

# INSPECTION REPORT

## **ANTON INFANT SCHOOL**

Andover

LEA area: Hampshire

Unique reference number: 115973

Acting Headteacher: Nigel Ash

Reporting inspector: David Penney  
23039

Dates of inspection: 21 – 24 May 2001

Inspection number: 191365

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

© Crown copyright 2001

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:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Wellesley Road Andover Hampshire
Postcode:	SP10 2HF
Telephone number:	01264 365168
Fax number:	01264 332732
Appropriate authority:	The governing body
Name of chair of governors:	Ms R Peszkowski
Date of previous inspection:	January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23039	David Penney	Registered inspector	Special educational needs Mathematics Design and technology Information and communication technology Music Physical education	What sort of school is it? The school's results and pupils' achievements. How well are the pupils taught? What should the school do to improve further?
9039	Bernard Eyre	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
20415	Jim McHugh	Team inspector	Equal opportunities Foundation stage Science Art	How good are the curricular and other opportunities offered to pupils?
15011	Marion Wallace	Team inspector	English Geography History Religious education	How well does the school care for its pupils? How well is the school led and managed?

The inspection contractor was:

Bedford Primary Inspections  
2 Grange Lane  
Cople  
Bedford  
MK44 3TT

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 Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education

Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6 - 9</b>
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	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10 - 12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12 - 13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13 - 15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15 - 16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>17 - 20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>21 - 24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>25 - 40</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Anton Infant School is an average sized infant school with 176 boys and girls on roll. Numbers on roll have fallen in recent years since the transfer to junior school of an unusually large year group; the school has now returned to being one with two classes in each year group. About a quarter of the pupils live outside the school's natural catchment area. The number of pupils from ethnic minority backgrounds is very low; only one has English as an additional language and this pupil is bi-lingual. The proportion of pupils known to be eligible for free school meals is well below average. Fifty-two pupils are on the school's register of special educational needs; at almost 30 per cent of the number on roll, this is broadly average, although this is almost double what it was at the time of the previous inspection. The proportion of pupils with a statement of special educational needs is broadly average. Most children have some experience of pre-school education and their standards of attainment on entry to compulsory education, as measured by objective tests, match those expected nationally for children of their age. There are strengths in their language, mathematical and personal development but many find it difficult to apply the knowledge they have to new situations and have below average work-skills.

### **HOW GOOD THE SCHOOL IS**

The school is effective. However, over the recent past the absence of a permanent headteacher, actively in post, has delayed progress in many areas of the school's practice. The staff of the school have managed remarkably well. They have ensured that the effects of this lack of leadership were not felt unduly by the pupils and that standards of care and support have been maintained at a high level. Nevertheless, standards in English and mathematics have suffered and have fallen in comparison with national averages, particularly as the situation wore on. Some pupils, particularly the higher-attaining ones, do not achieve the standards that they could and should do. The causes of this under-achievement have been removed as systems and procedures for planning and assessment, particularly in English and mathematics, have been consistently implemented across the school within the last school year. As a result, pupils' standards of achievement are rising encouragingly. The quality of teaching is never less than satisfactory and is often good in all lessons. Further work is necessary to ensure that standards in all classes rise to match the best practice in the school. The school gives satisfactory value for money.

#### **What the school does well**

- Children achieve good standards in the reception class, especially in literacy and personal development.
- Pupils achieve above average standards in reading, number, science, art and design and religious education by the time they leave school.
- Key staff have worked very effectively to manage the direction of the school and to improve many of the structures needed to assure a consistent approach to planning and assessment.
- The governors' understanding of the strengths and needs of the school is excellent and they have been highly influential in shaping the direction of the school.
- The partnership between the parents and the school is very good.
- The teamwork in the school is very good and means that the capacity to improve further is also very good.
- The quality of teaching is good, overall. Learning support assistants have high levels of expertise and contribute well to pupils' learning.

#### **What could be improved**

- Standards in information and communication technology (ICT) are unsatisfactory.
- Higher-attaining pupils do not always make enough progress because teachers do not use assessment information consistently in all subjects to plan further work that closely matches the needs of all pupils.
- Schemes of work in subjects other than English, mathematics, science and art and design do not identify clearly enough in logical sequence what skills pupils are to learn and what understanding they might acquire.
- Current good practice is not identified and shared by all staff.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in January 1997. Since then, improvements have been good, overall, particularly in this academic year. The key issues of the previous inspection report have been addressed soundly, overall, with continued work needed to improve provision and standards in ICT. The school has suffered from a lack of continuous leadership, which has had implications for the stability of classroom teaching, and this was a key factor in the dip in last year's national test results. Nevertheless, key staff have worked very hard and to good effect to improve practice and procedures in the important areas of the planning and assessment of English and mathematics and have ensured that they are being consistently applied throughout the school. These structures have been important factors in raising the standards of teaching and, more recently and as a consequence of the analysis of national test results, pupils' standards. More work remains to be done to extend this practice effectively to other subjects. Many schemes of work have been improved although more work remains to be done to ensure that they are used effectively by all teachers to match tasks closely to the developing needs of individuals and groups of pupils.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	C	B	D	E	well above average    A above average        B average                    C below average          D well below average    E
Writing	C	B	C	E	
Mathematics	D	C	D	E	

Standards attained by seven-year-old pupils in the national tests in 2000 were below average in reading and mathematics although they matched the national average in writing. In comparison with similar schools, standards were well below average in all tests. Fewer pupils achieved the higher levels in each of these tests than was the case nationally and, particularly in reading and mathematics, a greater proportion of pupils than nationally did not achieve the expected levels. However, over time results in the school have risen at a rate that matches the national trend. Inspection evidence is that children at the end of the Foundation Stage attain standards that are well above those expected for their age in communication, language and literacy and their personal, social and emotional development. Their standards are above expectations in mathematical development, knowledge and understanding of the world and creative development and match expectations in physical development. Pupils' standards in Year 2 in reading, the number aspect of mathematics, science and art and design are above those expected for their age nationally. In religious education, standards are above those expected of the locally Agreed Syllabus. In speaking and listening, writing, mathematics overall, design and technology, geography, history, music and physical education, standards match those expected nationally. However, standards in information and communication technology (ICT) are below those expected. Most pupils make good progress in reading, number work, science, art and design and religious education. In the other subjects, they make satisfactory progress, overall, except in ICT, where progress is not good enough. The progress of pupils with special educational needs is good when they are working with designated support; at other times it is similar to that of their peers. Higher-attaining pupils generally do not always make the progress that they could or should because the work set for them is sometimes not as demanding as it should be.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils generally work well at the tasks set for them, particularly when these are challenging.
Behaviour, in and out of classrooms	Good. Pupils play amicably together and behave well in and around the school. A small proportion of pupils exhibit challenging behaviour at

classrooms	times.
Personal development and relationships	Good. Pupils are friendly and polite to adults and visitors. They develop their sense of responsibility well.
Attendance	Good. Attendance rates are above the national average.

## 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.*

All the teaching is of at least satisfactory standard, overall, although in some lessons, teachers' strengths and weaknesses are finely balanced. The quality of teaching is very good or better in 14 per cent of lessons. Teaching is more often of good or better quality in the Foundation Stage but there are examples of this quality of teaching in all classes in the school. The teaching of English, including literacy, mathematics, including numeracy, science, art and design, history, religious education and special educational needs is good; in these subjects and areas, pupils make good progress. It is satisfactory overall in geography, music and physical education; as a result, pupils make generally satisfactory progress in these subjects. Little or no teaching of design and technology or of ICT was seen during the inspection but evidence of pupils' work and teachers' plans indicates that it is at least satisfactory overall in these subjects. In some classes in Key Stage 1, the pace of learning is insufficient and pupils do not make as much effort as they should to learn.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum is broad and balanced. It meets the needs of all pupils although the higher-attaining ones need to be given work that stretches them more. Schemes of work need to be developed more fully in some subjects. There is scope to improve the range of extra-curricular activities. Provision for personal, social and health education is good.
Provision for pupils with special educational needs	Good. Provision is carefully targeted to the needs of identified pupils. Support assistants are well qualified and make a good contribution to pupils' learning. As a result, pupils make good progress when closely supported individually or in small groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' cultural development, although satisfactory, would benefit from an increased emphasis on the multi-cultural nature of today's society.
How well the school cares for its pupils	Satisfactory. New systems for assessing pupils' attainment and progress in some subjects are good and need to be extended to include other subjects. The school is a safe and caring environment. Procedures for monitoring attendance are good. The partnership with parents is very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school has suffered because it has not had a permanent headteacher actively in post in recent years; as a result, the rate and direction of school improvement have been adversely affected. Key staff have done a remarkable job in managing the school and effecting as many improvements as they have. The capacity to improve further is very good because of the high quality of teamwork throughout the

	school.
How well the governors fulfil their responsibilities	Very well with some excellent features. Governors have been highly influential in maintaining the direction of the school and the effectiveness of its provision through very good levels of support for the members of staff. They have an excellent grasp of the strengths and weaknesses of the school and a resolute determination to ensure that it continues to improve.
The school's evaluation of its performance	Good, overall. This is an area of the school's work that has suffered from lack of consistent leadership. Nevertheless, members of staff have worked effectively to improve provision and practice, with the result that standards are rising. The newly appointed headteacher needs to identify current good practice and spread it more widely in the school.
The strategic use of resources	Satisfactory, overall. The day-to-day use of resources is good but the school has lacked a strategic direction because of leadership difficulties. All finances are targeted well at the identified priorities on the school development plan. The principles of best value are applied well. Resources are good and the accommodation is very good. Teachers and support staff are well qualified and experienced.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• They make good progress.</li> <li>• The quality of teaching is good.</li> <li>• Their children are expected to work hard.</li> <li>• They are kept well informed about how their children are getting on.</li> </ul>	<ul style="list-style-type: none"> <li>• The appointment of a permanent headteacher.</li> <li>• The range of activities outside lessons.</li> <li>• The amount of homework given.</li> </ul>

