attaining pupils.
93. Currently the oldest pupils in school demonstrate high levels of knowledge and understanding of scientific ideas. For example, in lessons where pupils carried out practical activities to investigate the effects of pushes and pulls as forces, they demonstrated a clear understanding of how such forces can be used to make objects speed up, slow down or change direction. In carrying out investigations, pupils make predictions and communicate their observations well. However, the emphasis on practical activity has tended to result in less well developed recording skills. The range of scientific knowledge and understanding of all pupils is very good. For example, their work shows an understanding of physical processes such as electricity and life processes such as growth.
94. Pupils' attitudes to science are very good; they respond well to their teachers' enthusiasm and work well at the tasks they are given to do. Positive relationships are a major factor in enabling pupils to work collaboratively and to learn from each other.
95. Standards have improved well since the last inspection, when pupils were judged to be achieving average standards and progress was satisfactory. Standards are now above average, and are particularly high in terms of the percentage of pupils attaining above the expected levels. The introduction of a more practical approach throughout the school means pupils develop a secure understanding of the science they are taught. This is demonstrated by the way in which they confidently talk about what they have learnt. The co-ordinator for science has a good understanding of the subject and a clear idea of what the standards are and how they are being improved.
96. Pupils, including those with special educational needs and with English as an additional language, achieve well through the school. They acquire knowledge and understanding

across all aspects of the subject and make good progress. For example, reception children learn through investigation how actions such as pushing and pulling make things move; by Year 2 pupils have a clear understanding of pushes and pulls as forces acting upon objects in different ways. Pupils' good literacy and numeracy skills allow them to record and measure effectively.

97. The quality of teaching in science is good and on occasions is very good; it is a major factor in the good standards that are being achieved. Planning is well focused. Teachers are clear about what they want their pupils to learn and ensure that tasks are carefully chosen to bring about that learning and good progress. They are then able to assess effectively pupils' learning. For example, in a reception class the teacher set up a range of carefully chosen objects so pupils could explore movement. She made assessments by questioning the level of understanding of individuals. As a result, pupils developed their understanding, and the teacher gained information with which to plan the next work. Teachers' knowledge and understanding of the subject are good. This is demonstrated in the high level of questioning used. For example, in a Year 2 lesson the teacher used careful questioning of individuals and groups of pupils as they explored forces, in order to guide their thinking and present them with challenges.
98. The school has a wide range of good quality resources and teachers use them well in their lessons. This has a positive effect on pupils' interest in their work and on the progress they make. Teachers also use outside resources well; for example the reception teachers took their classes to the local park to investigate pushing and pulling. On their return it was obvious that the experience had reinforced children's understanding of the idea, but on a larger scale. Information technology is used effectively to reinforce pupils' learning. Pupils were observed using a program about how forces can be directed.
99. The breadth of the science curriculum and the emphasis on practical, first hand experiences has a positive bearing on the standards achieved as pupils develop a secure understanding of what they are taught. There is currently a weakness in the development of recording skills; only limited recording takes place and this means that pupils do not gain these skills in a progressive way. The time allocated to science is low but the time available is used well, due to the well focused teaching and the effective links with other subjects. Teachers make satisfactory use of homework to reinforce points made during lessons.

ART

100. Standards in art are above what is expected for pupils of this age. There are particular strengths in the development of drawing skills and in the confidence with which pupils use a range of media. High standards have been maintained since the last inspection. The oldest pupils in school show a developing capacity to represent what they observe and often do so with a high level of accuracy and attention to detail. They work with a range of tools and understand how different effects can be obtained. For example, Year 2 pupils drew fruit using soft pencils, and drew metal objects with pens. They observed carefully and drew accurately, demonstrating a growing awareness of light and shade and experimenting with ways of representing this in their drawing.
101. The work produced throughout the school is of a high quality and pupils, including those with special educational needs and with English as an additional language, gain skills and confidence across a wide range of media. For example, reception children

explored clay and experimented with making shapes and patterns, and Year 1 pupils selected materials with which to weave. Pupils' attitudes to the subject are very good. The high level of interest and concentration with which pupils work is a reflection of the enthusiasm and expectations of their teachers and has a positive effect on the quality of the finished work.