The inspection team agrees with the broad thrust of parents' views, except for the fact that the amount of homework is appropriate for pupils of this age and is used well by teachers to reinforce and extend pupils' learning. However, the team judges that some pupils do not work as hard as they could because this has not always been demanded of them by some teachers. As a consequence, they have not always made the progress of which they are capable; however, recently they have made good progress. A permanent headteacher has now been appointed.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. In the national tests in the year 2000, pupils' standards at the end of Key Stage 1 were below the national average in reading and mathematics and matched it in writing. When compared with similar schools, as judged by the percentage of pupils known to be eligible for free school meals, standards were well below average in all three tested areas. These results were worse than those for previous years because a lesser proportion of pupils achieved the higher levels in this school than was the case nationally and more pupils did not attain the expected levels, particularly in reading and mathematics. Over the last three years, the school's rate of improvement broadly matches the national trend. There was no significant difference between the performance of boys and girls when compared with the national figures.

2. Many of the causes of these lower results have been addressed. In the absence of a permanent headteacher, the co-ordinators for English and mathematics have worked tremendously hard and effectively to devise and establish consistent planning and assessment systems across the school. These are having the desired effect and are underpinning teachers' practice well. As a result, in these subjects pupils are now being given work that more nearly meets their developing needs and builds sequentially and logically on their prior knowledge, skills and understanding.

3. The effects of these improvements are being felt more immediately in the Foundation Stage and in Year 1 than they are in Year 2; this is because the legacy of previous weaknesses is, naturally, taking less time to address with younger pupils who were not exposed to them for so long.

4. The results of testing on entry shows standards for the current reception class group of children to be above average in their personal, social and emotional development, communication, language and literacy and mathematical development, with their knowledge and understanding of the world to be below the standards expected of their age. This is slightly higher than for previous groups. Over time, however, children's standards as they enter the reception classes are broadly average, overall, because many of them find it difficult to apply the knowledge they have to new situations. They have work-skills and a knowledge and understanding of the world that are below average.

5. Current inspection findings are that standards generally have risen since last year.

6. Children at the end of the Foundation Stage (that stage of learning for children in nursery and reception classes) are attaining standards that are well above those expected for their age in communication, language and literacy and their personal, social and emotional development. Their standards are above expectations in mathematical development, knowledge and understanding of the world and creative development and match expectations in physical development. Overall, children make good progress through this stage of their learning and achieve standards that are good in relation to their prior attainment. Children identified as having special educational needs receive good support and make good progress.

7. By the end of Year 2, pupils attain standards that are above those expected nationally in reading, number work in mathematics, science and art and design. Their standards in religious education are above those expected by the locally Agreed Syllabus. In English, overall, and in particular speaking and listening and writing, mathematics, overall, geography, history, music and physical education, their standards are in line with those expected nationally. In information and communication technology (ICT), the standards of work seen in control and art were at the expected levels but there was

insufficient evidence of pupils' work in other areas of the subject and standards, overall, are below those expected for their age. In addition, because of the timing of the inspection, standards in design and technology were judged from the evidence of pupils' work on display; this shows that standards of designing and making match those expected nationally but there was insufficient evidence of pupils' evaluating skills for a judgement to be made about this aspect of their work in the subject.

8. Pupils make satisfactory progress between the ages of five and seven. Progress is good in relation to their prior attainment in reading, the number aspect of mathematics, science, religious education and art and design. It is satisfactory in all other subjects except ICT, where it is not swift enough across the range of the subject, a fact that the school has already recognised. Pupils with special educational needs make good, sometimes very good, progress when they work in small groups for English and mathematics with designated support assistants because work is carefully targeted to their specific needs and the assistants are skilful. The progress they make in other lessons is similar to that of their peers and is generally satisfactory. Higher-attaining pupils make satisfactory progress, overall, particularly in English and mathematics. However, some of these pupils are not achieving the standards they could and should in other subjects because the work planned for them does not meet their needs fully and does not challenge them sufficiently.

9. Those pupils identified as having English as an additional language make progress at the same rate as their peers; the pupil on roll during the inspection was fluent in English. Judgements about their standards and the provision the school makes for them will be subsumed into the general judgements throughout this report.

10. Throughout the school, the pupils' listening skills are average. They generally pay close attention to their teachers and listen with interest to other pupils. Their speaking skills are average but speaking is better in classes where the teacher uses good questioning techniques that encourage pupils to justify their answers. Standards of reading are above average; all pupils have a positive attitude to books and enjoy reading. Standards in writing are average and could be better. Pupils write stories effectively, but higher-attaining pupils are insufficiently challenged. However, standards of handwriting are not high enough. In mathematics, pupils use appropriate number operations with two-digit numbers with reasonable security, but are slow to recall basic number facts when asked to do so. In science, pupils' standards are well above the national average in those aspects of the subject that are to do with acquiring knowledge, but pupils achieve lower standards in experimental and investigative science than in other aspects of science.

11. Because the school does not cater for eleven-year-old pupils, it is not required to set targets for achievement at the end of the key stage. However, informal targets are set, based on pupils' attainment on entry to compulsory education. For this year, they are suitably challenging. Early indications are that they are likely to be met.

### **Pupils' attitudes, values and personal development**

12. Children in the reception classes attain standards in their personal, social and emotional development that are well above those expected for their age. They are confident and work and play together constructively, relating well to other children and adults. They respect each other and clearly distinguish between what is right and what is wrong. Children think independently and behave sensibly. They feel, rightly, that their ideas and contributions are valued.

13. In Years 1 and 2, pupils' attitudes to school are good. The pupils are generally enthusiastic learners who are interested in the work set. They usually work well on their tasks, especially when they are challenging, and are well mannered both in the classroom and at play. Some pupils, however, do not work swiftly enough, which adversely affects their progress. Pupils are tolerant and understanding, particularly towards their fellow

pupils who become anxious or unsure. Pupils with special educational needs have good attitudes to their work; occasionally, when in small groups, their attitudes are very good.

14. The behaviour of almost all pupils is good throughout the school day. They conduct themselves confidently in their surroundings and they are helpful to their peers. The relatively few pupils who find the classroom a difficult environment are well supported and the guidance they receive ensures that good learning continues in nearly all lessons. However, there are occasional instances, for example, in music or physical education lessons, when a small minority of pupils do not behave well enough. Relationships are good throughout the school and no incidents of oppressive behaviour were observed or reported during the inspection. Pupils work and play together very well. There have been no exclusions in the last school year.

15. Pupils have a good understanding of the meaning of trust and develop their sense of responsibility well. For example, the playground equipment is distributed and then subsequently collected and stowed away tidily with the minimum of adult intervention, and messages are relayed regularly to the office in a self-confident manner. The school is making good efforts to extend the pupils' ability to study and work independently, although more work needs to be done to stretch the most able so that they can achieve their potential. Currently, nearly all pupils have a sound understanding of how their actions impinge on other people and consider the feelings of others satisfactorily.

16. Attendance levels are good. Attendance is above the national average and there is very little unauthorised absence. This is much as was reported when the last inspection took place. Pupils arrive punctually in the mornings and settle quickly and quietly to their tasks. Registration periods are pleasing occasions with the teachers interacting well with pupils; counting and word games are used to make a smooth and enjoyable introduction to the commencement of formal lessons.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

17. The quality of teaching is good, overall, in both key stages. This is a significant improvement since the previous inspection.

18. No teaching was less than satisfactory although, in a small number of lessons in Key Stage 1, teachers' strengths and weaknesses were finely balanced. Overall, 65 per cent of teaching was good or better. Teaching is more consistently good or better in the Foundation Stage (78 per cent of the lessons seen in this key stage) than in Key Stage 1, where 63 per cent of the total seen in Years 1 and 2 were of this quality. Teaching was very good in 14 per cent of lessons, overall, which were almost evenly spread across the two key stages. All teachers taught at least one lesson that was good or better.

19. Teaching is good in English, including literacy, mathematics, including numeracy, science, art and design, history and religious education. Teaching is satisfactory, overall, in geography, music and physical education. No lessons were seen in design and technology and only one in ICT; however, pupils' work and teachers' plans and records indicate that teaching in these subjects is sound, overall.

20. Throughout the school, the quality of relationships is good, which means that pupils are willing to listen and to have a go at the activities that have been planned for them, secure in the knowledge that their efforts will be valued. Teachers' subject knowledge and their teaching of basic skills are good and so clear teaching points are made at suitable times. This enables pupils to learn new skills and acquire new knowledge well, particularly in the Foundation Stage and in the core subjects of English, mathematics and science, where teachers are better supported by effective planning and assessment procedures. The activities match the stated objectives of the lesson and are chosen carefully to interest pupils. As a result, pupils generally concentrate well and make good efforts to complete the tasks set for them to the best of their ability. Teachers use homework well to reinforce

and extend pupils' learning, for example, through regular reading tasks and the use of very good mathematical games and activities for pupils to do with their parents and families.

21. The objectives for lessons are clear and precise in English and mathematics and, increasingly, in science. However, this strength is not apparent in teachers' plans consistently enough in other subjects in Key Stage 1. As a result, teachers find it difficult to judge the effectiveness of their efforts, because they are not clear enough about precisely what skills or understanding pupils are expected to learn in that session. Teachers manage pupils' behaviour very well in the Foundation Stage and well in nearly all lessons in Key Stage 1, and so learning is good. In some classes in Key Stage 1, however, a very small minority of pupils occasionally exhibit challenging behaviour traits that are not always managed effectively enough.

22. Where lessons are less effective, for example, in music lessons in Key Stage 1, teachers' expectations of pupils' behaviour and attention is not high enough, with the result that pupils, especially the higher-attaining ones, do not concentrate enough or make the efforts to learn that they should and do not make as much progress as they could. In some other, less effective lessons in this key stage, the pace of learning is not as swift as it could be, sometimes because teachers require pupils to sit and listen for too high a proportion of the lesson, and so pupils do not progress as well as they might because they are not actively learning. Also, teachers' questioning often does not probe pupils' understanding enough and does not require them to develop their speaking skills or use appropriate technical vocabulary; in these lessons, teachers do not pose open-ended questions or challenge even correct answers to promote discussion.

23. The more effective lessons, such as an English lesson in the reception classes, a mathematics lesson in Year 1 or a physical education lesson in Year 2, are characterised by:

- clear learning objectives that are shared with pupils at the beginning and reviewed at the end, so that they know the purpose of the lesson and can judge the extent of their success;
- very good relationships, so pupils are very willing to work hard and to make real efforts to learn;
- very suitable activities that challenge all pupils and require them to concentrate actively and become involved in their own learning for a high proportion of the time;
- very good questioning that involves all pupils, probes their understanding and requires them to answer fully and, occasionally, to justify their ideas and opinions;
- the use of appropriate subject vocabulary; and
- a very good pace to the lesson, so pupils' interest is retained throughout the lesson.

24. The teaching of pupils with special educational needs is good, overall, and occasionally very good. Pupils' needs are assessed carefully and teachers devise tasks that match each individual's needs and interests closely. Support assistants are deployed well and make a good contribution to pupils' progress. They are well-qualified practitioners who use a wide range of effective teaching strategies and resources skilfully. Because relationships are very good when working in small groups, either in the class or in withdrawal groups, pupils are well motivated and make good efforts to complete the work set correctly. Support assistants keep detailed written notes of pupils' progress, which are shared regularly with the class teacher and which are taken fully into account when planning further work for these pupils. As a result of this good practice, subsequent activities build logically on what pupils already know, understand and can do; this helps to ensure good progress for these pupils in relation to their prior attainment when they are closely supported and a rate of progress that is similar to that of their peers when there is no such support.

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

25. The quality and range of opportunities for learning provided by the school are good, overall, at both the Foundation Stage and Key Stage 1, although there is a need to develop the curriculum further to ensure that higher-attaining pupils are fully challenged. The school provides a broad and balanced curriculum and subjects are taught in accordance with the National Curriculum and the locally Agreed Syllabus for religious education, which is an improvement since the last inspection. The quality and range of learning opportunities are good in all areas of the curriculum for the Foundation Stage, except physical development where provision is satisfactory; the school has plans for further development. In Key Stage 1, the quality and range of learning opportunities are good for English, including literacy, mathematics, including numeracy, art and design, religious education and science, and satisfactory for all other curriculum subjects, except for geography and ICT where they are unsatisfactory. This is because of the combined effects of a lack of leadership and of a useful scheme of work in geography while, in ICT, it is because the planned developments have not yet taken place and the use of ICT to support other subjects is not developed sufficiently.

26. The only current provision for extra-curricular activities to enhance and extend curriculum learning is a French Club limited to 14 members, and an occasional school disco. While this is broadly appropriate for pupils of this age, parents would like to see the amount of provision developed further and the school has satisfactory plans to address this aspect of its provision. The school provides good opportunities for all pupils to learn equally and to make progress.

27. Since the last inspection, there has been good improvement in curriculum provision. Whole school planning has improved as teachers have adopted a subject-based system, restricting the range of activities that pupils are engaged in and emphasising one subject per lesson. This has enabled teachers to concentrate on making timely interventions that help pupils overcome difficulties and so remove barriers to their learning. However, the medium and short-term plans still preserve cross-curricular topics and activities where appropriate, particularly in the humanities: for example, Year 2 pupils use their design and technology skills well to produce a model in a shoe box of 'my special place' that contributes to their religious education. The school is using national planning and guidelines but still needs, in subjects other than English, mathematics, science and art and design, to develop clear schemes of work that identify in a logical sequence the skills, knowledge and understanding to be learned at each stage of a pupil's development.

28. There have been significant improvements in the provision for personal and social education throughout the school and the benefits are now evident in class lessons and in pupils' work. Teachers' time and work for pupils are planned carefully to ensure pupils are engaged in appropriate activities. The school fully meets the requirements for daily collective worship.

29. Provision for pupils with special educational needs is good. The early assessment of children in the Foundation Stage is good practice and leads to early support for their learning difficulties. All the required paperwork is up to date. The targets for learning on pupils' individual education plans (IEPs) vary in the extent to which they are sharply focused on attainable improvements over a reasonable period of time. Throughout the school, adult support is targeted very closely and regularly at those with the most need and is effective in ensuring that these pupils make good progress in these sessions. The policy for special educational needs has recently been reviewed and is good. Liaison with appropriate outside agencies, for example physiotherapists and psychologists, is good and contributes significantly to the overall provision made by the school.

30. All classes have half an hour per week of personal and social education. The provision for personal, social and health education, including sex education and attention to drug misuse, is good and is covered within curriculum subjects, such as science and religious education, and in assemblies.

31. There are good links with the community and local schools. A good range of visits and visitors to the school enriches pupils' personal development. Visits from the local policeman, lollipop lady and the fire brigade help pupils to understand the role of people who help us, and the importance of co-operation. Visits to the local supermarket and bookstore broaden pupils' understanding of the differing roles that people play within it. There are many examples of supporting local and international charities: bringing Harvest produce to donate to a local crisis centre, pupils making items to sell at Christmas and Easter Fairs, and donating items to be packed in shoe boxes and sent to war zones and areas of natural disasters. Induction and transfer arrangements into the school and to the adjacent junior school are very good. A carefully managed series of pre school visits to nurseries and family homes ensures that entry into full time education is stress free. Collaborative events are organised to ensure that the pupils transferring are fully aware of the next stage of their education. Pupils who transfer into the area during the school year are both welcomed and integrated quickly into the life of the school. These links make a very good contribution to the work of the school.

32. The provision for pupils' personal development, including spiritual, moral, social and cultural development, is now good, which is an improvement since the last inspection.

33. Provision for pupils' spiritual development throughout the school is good. The strong ethos of the school offers a secure environment where pupils are made aware of their responsibilities as members of a community. Reception children are encouraged to value everyone through stories, such as 'Farmer Duck'. Stories are used well to help pupils consider the importance of helping others. A significant feature of spiritual provision is the way the school values pupils' work. Throughout the school, the presentation of pupils' work is very good, for example, artwork is attractively displayed. All pupils have their own special book containing samples of best work from across curriculum areas. Good opportunities for reflection are provided during assembly time: for example, the requirement for two pupils to complete a seemingly impossible task leads to the sudden realisation by many that co-operation is often much more successful than pursuing self-interest. These assemblies are planned well and provide opportunities to reflect on things that make the world a better place. Joy in learning was observed in assembly and many class lessons, often strongly influenced by the teachers' enthusiasm.

34. The provision for pupils' moral development is good, beginning from the day the children start school. Expectations of good behaviour are clearly identified and reinforced by all staff. Pupils reflect on their own experiences and have a very clear understanding of right and wrong. Class targets and 'rules' are clearly visible in all classrooms, with teachers making reference to them throughout the day and praising good behaviour to promote positive values. This strategy is enhanced by the school caretaker giving a weekly award for the tidiest classroom in the school. Mid-day supervisory staff also reinforce the rules well on the playground, and the lunchtime supervisor makes a weekly award to the politest class.

35. Provision for pupils' social development is good. Pupils in the reception classes are encouraged to take care of and consider the feelings of others. The strong sense of family is initiated in the reception classes where families are valued; this continues throughout the school. Stories are used well for older children to consider the importance of helping others. Pupils develop a sense of responsibility through experience of being monitors. For example, the pairing of Year 2 'reading buddies' with children in the reception classes has had a powerful effect on pupils' social development, increasing empathy for, and understanding of, others. During the inspection pupils performed duties such as arranging and clearing away classroom equipment, opening doors for adults and politely reminding others of their responsibilities on the 'monitor list': this plays an important role in developing pupils' self-confidence, self-motivation and independence. From the time the children enter the school, good relationships between parents, children and all adults in the school are well established. Pupils interact well with each other in informal play situations. In lessons,

pupils work alongside each other well and co-operate well with a partner or in small groups. This was observed, for example, when small groups of pupils were recording their observations about the conditions that plants need if they are to grow. Opportunities for pupils to develop independence are good and have developed significantly since the last inspection.