102. Good quality teaching has a major impact on the standards and progress made by pupils. Teachers have high expectations of what pupils can achieve and in the best lessons they encourage pupils to evaluate and develop their work. There is a range of good quality resources in the school and teachers use them very well. This has a positive impact on the quality of the curriculum and the motivation of pupils. Teachers deploy support help well; parents make a valuable contribution to the provision for art as they supervise groups of pupils. This works particularly well when they have been well briefed and know what the teacher wants the pupils to learn. For example in a reception class, when children experimented with clay, the parent knew the words the teacher wanted her to use and encouraged the children very effectively.
103. There is only limited time allocated to art, but teachers make the best possible use of the time available and provide a worthwhile experience for the pupils. They are well focused in their planning, helped by the clear guidelines provided by the co-ordinator, and no time is wasted in lessons. Art usually takes place alongside other activities, but the teachers always provide a good introduction to the topic and intervene as appropriate with individuals or groups to ensure that pupils continue to be challenged. Effective links are made with other subjects and this enhances pupils' experience; for example, the work on textures in Year 1 linked science and art very well. The co-ordinator has a high level of enthusiasm and expertise in the subject and is developing the subject well in the school. Art around the school is monitored and evaluated effectively. Drawing and painting programs are introduced appropriately using information technology.

DESIGN AND TECHNOLOGY

104. Overall standards in design and technology are in line with national expectations and standards have been maintained since the last inspection. Throughout the school pupils, including those with special educational needs and with English as an additional language, make satisfactory progress. They make good progress in the making of basic winding mechanisms and in their knowledge and understanding of how these work.
105. In reception, pupils develop skills in cutting, sticking and drawing and extend their skills and knowledge over time, applying these skills with a wider range of materials and in a greater variety of situations. They fix together different shapes and sizes of construction apparatus to make vehicles and models. In Year 2, pupils with no previous experience of such mechanisms learn to make models from designs and instructions on cards. They learn that a winding mechanism has an axle that turns a handle and cogs. When they tell their teacher that the crimping machine will not crimp their paper they are asked, "What could you do?" There is deep concentration whilst they watch to see if their 'crimper' works after they have changed the paper. By experimentation and discussion they work out that it is the thickness or width of the paper that affects the success of their crimping machine. Others who experiment with a colouring wheel are delighted with the effects when one of them makes it go fast. Pupils try to build their own winding mechanism and, when the teacher shows them

how to attach an inside wheel to keep it firm, use a similar method when they have difficulty keeping a larger wheel in place. Pupils' learning progresses well in the lesson and skills in solving problems are extended. Year 1 pupils, building on previous experience in reception where they cut and tasted fruit and vegetables, learn how to classify some fruit and vegetables according to whether they need peeling or washing before eating. The skilful questioning of the teacher helps them extend their answers and thinking, develop their vocabulary and make good progress.