36. Overall, provision for pupils' cultural development is satisfactory. Pupils are encouraged to dress up as book characters for a day, make traditional hand puppets and draw and write about visitors to the school. Visits by the Bournemouth Symphony Orchestra and a storyteller focusing on African and Indian enrich literacy and music, extending aesthetic and cultural experiences. However, while pupils have a satisfactory understanding of their own culture, they have limited knowledge of other cultures represented in our multi-ethnic society.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

37. Since the last inspection the school has made satisfactory progress in developing assessment and the use of assessment to inform planning. The turbulence and constant changes of senior management have affected the implementation and use of assessment to inform planning. Practice was left to individuals and lacked consistency. Assessment procedures are now more consistent across the school and all teachers are using the same formats.

38. Procedures for assessing pupils' attainment and progress are satisfactory overall with good procedures evident in English, mathematics and science. In these subjects only, teachers use assessment information well to identify strengths and weaknesses and to inform planning. This has been effective, for example, in developing setting procedures for mathematics in Year 2. In addition, a very good system of mathematics homework has been devised, which has been helpful in raising standards this year. These good procedures are not in evidence in all subjects and so pupils' progress is less assured in those subjects.

39. Procedures for monitoring pupils' academic performance are satisfactory, overall. All pupils are assessed regularly and their attainment is recorded on a tracking grid. In the better practice teachers check pupils' progress and identify areas in need of further development. Progress is recorded on class sheets and this continues throughout the year. Records of pupils' attainment on teachers' class lists for literacy and mathematics make good reference to National Curriculum levels. Appropriate targets are set for individual pupils in English, mathematics and science. Teachers' record-keeping is very good and the information is used by them to plan subsequent lesson, more effectively in Year 2 than in Year 1. Reading and spelling records are sound.

40. Assessment, recording and reporting in many of the foundation subjects does not enable work to be matched sufficiently closely to the individual and developing needs of the individual. In design and technology, history and geography, work is assessed at the end of a unit of work and tends to be in terms of how fully pupils have completed the expected workload, rather than identifying the skills gained and the understanding acquired; this does not allow teachers to plan further work that matches individual needs closely enough. In the better practice, teachers record assessments onto a grid and this information is communicated to the next teacher to be used for short term and medium term planning. There needs to be more consistency across subjects and all classes.

41. There are good assessment and recording procedures in the Foundation Stage. The results of baseline assessments are used to forecast performance and attainment at the end of Key Stage 1. Pupils with special educational needs are identified early in the reception classes and appropriate individual education plans are identified. This is a strength and has been effective in raising standards and improving both progress and self-image for the individual child.

42. There are good systems and procedures for supporting pupils with special educational needs. Learning support assistants make regular and very thorough written records on pupils' progress and these are shared with the class teacher and contribute to the individual education plans. These shared assessments are used well to modify provision and to amend targets on pupils' IEPs. Provision for those pupils with statements of special educational need is good.

43. The school continues to provide a good level of care to ensure the welfare and personal development of its pupils. All adults show compassion and understanding of the needs of individual pupils. They work together very well to ensure that everyone is fully looked after and is helped to develop into mature and confident young people.

44. Procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are satisfactory. There is much good practice in the school but teachers' expectations of pupils' behaviour vary and, consequently, the effectiveness of the procedures is diluted. Behaviour management arrangements are linked effectively to pupils' IEPs and these pupils are supported very well.

45. Child protection procedures and the arrangement to ensure the safety and welfare of the pupils are good. Members of staff have a responsible approach towards safety and welfare matters, coupled with good levels of practical support provided by the governors; this ensures effective day to day management. The newly appointed acting headteacher has effectively taken over the role of child protection co-ordinator. The child protection and health and safety policies are out of date and are overdue for review and endorsement by the governing body.

46. Procedures for promoting good attendance are good. Attendance levels have been sustained since the previous inspection. Registration and attendance data are recorded accurately and promptly. On the infrequent occasions when it is necessary, effective use is made of the educational welfare service.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

47. Parents' views of the school are very good. Inspection evidence confirms that the bonds the school has sustained have been a major contributory factor to the stability of the school during the period when it had no permanent headteacher in post. Parents appreciate most especially the efforts the school makes to consult with them when personal difficulties arise and that members of staff always find time to help to solve problems. The parents who completed questionnaires or who attended the meeting with the Registered Inspector believe that the school is very good at providing pastoral and welfare support. They also appreciate the opportunities they have to discuss formally the academic progress of their children. Parents who transfer their children into the school when they move into the area say that they settle quickly and confidently into the daily routine. They are also complimentary about the way the temporary leadership of the school has begun to improve their children's progress.

48. Inspection evidence confirms this very positive picture.

49. The annual reports to parents on pupils' progress are very good. They report clearly on standards in relation to national expectation and set targets for improvement. The reports give opportunities for both parents and pupils to comment on progress and attainment, thus assuring the full involvement of all interested parties. The school brochure and the governors' annual report are both well-presented and informative documents. The brochure has an unusually full range of information regarding the subjects the school teaches; with minor exceptions, these documents fully comply in the range of statutory information they provide.

50. The Parent Teacher Association is jointly run with the adjacent junior school. It works most effectively to promote the involvement of families in social and fund raising activities. Funds provided by the association are used to improve the fabric of the school, for example, enhanced cloakroom facilities; currently funds are being accumulated to improve further the facilities within the school's grounds. Many parents freely give their time to this organisation and also provide valuable support in the classrooms.

51. The parents of pupils with special educational needs are fully involved in the review of their children's IEPs. Documents show that their consent has invariably been sought and given but many IEPs do not have the appropriate confirmatory signatures. Very good systems exist for encouraging pupils to take mathematical games for homework; very many do so and comments in the home/school diary indicate that parents are involved well in helping their children.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

52. The leadership and management of the acting headteacher and senior teachers are good. In recent years the school has experienced a difficult period and has had to function without a permanent headteacher. All acting headteachers have contributed to the school and have been very effective in maintaining a successful and stable school despite a recent period of turbulence. However, the constant change has had a short-term, detrimental effect on staff morale and pupils' standards. Standards in the current and last year's Year 2 have been affected adversely by the inconsistency.

53. The bedrock support of the governing body, the parents and key senior experienced staff, including the current acting deputy headteacher, have played a significant role in enabling the school to make progress and ensuring that the school's aims have been reflected well in its practice throughout. It is a credit to all those involved in management and leadership that the good standard has been maintained, overall, since the last inspection. A new headteacher has now been appointed and will take up post in September.

54. The lack of a substantive headteacher consistently in post over time has limited the way the school has been able to move forward coherently in a strategic way. Lack of leadership and consistent strategic direction has meant that areas of the school's work, such as assessment, were not developed consistently and continuously. The current members of staff have a strong team ethic with very good capacity to improve further if the new headteacher and new staff capitalise on the remarkable efforts of the current acting headteacher, the acting deputy headteacher and the Foundation Stage co-ordinator.

55. The key issues from the previous inspection report have been successfully addressed, although more work remains to be done in ICT. Members of staff have undertaken appropriate training, especially in religious education, and teachers' subject knowledge has improved significantly since the last inspection.

56. The acting headteacher had been in post for four weeks prior to the inspection. He is providing good support and stability for the school during the period of transition. He has a very good grasp of the strengths and weaknesses of teaching and learning and the general provision in the school. The acting headteacher and the acting deputy headteacher have monitored the quality of teaching rigorously, evaluated practice sharply and fed back points for improvement well to class teachers. These evaluations link soundly with the school's appraisal systems. There has been some monitoring of standards and provision in some subjects but this needs to be developed further to include all other subjects so that current good practice can be identified and shared.

57. The acting deputy headteacher has been, and remains, a powerful reason why the school has improved as much as it has since the last inspection and why it is at the stage

of development it is now. Her contribution has been remarkable. She has worked extremely efficiently and conscientiously as acting headteacher in the recent past to ensure the smooth running of the school. She continues to give invaluable support to the present acting headteacher.

58. The school has a clear educational direction and this is reflected in the co-ordination of subjects and areas of the school's work, which has been very effective, overall. The co-ordinators for English, mathematics, science and art are very hardworking, enthusiastic professionals who have been highly instrumental in establishing procedures and systems to underpin planning and assessment in their subjects. The co-ordinator for assessment, recording and reporting has a clear vision of what is needed to improve practice and of the potential of assessment information to raise standards and improve the rate of pupils' progress. Co-ordinators for the Foundation Stage, history, music, religious education and personal social and health education are good. The co-ordination of physical education and of ICT is satisfactory. The co-ordination of geography and design and technology is unsatisfactory because no one has been designated with the responsibility since the previous co-ordinator went on long-term sick leave.

59. The co-ordination of provision for special educational needs is good. The co-ordinator is well organised and deploys support assistants effectively to meet the needs of pupils. Support assistants are very well qualified and make a significant contribution to the progress that these pupils make, especially when they are taught in small groups or individually, either as part of the class lesson or by withdrawal. The co-ordinator has bought useful resources to meet the developing needs of individual pupils. All designated finance is, however, used well.

60. The headteacher, senior managers and governors work closely together to identify appropriate priorities and targets for the school. These are based on data from the analysis of pupils' performance in standardised tests and from monitoring pupils' work in class. Following an analysis of the results of national tests in 2000, they have, appropriately, identified the need to improve the standards of pupils' reading and writing.

61. The priorities and targets identified in the school development plan are good and are linked to clear programmes for action. For example, the school introduced 'The Better Reading Partnership' to help pupils achieve more in their reading. Subject plans are in place for all subjects and for special educational needs and assessment, recording and reporting. They address appropriate development issues and form a good basis for action. The one for ICT clearly shows that the school knows it is an issue for improvement. Some subject policies and job descriptions need updating especially in the leadership of subjects and for classroom assistants.

62. The governors have an excellent understanding of the strengths and weaknesses of the school and the nature of the community it serves. During the period of turbulence the governors were extremely supportive of the school but this gentle support was entwined with a rigorous determination to ensure the right candidate was appointed for the post of headteacher. They make a very good contribution to fulfilling their statutory duties and in shaping the direction of the school. Their roles and responsibilities are clearly defined and governors work hard supporting the school. The governing body holds regular meetings and is well involved with formulating and monitoring the school development plan. Governors have attended training on a number of subject areas and are well involved in the annual budget. They fulfil their statutory duties very well, overall, although there are minor omissions in the school brochure and the governors' annual report to parents.

63. The chairperson is outstandingly good in shaping the strategic direction of the school and is supported very well by her colleagues on the governing body. She is very experienced and well organised and has a very good insight into the strengths and weaknesses of the school. Many governors visit the school regularly to support teachers and to monitor developments for themselves. Designated governors are attached to

classes; a notable strength is the focused observation guidelines that they have devised and developed themselves. These are used to guide their observations during visits and to ensure that they retain a clear focus.

64. There are very good procedures for the induction of newly qualified teachers and staff new to the school. They report that they all feel well prepared and supported during their early months in school. The school is not currently active in initial teacher training.

65. The school makes good use of all available funding, including that for pupils with special educational needs and grants from central government sources.

66. Preparing a budget has been difficult over the past two years because the school has to make contingency provisions to cover staffing uncertainties, which is the principal reason for the high surplus at the end of the last financial year and is a prudent measure. The school has done well to manage this situation and the school administrator has been highly effective in ensuring that the school has been able to function smoothly throughout this turbulent period. She is an excellent first port of call for parents and visitors alike, as well as for all other enquiries.

67. The setting of the budget is undertaken through very wide consultation and the full involvement of all members of staff and governors, which is excellent practice. Inevitably, without a permanent headteacher, more emphasis has been laid on managing staffing uncertainties than on planning expenditure strategically. In spite of this situation, designated educational priorities have been supported well by the allocation of suitable finances. The governing body has been fully involved in the planning of the budget and much has been accomplished. Once the budget has been set and agreed by the governing body, finances are managed well with accurate records of expenditure and commitment being kept. For example, a very good system of reviewing expenditure and refining possible end-of-year figures is undertaken in the Autumn Term by the governing body. The financial summaries for the governing body are very well presented. Good consideration has been given to obtaining the best possible value for the money the school has spent.

68. The teaching staff is well qualified and experienced. They are very well supported by conscientious groups of classroom assistants who are very well deployed, work hard and make a significant contribution to pupils' progress and the standards they attain. They give at least good or, in many cases, very good support to pupils and class teachers. This support is most effective in mathematics and English lessons because the planning for pupils' individual needs in these lessons is clearly defined. In other lessons, where the learning objectives are less clearly defined, their progress is satisfactory, principally due to the caring attitude of teachers and classroom assistants. All members of staff make an effective team, because they work well together in the best interests of the pupils.

69. The school benefits from very good accommodation both inside and outside. The school's attractive setting further enhances pupils' learning environment. The caretaker and cleaning staff keep the school immaculately clean and attractively maintained. Members of staff work hard to provide a range of bright, lively and well-used displays that celebrate pupils' work and further enhance the learning environment. The 'Rainbow Room' is a very good role-play area that also provides opportunities for pupils to learn about sharing and caring. An attractive library has recently been developed and is being used well by all classes. An ICT suite has been established but, as yet, is not used sufficiently well.

70. Resources are good throughout the school especially the fiction and non-fiction books in classes and the resources for science and art and design. The school is in the process of up-dating resources for ICT and enriching the quantity and range of books in the library. Overall the school's accommodation and learning resources are used very well.

71. The school is effective and improving. Standards in English and mathematics have suffered because of the turbulence surrounding the lack of a permanent headteacher and have fallen in comparison with national averages, as judged by the results of recent national tests. However, the causes of this under-achievement have been removed as systems and procedures for planning and assessment, particularly in English and mathematics, have been consistently implemented across the school within the last school year. As a result, pupils' standards of achievement are rising encouragingly, although some pupils, particularly the older and higher-attaining ones, still do not achieve the standards that they could and should. The quality of teaching is good, overall, although further work is necessary to ensure that standards in all lessons rise to match the best practice in the school. The quality of much of the management and leadership of the school is very good, overall. Currently, the school gives satisfactory value for money.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

72. In order to improve standards still further, the headteacher, staff and governors should:

- (1) Implement the planned developments in information and communication technology.  
Paragraphs: 7, 25, 55, 61, 69, 70, 94, 112, 123, 126, 143 – 145, 149, 155 and 159
- (2) Refine the procedures for assessing pupils' attainment and their rate of progress in all subjects and ensure that the information gathered is used consistently across the school to identify and plan work that is closely matched to the needs of all pupils, particularly the higher-attaining ones.  
Paragraphs: 8, 38, 40, 89, 92, 95, 100, 118, 119, 126, 133, 142, 143, 149 and 155
- (3) Improve planning systems in those subjects where it is necessary to enable teachers to identify which skills, knowledge and understanding are to be learned next by all individuals and groups of pupils.  
Paragraphs: 21, 25, 27, 126, 129, 134, 140, 142, 144, 149 and 155
- (4) Ensure that the leadership of the school identifies and shares more widely the existing good practice in the school.  
Paragraphs: 8, 18 – 20, 23, 29, 38 – 41, 56, 58, 59, 96, 97, 110, 118, 122, 123, 132, 140, 153, 156 and 159

### **Other issues the school should consider are:**

- Improve the provision for speaking and writing across the curriculum.
- Improve the provision for pupils' multi-cultural development.
- Improve provision for outdoor play for children in the reception classes.
- Develop the school's provision for extra-curricular activities.
- Ensure that governors update the child protection and health and safety policies and address the omissions in the prospectus and annual report to parents.

References to these issues can be found in paragraphs:

10, 26, 36, 45, 49, 74, 88 – 90, 93, 95, 123, 150 and 155

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	51	35	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	176
Number of full-time pupils known to be eligible for free school meals	4
Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	52
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	4.0
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	25	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	28	27
	Girls	22	24	24
	Total	46	52	51
Percentage of pupils at NC level 2 or above	School	81 (89)	91 (89)	89 (97)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	23	31
	Girls	23	23	24
	Total	48	46	55
Percentage of pupils at NC level 2 or above	School	84 (87)	81 (92)	96 (93)
	National	84 (82)	88 (86)	88 (87)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	114
Any other minority ethnic group	1

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)	7.4
Number of pupils per qualified teacher	23.8
Average class size	29.3

*FTE means full-time equivalent*

### **Education support staff: YR – Y2**

Total number of education support staff	8
Total aggregate hours worked per week	175

## **Financial information**

Financial year	1999/2000
----------------	-----------

	£
Total income	346 528
Total expenditure	357 281
Expenditure per pupil	2 019
Balance brought forward from previous year	17 478
Balance carried forward to next year	6 725

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	176
Number of questionnaires returned	66

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	74	26	0	0	0
Behaviour in the school is good.	47	45	3	0	5
My child gets the right amount of work to do at home.	32	55	10	0	3
The teaching is good.	61	38	0	0	1
I am kept well informed about how my child is getting on.	55	42	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	29	1	0	1
The school expects my child to work hard and achieve his or her best.	61	38	0	0	1
The school works closely with parents.	43	55	1	0	1
The school is well led and managed.	14	50	26	5	5
The school is helping my child become mature and responsible.	49	45	3	0	3
The school provides an interesting range of activities outside lessons.	7	30	38	5	20

## **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**

73. There are two reception classes in which two learning support assistants effectively support the class teachers to promote the children's learning. At the time of the inspection there were sixty children in these classes. Nearly all have attended one of more than a dozen local playschools or nurseries that are visited by the teachers prior to the children's entry to school. Parents are given clear guidelines for helping their children in the transition from home to school. They find the pre-entry briefing sessions and home visits to be very useful, ensuring that both the child and parents are well prepared for more formal schooling.