106. Pupils' response to design technology is good. They greet a visitor enthusiastically with, "We've just made a colouring machine," or "We've made a crimping machine," and they are proud of their achievements. They work together in groups, discussing, exchanging ideas and trying to make the mechanism as effective as possible. In food technology, one pupil acts as a scribe to list the group's descriptions. For example celery, which they say is, "shiny, silky, crunchy and cold." At the end of the lessons there are clear expectations that pupils will clear away and they do this quickly and efficiently. They are so interested in their task that their behaviour is good and their positive attitudes lead to good learning in the lesson.
107. Teaching of design technology is good. Teachers stimulate pupils' interest and imagination by carefully planned and focused teaching. The planned use of design technology in other lessons, for example, the needlework planned for the JC2000 project, encourages suitable activities to be set and the incremental development of skills and knowledge. Teachers introduce lessons in a manner that excites pupils and makes them want to learn. They explain tasks clearly and organise the time well so that everyone has the opportunity to make something. Pupils learn not to ask the teacher for solutions but to try out their own ideas first. At the end of the lesson teachers and pupils evaluate what has been achieved in the lesson. Pupils comment that they have learned to follow instructions and what it is that makes the winding mechanism work or why certain foods require preparation before eating. The teaching has a positive effect on pupils' learning.
108. The co-ordinator is very effective in ensuring that good quality resources, including reference books, are available for all groups. The thorough assessment of pupils' learning in lessons ensures that tasks match pupils' capabilities well and always offer challenge. Basic measuring and labelling skills feature in pupils' work.

GEOGRAPHY and HISTORY

109. No history or geography lessons were observed during the inspection. History, geography and design and technology are taught for one term in each year. This term it is the turn of design and technology. However, scrutiny of the school's long-term planning indicates that an appropriate curriculum is offered. For example, in Year 2, pupils study why we remember Florence Nightingale and, "How do we know about the Great Fire of London?" Later in the year, pupils study the geography of going to the seaside and make comparisons between places. In Year 1, pupils study toys and make comparisons between toys now and in the past. They study what homes were like long ago. Later in the year, pupils explore the school grounds and the village and answer the question, "How can we make our local area safer?"
110. Conversations with several pupils, evidence of their work from the previous term and displays around the school further indicate that an appropriate and relevant curriculum is in place. In Year 2, the school provided evidence of pupils' written work about

Florence Nightingale, the Great Fire of London, Louis Braille and the story of Guy Fawkes. There was also some evidence of geographical work about Australia, the main cities and about the Great Barrier Reef (an additional topic). Pupils in Year 1 have also studied features of their houses and made comparisons between them. Evidence from the work presented shows that pupils record ideas clearly and make good drawings and diagrams to support their descriptions and comments. Artistic and literacy skills are well developed. There is evidence in pupils' work of interest, concentration and effort. There is also evidence of good teaching, where for example, teachers begin with ideas that are immediate to pupils and then branch out into more far-reaching ideas. For example, the geography curriculum starts with home and the school and then moves out into the village and then to aspects of the coast. Pupils' literacy and numeracy skills have a positive impact on what they understand and how they communicate it.

INFORMATION TECHNOLOGY

111. The school has made good progress since the last inspection. In this inspection, unlike the previous one, teachers were observed teaching procedures to whole classes on two occasions and to smaller groups. The school has maintained the standards expected nationally since the last inspection and pupils, including those with special educational needs and with English as an additional language, make satisfactory progress. Pupils in Year 1 learn how to use a basic control programme. 'Teddy' is guided around and over various objects in an imaginary playground. The teaching is competent; pupils learn very quickly how to use the command keys and to control the mouse.
112. In Year 2, pupils are taught to search for information on a CD-Rom, using keywords and general headings to speed up the process. This proved to be a good use of time, pupils were attentive and they soon grasped what had to be done and could see the purpose of the procedures they were taught. Pupils made good gains in knowledge. Throughout the school teachers have sufficient subject knowledge to teach information technology well. The teaching has a positive influence on pupils' progress and standards of work.
113. The school has recently devoted a large amount of money to buying a computer suite. Although it is not in use at this moment, once it is it will be a very good resource. Standards are likely to rise. Whole classes working in threes will be able to use good quality machines. At present, information technology is used effectively to reinforce pupils' learning. Pupils were observed using a program about how forces can be directed in science. In mathematics, pupils practise counting activities in a wide variety of ways. As pupils grow older, they become more competent in the use of the keyboard and mouse and these practice activities help them to make good progress in other aspects of information technology.
114. A scrutiny of teachers' planning reveals that the school has planned for all aspects of information technology. The school, because of its collaborative nature, carries out its plans in full and with a sense of thoroughness. Good use is made of information technology to support work in other subjects. Over the key stage, pupils experience, for example, drafting and correcting their written work in English and drawing and painting programs in art. They also use further programs that support work in subjects, such as geography and history. For example, pupils find out much about the people they study. The skills of information technology are consistently taught throughout the