74. Attainment on entry to the school matches that expected nationally for children of their age. Baseline assessment is rigorous and follows a local authority scheme. Inspection evidence indicates that children at the end of the Foundation Stage already exceed the Early Learning Goals (the levels that the average five-year-old should achieve) in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. They attain the Early Learning Goals in physical development, although opportunities for outdoor exploratory play, while satisfactory overall, are limited because there is no area for children to develop climbing and balancing skills regularly on suitable large apparatus.

75. Resources for learning inside are very good and easily accessible. For example, the two classes share the 'Rainbow Room', a designated classroom intended to develop independence in learning. It is organised into a comprehensive range of role-play areas, one for each of the areas of learning, providing lots of activities. These activities have a powerful impact, nurturing the children's self esteem and providing opportunities to develop important personal and social skills through dramatic role-play. Opportunities for learning outdoors are satisfactory, although further appropriate developments are planned to improve the current facilities. Since the last inspection, the good quality of provision has been enhanced by improvements in the facilities to promote personal, social and emotional development. In addition, the early assessment of children in this key stage is good practice and leads to early support for any learning difficulties.

#### **Personal, social and emotional development**

76. Children make very good progress in this aspect of their learning and attain standards at the age of five that are well above those expected for their age. Consistent messages are given to children from the time they enter school about the importance of valuing each other and appreciating achievement. The children are made to feel that their ideas and contributions are valued. The teachers and learning support assistants provide a relaxed and happy atmosphere where the joy and excitement of learning is evident. Children are encouraged to think independently and to behave sensibly; they respond well to the challenge. They are confident and work and play together constructively, relating well to other children and adults. Moral and social development is very good. Children respect each other and clearly distinguish between what is right and what is wrong. They show well-developed appreciation of their own and others' views as they discuss, for example, the emotions that might be felt by a particular character in a book.

77. Teaching is strong in this aspect and children respond very well to clear guidance and the enthusiastic encouragement of their teachers and learning support assistants who all provide very good role models. Children's joy in the activities and experiences provided

was evident throughout the inspection week. Opportunities for reflection are given during the day and at the end of all lessons, when the teacher provides opportunities to reflect on the content of the lesson, what they have learnt and to appreciate each other's work. In the 'Rainbow Room' children evaluate how they felt about the activities they were engaged in by a system of 'faces' recorded on a whiteboard, a system adapted by the children. They respond very well to the consistently good teaching. Responsibility and independence are encouraged as the children help in clearing up the classroom at the end of activities. The children sustain concentration, answer questions clearly and explain confidently and clearly what they are doing to visiting adults. The teachers encourage a happy welcoming environment where everyone is made to feel special.

### **Communication, language and literacy**

78. The children make very good progress and attain standards that are well above those expected by the time they leave the reception classes. Extensive opportunities for speaking and talking to each other are provided in the 'Rainbow Room' role-play areas and also routinely in the classrooms. Children talk to visiting adults confidently, for example, explaining what a 'speech bubble' is and how to use it. The teachers motivate the children so well that they are confident in their work and use appropriate vocabulary to describe the events of their story. They are steeped in the written language, surrounded by writing for clear purposes that names, instructs, advises, suggests and sometimes orders! For example, a label on the door to the outside area with sand and water reminds children that 'this week we are finding out which cleaning fabric soaks up the most water'.

79. The positive impact of the strategies for teaching reading is evident in the good quality of children's reading. All the children enjoy reading, recognising letters, words and phrases, and are interested in the content of books. They predict what might happen next in the story. They recognise the purpose of exclamation and speech marks, and understand the significance of emphasised and enlarged text. Higher-attaining children use their phonic awareness well to read unfamiliar vocabulary and are beginning to use the correct intonation in their voices for a question. They are encouraged to speak and to explain their ideas by the teachers' challenging questions and lively approach. Teachers encourage a brisk pace and the children happily launch into their activities for the day. Writing is well established. Children write their own names on their work, and most write their family name. They write for a good range of different purposes, such as lists of items a baby might need, a shopping list for the heroine in a book or a letter from the bear to Goldilocks that apologises for chasing her. Higher-attaining children write simple sentences that describe their favourite part in a book. Children are sufficiently confident to model sentence writing on the white board, receiving a round of applause from the rest of the class for their success.

80. Teaching is consistently at least good. Experiences in language and literacy are well planned and taught so that most children make very good progress in their learning. Children are always aware of what they are doing in the lesson and why. There is a balanced blend of work to develop both specific skills and expressive recording. A strength of teaching is the way the teachers 'set the scene', for example, by creating an atmosphere that supports children in imagining what it feels like to be a particular story character, and to express confidently their opinions to the rest of the class. The teachers make learning fun and exciting and the children reflect the teachers' enthusiasm and joy in learning.

### **Mathematical development**

81. Children make good progress and attain standards that are above those expected by the time they leave the reception classes. They are developing a good knowledge of numbers. They order numbers up to twenty and, with support, count forwards and backwards correctly. A significant majority already count in twos. All children sort coins correctly into their different denominations, while the higher attaining ones accurately add up the total of coins in a purse. They are beginning to understand 'more than' and 'less

than' and to identify the next number in a sequence. Children understand language, such as 'big', 'bigger' and 'biggest', and compare numbers, correctly stating which is the bigger number. Children recognise basic two-dimensional shapes correctly.

82. Teaching is very good and the teachers are enthusiastic. They make effective use of practical counting materials and quickly correct misconceptions to promote learning. Lessons are well paced so that children remain interested and motivated. Consequently, children work industriously on mathematical tasks. A strength of the teaching is the use of repetition and work that is well matched to children's ability. Lessons are well planned and effective use is made of support staff. A range of strategies, such as eye contact and praise, is used well to hold children's attention so that they persevere with their tasks and so make good progress. There is a very good rapport between the teachers and children.

### **Knowledge and understanding of the world**

83. Children make good progress and exceed the Early Learning Goals by the time they enter Year 1. Teachers organise interesting activities, such as walking around the grounds to find insects in their habitats, to generate ideas that the children can use in one of the 'Rainbow Room' role-play areas and to develop their listening skills. Children have a good understanding of living things, days of the week, months and the seasons. They talk enthusiastically about the changing weather. Children investigate materials, finding out, for example, if the shape of a bubble blower makes the shape of the bubbles different. Children correctly identify objects that move, sort them into sets that are pushed and pulled and describe how you make these objects move. They taste different toppings on porridge and decide which topping they like best, then construct a class bar chart to find their favourite flavour. There are many opportunities for children to use construction kits and to develop their ability to design. For example, they construct moving vehicles and roadways to run them on. They have a good understanding of the designing and making process, selecting from a range of materials to produce a shopping basket for Farmer Duck, and using different fixings on a collage of Elmer the Elephant. They recognise simple tools, such as hole punches and staplers, and know their purpose. They recognise and name the parts of a computer system and manipulate the mouse successfully to access items on a program menu. They make patterns using an art package, type in their names and make titles for displays. Teachers use computers effectively for the development of children's skills, such as vocabulary of comparison, recognising shapes, rhyming, simple reflection, and one-to-one matching. Children have a satisfactory awareness of times past. They talk about old and new household items in the home role-play area and give sensible reasons for identifying why they are old. They draw a map of 'Storyland' and label it appropriately. Adults make good use of questions to extend children's knowledge and understanding and to develop and extend vocabulary. The teaching of investigative skills is very good as teachers encourage children to extend their vocabulary and to develop observational and investigative skills. Attractive interactive displays invite pupils to consider 'what do you think these seeds will grow into?' and 'what will they need to make them grow?'

### **Physical development**

84. By the time they enter Year 1, the children have made satisfactory progress in their physical development and attain the standards expected of five-year-olds. Children's attainment in fine motor skills is good because they improve their manipulative skills in a range of appropriate activities. They use pencils, crayons, scissors and paint brushes effectively and with confidence. Hand-eye co-ordination is developed well through matching and positioning shapes, jigsaws, decorating and sticking. Nearly all children throw and catch accurately over short distances. They change their clothes for physical education with minimum assistance. They develop gross motor skills by skipping, jumping, balancing and travelling around the room in a variety of ways. They develop a satisfactory sequence of movements, for example, travelling, balancing and jumping. In dance lessons, nearly all children are fully engaged in the activity of mirroring each other's movements.

85. Relationships are warm and children are confident to try the required tasks. Members of staff model movements very well, which adds greatly to children's enjoyment and success. They develop their awareness of space well as they find their own space and move sensibly and safely alongside others. All children demonstrate controlled movement, participating enthusiastically. They listen attentively to the teachers and stop well on command. Teachers use questions well to develop a sound awareness of the effect of exercise on the body. Teaching in physical development is satisfactory. Lessons are well planned and include a wide range of appropriate subject vocabulary. Children's learning is generally well managed, though there is a need to reduce the time that children spend sitting or standing and waiting for their turn, for example, by having a greater number of working groups with smaller numbers in them.