school and in a way that allows pupils to develop their knowledge logically. The subject is well co-ordinated and the school monitors planning carefully. Through teachers' assessments the school checks that pupils have experienced all that they should and that appropriate standards are maintained. Good use has been made of the recent government guidance in this subject. The school is very well aware from its evaluations of provision what it needs to do next.

MUSIC

115. The attainment of pupils in music has been maintained since the last inspection and is broadly in line with national expectations. All pupils, including those with special educational needs or with English as an additional language, make good progress.
116. At the end of Key Stage 1 pupils have acquired a wide repertoire of songs and rhymes. Pupils sing together with enthusiasm; their tone is pleasant and diction clear. Pupils listen attentively to music in assemblies, matching their words well to the playing of the guitar. Pupils sing well when unaccompanied and maintain good pitch and timing when singing an "echo" song. Pupils in reception sing rhymes and action songs joyfully and have learned good skills of precision in playing wood-blocks, triangles and shakers at the exact moment these are required. They learn to discriminate accurately between sounds produced by an assortment of shells, stones, counters and money in shakers that have a very fine difference of pitch between them. In Year 1, pupils learn new songs quickly and sing in contrasting soft and loud tones effectively, adding percussion to stories and songs confidently. Pupils learn to moderate and graduate their voices well. They show an understanding of gradually making notes louder and softer or faster and slower and are able to improve the quality of their tone when doing this during the lesson.
117. Pupils' response to music is good. They are extremely enthusiastic and Year 2 pupils who learn to play the recorder show a pleasing commitment and pride in their achievements. They are delighted when they learn that they will have the opportunity to perform in front of their parents and the school in assembly. Pupils show interest in instruments, enjoy listening to music and are productive. The teaching is good. Teachers' expertise is sufficient to allow pupils to make good progress. Teachers take many opportunities to give pupils practical experiences and generally the demands made on pupils are challenging.
118. The co-ordinator has provided a scheme of work which supports staff well and gives them the opportunity to develop their own musical skills in all aspects of the programmes of study. Resources are very good and are stored centrally so that they are accessible to everyone. Pupils value opportunities to perform at school concerts.

PHYSICAL EDUCATION

119. Pupils, including those with special educational needs or with English as an additional language, make good progress in physical education and overall their levels of attainment at the end of the key stage are above what is typical for seven year-olds. This is an improvement on the standards reported during the previous inspection.
120. Older reception pupils make curled shapes, change them into twisted shapes and move at high and low levels. Pupils comment sensibly upon whether their classmates

have carried out the necessary tasks well enough when it is their turn to watch. Pupils learn to follow instructions and to link shapes from one to another. In Year 1, pupils recall names of body parts upon which they have travelled, such as feet and hands. Most pupils successfully, for example, lie on their backs holding their feet, arms and head upwards and still. They hop and skip in and out of spaces successfully. When asked by the teacher, pupils state the difference between two sets of apparatus and refer to the height of them. Higher attaining pupils show very good balancing skills on a narrow beam. Pupils learn to transfer balancing skills from the floor to apparatus.