### **Creative development**

86. Many children exceed the standards expected of five-year-olds by the time they enter Year 1. They paint and draw confidently and use a wide range of materials to create simple collage pictures. Their drawings have clear, firm and confident lines with the major features and shapes identified accurately. They explore colour, texture, shape and form well to produce individual portraits. Their pictures show a well-developed understanding of physical differences. They mix paint competently and successfully, for example, to make flesh colour for their self-portrait paintings, and their skills are well developed. Children show expression in the features of their paintings. They experiment with printing from different shapes, selecting from a wide range of supplied objects, for example, when designing wrapping paper. They work carefully and are proud of their results. There are well established procedures for 'tidying up', and all children participate enthusiastically. The quality of the children's singing is very good; they sing a wide range of songs that they know by heart. Their rhythmic response to music is good and they show good control of pitch and pulse. Children enjoy their singing and are developing a good awareness of dynamics. They particularly enjoy the music area and 'musical dragon' in the 'Rainbow Room', where they can experiment with sound. The teaching of the creative aspects is good. Teachers provide a wide range of experiences and the children are challenged well in their work. Subject knowledge is very good, which enhances children's positive attitudes towards creative development. Children develop confidence and respond well to the very good organisation and brisk pace of activities.

### **ENGLISH**

87. In the National Curriculum tests for 2000, the performance in reading was below the national average and, compared to similar schools, performance was well below average because a higher proportion of pupils achieved the lower levels of attainment. However, performance in reading over the last three years indicates attainment that is above the national average. Teachers' assessments overestimated the proportion of pupils achieving the higher levels but were broadly correct for the average levels. Standards in writing matched the national averages, but were well below average when compared to similar schools. No pupils achieved the higher levels of attainment in writing. Attainment over three years is above the national average in writing, but the 2000 results showed a downturn in girls' attainment. There is no significant difference between girls and boys for reading or writing when compared to national trends.

88. Inspection evidence finds that standards overall are in line with the national average in Year 2 and above the standards expected nationally in Year 1. Standards of speaking and listening and writing match the national average; standards of reading are above average. There is no significant difference between the performance of girls and boys. Pupils with special educational needs make good gains in their learning and achieve well for their ability because they are well supported by staff at the school. The slight downward trend in recent years is attributable to turbulence in the staffing and senior management situation. The school was without a permanent headteacher for three years; a key member of staff was out of the classroom ensuring the school was managed efficiently and there

has been a high level of staff turnover in recent years. This adversely affected standards of the previous Year 2 and contributed to the downward trend in results. Inspection evidence found that pupils in the current Year 2 have made considerable progress during this year, but some under-achievement is still evident, mainly in the quality of writing. The school has successfully implemented the National Literacy Strategy and is now on course to meet its own, unofficial targets.

89. Since the last inspection, standards in speaking and listening have been maintained, but the high standards reported in reading and writing at the end of Year 2 have taken a downward turn; but pupils in the current reception and Year 1 classes are well on course to attain standards similar to those reported at the time of the previous inspection. The school has worked hard to raise standards in reading and writing and is aware of the need to raise standards in writing still further. While pupils in the current Year 2 have made notable progress this year, there is still some under-achievement, especially by higher-attaining pupils, who are not always challenged sufficiently to ensure they achieve the higher levels of attainment. The school has successfully established a library area since the last inspection.

90. Throughout the school, the pupils' listening and speaking skills are average. They generally pay close attention to their teachers and listen with interest to other pupils. They communicate in sentences and often give sensible explanations and reasons for their answers. Speaking is better in classes where the teacher uses questioning techniques that do not lead pupils to a single answer and which encourage them to justify their answers. This was evident, for example, in a Year 1 class when a pupil explained clearly and confidently how to make a box and how it was decorated with shells. Pupils are confident and most are happy to participate in the lessons and volunteer ideas and answers. For example, in a religious education lesson in Year 2, pupils explained the characteristic differences between the Christian and the Muslim religion and gave examples to substantiate their answers. Although no drama was observed during the inspection week, scrutiny of planning indicates it does take place and makes a sound contribution to learning in history and religious education. Speaking out in front of an audience, such as in assembly, could be better; pupils do not always project their voices to a larger audience.

91. Standards of reading are above average in Year 1. Higher-attaining pupils read fluently, with expression, and with excellent recall of the plot and characters. They can express preferences and give reasons for their preference. Average-attaining pupils read fluently and use punctuation effectively to give meaning to the reading. Lower-attaining pupils have good recognition of words, but are less fluent readers. The establishment of the 'Better Reading Partnership' and 'Reading Partners', which are planned opportunities for pupils to read for concentrated periods of time either to each other or to a designated adult, has contributed to improved standards in reading throughout the school. All classes have one library session per week and this is contributing to pupils' improved ability to locate books in the library. By the time pupils leave the school at the end of Year 2, their standards are above average. Pupils make good progress in their reading and skills are successfully taught during the daily literacy lessons and the 'Better Reading Partnership'. The pupils with special educational needs are supported well through structured schemes and regular help. They are shown a variety of strategies for reading unfamiliar words and most have a good understanding of how to use letter sounds; all pupils know and explain how to tackle difficult words. All pupils have a positive attitude to books and enjoy reading. They know, understand and identify the author, illustrator and the information on the back of a book. Higher-attaining pupils read with expression. All pupils discuss sensibly the main characters of their book, and identify the setting and main events of the story. Higher-attaining pupils identify favourite reading material and give reasons for their choice, for example because the book is funny or exciting. There are good opportunities in lessons to read their work to others.

92. Reading material for average and lower-attaining pupils and those with special educational needs is appropriate but reading material for higher-attaining pupils is not

always sufficiently challenging. For example, a higher-attaining Year 2 pupil talked enthusiastically about the second Harry Potter book that he had read at home but was less enthusiastic about reading books in the school. A suitable range of strategies for reading is well established throughout the school; pupils self-correct and use a variety of strategies for working out unfamiliar and difficult words.

93. Standards in writing are average and could be better. Pupils write stories effectively. Higher-attaining pupils in Year 2 communicate a story and use description well, writing, for example, 'A frosty day, it is bitterly, bitterly cold.' They are beginning to use speech marks and connectives correctly and to give sensible reasons for their statements. Average and lower-attaining pupils do not always use capital letters and full stops appropriately. Writing standards are above average in Year 1; pupils write simple sentences to accompany pictures and they are beginning to sequence the events of a story accurately. Higher-attaining pupils identify and write the four most important elements in the story about 'The Little Red Hen'. They are beginning to write independently; for example, they write the story of 'Goldilocks and the Three Bears'. They use full stops and capital letters correctly and their spelling is developing well. There is an appropriate range of writing, for example, information about the local church or a healthy eating booklet. Pupils with special educational needs are supported well, for example, when they successfully write riddles. Phonic work is helping to raise standards in spelling.

94. While there are some isolated examples of information and communication technology (ICT) being used to support the writing of stories in Year 2, there is insufficient use of the potential of ICT throughout the school.

95. Pupils present their work well, overall. However, standards of handwriting are not high enough. There is good evidence that they have improved over the year in specific class work but in other contexts, such as informal jottings and independent writing, handwriting could and should be better. Very few pupils have well formed writing and many have very individual pencil grips, which do not contribute to a fluent style of handwriting. Too many pupils do not hold pencils correctly and a significant number write with a poor posture, for example, leaning to the side or sitting on crossed legs. Pupils use the cursive script throughout the school but consistency in shape and spacing is not always evident. All classes have regular handwriting practice and this is beginning to have a beneficial effect on the quality of handwriting. The school has identified writing as an area for development. Opportunities for independent writing in other subjects are well developed in history, religious education and geography but this is not consistently evident in other subjects, such as science.

96. The quality of teaching is good overall, with consistently good teaching in Year 1. There are instances of very good and satisfactory teaching in Year 2. Lessons are well planned by teachers, using their good knowledge of the format of the literacy hour. Introductions are good and lesson objectives are clearly shared with pupils and reviewed at the end of lessons. In all lessons teachers effectively implement the elements of the National Literacy Strategy.

97. The more effective lessons are characterised by:

- Teachers having high expectations of what pupils should be able to do and the pupils working hard to meet their teacher's expectations.
- Teachers introducing text in a stimulating way and planning interesting activities, which motivate the pupils well. An example of this is in a Year 2 class, where pupils enjoyed scanning information books about different toys and successfully identified key information about kites, spinning and balancing toys. As a result the pupils made very good progress in this lesson.

98. In less effective, but still satisfactory lessons, teachers' expectations are not clearly defined and opportunities to challenge and extend higher-attaining pupils are not always seized. These lessons proceed at a relaxed pace. The pupils' efforts reflect the teacher's

pace and responses are too casual; many pupils in these lessons could, and should, be achieving higher standards.

99. Teachers' marking is satisfactory, overall. Where it is most helpful, teachers challenge pupils, for example, to use speech marks or eight adjectives, four adverbs and paragraphs.

100. Good support in literacy lessons enables pupils with special educational needs to achieve the lesson objectives. Special educational needs staff set appropriate tasks and have a warm relationship with pupils. They use a good range of strategies. Classroom assistants support the teaching of literacy very well and they guide pupils effectively. There are good systems in place for the assessment of English and assessment is used well to inform planning. Lessons are always planned to meet the broad needs of all pupils; however, more challenge could be provided for higher-attaining pupils to ensure that they make the progress of which they are capable. Reading records are used appropriately.