121. Year 2 pupils are well on the way to linking movements together. For example, pupils explore travelling in high and low positions. They make four movements at one height and another four at a different level. Generally their movement is well controlled as they link three sets of movements together. Pupils learn to move smoothly between heights and to think ahead about what they are going to do.
122. Pupils' attitudes and behaviour are good. Pupils of all ages are interested in what they do and they make good attempts to carry out the teachers' instructions. Older pupils were particularly patient whilst their classmates performed their sequences and they commented sensibly about how successful they thought they have been. Pupils concentrate well and make plenty of physical effort in their work. They crawl backwards and forwards and find interesting ways to get on to and to get off their pieces of equipment. Most pupils wait their turns in a mature way. There is plenty of evidence of enjoyment in lessons.
123. The teaching is good. The school has prepared a good curriculum and all the compulsory elements of physical education are present. Teachers' levels of expertise and expectations of what pupils should do are good. Pupils are clear what they have to do and lessons are well organised so that there are periods of intense activity and periods of rest. There is a good emphasis on the use of space and groups are generally well managed. Just occasionally a few pupils do not follow instructions quickly enough and teachers have some difficulty in keeping these pupils on task. Particularly good use is made of group evaluations. Pupils showed on several occasions that they are capable of deciding who has done well and who needs to improve their work. Teachers demonstrate the required movements well, using higher attaining pupils or themselves. Some make very good use of praise to motivate pupils. The planning is good. Pupils acquire new knowledge and skills and develop ideas well. Most pupils are productive and work at a good pace and sustain concentration. The good teaching leads to good attitudes to work and to good progress and attainment.

RELIGIOUS EDUCATION

124. Pupils' attainment in religious education is in line with the expectations of the locally agreed syllabus and pupils, including those with special educational needs and with English as an additional language, make satisfactory progress. From entry into the school, pupils increasingly understand that people have different points of view and beliefs. Year 2 pupils have acquired a clear knowledge and understanding of aspects of Christianity, Islam, Sikhism, Judaism and Hinduism. They have learned what symbols are associated with different religions, for example, the Bible with Christianity and the Qur'an. Through sensitive teaching, pupils learn that there must be respect for items which are precious to others and discuss how they would feel if someone damaged or showed a lack of respect for something which was special to them. They

recall their previous learning about the other faiths and build on this effectively. From reception, pupils learn the value of prayer and how it is carried out in school. They write their own "Thank you" prayer, to give thanks for all they can see around them; birds, trees, the sun and the rain. In school "Get Togethers," (assemblies) older pupils read short extracts about traditions in different countries, for example, "Lost Monday" in the Netherlands. As part of their 'festivals' theme, they develop greater knowledge of the world around them and other faiths. Their capacity to reflect and contribute to discussions improves.

125. Year 1 pupils listen carefully to a poem about a wet day. The expressive reading of the teacher helps them to reflect on the poem before they energetically discuss the water found in different rooms in their homes. They learn about the ways in which firemen get water from the street through a clear explanation from the teacher. Literacy skills are used in the discussion. Pupils take advantage of prompts around them and refer to their word lists for spellings as they write about occasions when people get wet, for example, the policemen on duty, the post-lady delivering letters and coming to school.
126. Pupils' attitudes are good throughout the school. They respond positively in lessons and assemblies and are well behaved, showing tolerance and friendship. Pupils listen attentively, for example in Year 2 lessons about "special things," pupils show interest in the rules people follow. Pupils enjoy their lessons and talk freely with each other or in small groups. This makes a positive contribution to pupils' achievement and learning.
127. Teaching is good overall and in some lessons is very good. The teaching has a positive impact on the progress pupils make. Teachers use the recently introduced scheme of work, which the co-ordinator has prepared, very effectively to ensure that the locally agreed syllabus is followed. The introduction of these guidelines is beginning to have a positive impact on pupils' capability to reflect and extend their learning because teachers are using it imaginatively and well. Teachers use available resources well and use them to develop a feeling of empathy with people from different religions. They build on learning in other subjects, for example, personal and social education and bring the idea of "special" into the half term's theme of sacred things well.
128. The curriculum is broad and balanced and pupil's literacy skills are put to good use, enabling pupils to communicate their ideas clearly. There are regular visits to the church and pupils' learning benefits greatly from visitors who come to share their own beliefs and faiths with them.