101. The co-ordinator is very good and makes a significant impact, ensuring progress and development in the subject despite the turbulence of the senior management and staffing situation. She has ensured that the National Literacy Strategy has been implemented soundly, overall. The co-ordinator has monitored lessons and given helpful feedback to teachers. The school has overcome a difficult period and, having made good progress since the last inspection in devising planning and assessment systems, is now in a more stable situation to make significant progress.

## **MATHEMATICS**

102. In the national tests for seven-year-olds in 2000, pupils' standards were below the national average and were well below the average for similar schools, based on the proportion of pupils known to be eligible for free school meals. This was because fewer pupils achieved the higher levels than was the case nationally. These results showed a sharp downturn from those achieved in 1999 but the overall rate of improvement over recent years matches the national trend. There was no significant difference between the performance of boys or girls.

103. Inspection findings are that standards have improved at the end of Year 2 and now match those expected nationally for seven-year-olds. All pupils, including those with special educational needs, make satisfactory progress, overall, in relation to their prior attainment. However, progress in number work recently has been good and, in this aspect, pupils attain standards above the national average throughout the school; this is because the National Numeracy Strategy is being implemented satisfactorily and is having a positive effect on teachers' planning and pupils' learning. There are good indications that achievement levels are higher in Year 1 than they are in Year 2. The new structures for planning and assessment and the better teaching evident throughout the school are having a positive impact on standards but the legacy of previous weaknesses, now removed, is being eradicated more slowly in Year 2.

104. In Year 1, pupils count accurately in twos and fives and recognise the value of common coins. They successfully solve problems involving addition to ten but often need the support of counting on their fingers; they do not recall number facts easily or quickly. They investigate how many ways they can make a total of ten and order numbers and height correctly. Higher-attaining pupils extend complex number sequences and accurately total numbers to 20 with a small minority able to do so without recourse to fingers or other counting aids. They are beginning to represent data they have collected although this is not yet accurate enough to be useful. Year 2 pupils use appropriate number operations with two-digit numbers with reasonable security. They are, however, slow to recall basic number facts when asked to do so. They have a good grasp of number patterns and find simple fractions of shapes and numbers accurately. They name two- and three-dimensional shapes, generally, correctly and are beginning to draw accurate graphs,

although too many fail to label axes accurately. Higher-attaining pupils use a small range of strategies for addition and subtraction effectively and estimate, for example, mass and length sensibly. They investigate patterns when adding odd and even numbers and record their work logically and neatly. In both year groups, lower-attaining pupils make progress similar to that of their peers because of the good quality support given by support assistants and teachers, particularly to help them understand what they have to do and to help them read, for example, labels and instructions.

105. Pupils' mathematical skills are used soundly in other subjects. For example, pupils measure reasonably accurately and use an instinctive sense of proportion when drawing maps and plans in geography and use their skills of data collection and representation when using computer programs to show their favourite foods. They also use their ideas of line symmetry in art and design lessons to produce, for examples, colourful butterflies.

106. The quality of teaching is good, overall. A significant minority of lessons are very well taught but, in others, there are weaknesses in teachers' expectations of the amount, speed and quality of the work that pupils should do.

107. Throughout the school, teachers' planning derives securely from the National Numeracy Strategy, which ensures that a balance is achieved, over time, of all the required elements of the subject and that the required knowledge and skills are taught in a logical sequence. Recently improved assessment and recording procedures are being used consistently; this is also having a positive effect on teachers' planning, leading to the identification of work for groups of differing needs and capabilities within each class.

108. Relationships are good and so pupils try hard to complete their work and to please their teacher or the designated support assistant. Pupils have generally good attitudes to learning and nearly all behave well. However, in some classes there is a small minority of pupils whose behaviour is less commendable; where their behaviour is not well managed, they have an adverse effect on the progress they and their peers make. Learning support assistants are deployed well. They are skilled practitioners who often work with the lower-attaining pupils, including those with special educational needs. They make an important contribution to their learning through the good quality interventions they make and the high quality relationships they enjoy with pupils, which helps them to concentrate on their tasks and work at a good rate.

109. Teachers' knowledge of the subject is good and they teach the basic skills well, overall, although in some classes this is done at too slow a pace to ensure that some pupils, notably the higher-attaining ones, are fully challenged. In these lessons, teachers' expectations of pupils' attention, participation and standards are not high enough and their learning is not as swift as it could and should be. These lessons, while satisfactory overall, are less effective.

110. Where teaching is very good, which occurs in both year groups, it is because:

- pupils' work has very specific objectives that are sharply focused on what is needed to improve their standards;
- the activities devised both interest the pupils and serve to extend their learning well. As a result, these pupils are very interested in the tasks set them and enjoy the likelihood of success;
- the teacher uses the appropriate technical vocabulary frequently, which encourages the pupils to learn it naturally;
- standards of questioning are high and the teacher does not merely accept the first answer received but uses every possible opportunity to challenge pupils' understanding;
- there is a swift pace to the lesson that retains pupils' attention, and
- pupils are fully involved in reviewing the extent of their learning at regular intervals.

111. Teachers use homework well to reinforce and extend pupils' learning. A very good system of games that pupils take home to play with their families makes a very good contribution to pupils' enjoyment and learning and is appreciated by parents.

112. The subject is led and managed very well. The co-ordinator is very enthusiastic and has been very effective in devising good planning and assessment procedures to support her colleagues and to improve provision for all pupils. As a result, standards have risen since last year and the school's aims are reflected very well in current practice. This is a remarkable achievement in the absence of a permanent headteacher and has contributed significantly to the good improvements made in curriculum provision since the last inspection. The subject development plan is good and, appropriately, includes the need to improve the use of ICT in mathematics; this is currently not satisfactory. The very strong teamwork evident in all the school does mean that the identified improvements are very likely to be brought successfully to a conclusion.

## **SCIENCE**

113. In 2000, the attainment of seven-year-old pupils in science, based on teachers' assessments, was above the national average, and the percentage of pupils achieving the higher Level 3 was well above the national average. When compared to similar schools, attainment in science was average although a greater proportion of pupils attained higher levels than was the case in other schools. There was no significant difference between the performances of boys and girls.

114. Inspection evidence confirms that standards, overall, are above average by the end of Key Stage 1. Standards are well above the national average in those aspects of the subject that are to do with acquiring knowledge but pupils achieve lower standards in experimental and investigative science than in other aspects of science. Pupils are performing well and make good progress in their learning. Pupils with special educational needs also make good progress. There is no significant difference between attainment of boys and girls.

115. Since the last inspection, the school has made good improvements, particularly in the quality of teaching and learning. This is because the teachers have adopted a more subject-based approach to science, narrowing the range of activities happening at any one time in a lesson so that they can provide more effective support for pupils. Classroom observations and a scrutiny of pupils' work clearly indicate that standards have risen in investigative and experimental science, though the school needs to continue to develop this area of its work.

116. Pupils in Year 1 know about differences between human beings and collect accurate information about themselves. All describe simple features of their fingerprints, using magnifying glasses correctly to make observations and recording their findings suitably using simple tables. Higher-attaining pupils work well independently, gathering information to answer the question, 'Is the tallest child also the oldest?'

117. By the end of Year 2, pupils investigate what plants need to grow and record their observations neatly. They make accurate comparisons, for example, describing what happens to a candle when you light it, what changes and what stays the same. Pupils have an appropriate knowledge of forces, realising that the shapes of things can be changed by twisting, flattening and stretching them. They collect secure evidence by making observations about items that are conductors and insulators. Pupils make a working switch for an electric circuit, explaining rationally how it works; they represent a circuit accurately through a drawing. They correctly identify similarities and differences between two local environments - around the pond and the conker tree. Higher attaining pupils accurately explain what it means for an experiment to be a 'fair test', and why fair testing is important. They predict correctly what is likely to happen to plants grown in various conditions and explain sensibly what they have learnt from their work.

118. Teaching is good, overall, with instances of very good teaching. Strengths in teaching include effective use of questioning to involve pupils of varying abilities, a demanding schedule within lessons that motivates pupils, and interactive displays that allow pupils to try things out, to taste, smell, hear, look and feel. Effective use of time at the end of lessons reminds pupils of what they have done and reinforces what they have learnt. For example, careful questioning leads Year 1 pupils to think about how the police might use the uniqueness of fingerprints, and for what purposes. Teachers are skilful in presenting work in an interesting way that incites curiosity, but higher attaining pupils sometimes lose interest and concentration if the task is insufficiently demanding. Generally, however, pupils enjoy learning, have good attitudes to their work and try hard to produce work of an acceptable standard. Teachers provide tasks in a format that will encourage the development of appropriate skills, such as well-designed worksheets that enable pupils to record systematically and to identify what they have learnt as a result of investigations. However, there is little evidence of more extended recording of results by pupils, and the quality of work for average pupils is often identical to that of higher attaining pupils. Pupils of all abilities are frequently given the same follow-up tasks and teachers need to raise their expectations for higher attaining pupils so that they extend the quality of their written recording. Assessment of pupils' work is satisfactory.

119. The recently appointed co-ordinator has worked hard to find ways of maintaining and further improving the quality of provision and the quality of teaching and learning. She has already identified the need for more appropriate and effective assessment methods, and to raise the standard of pupils' skills in scientific enquiry. Resources are good, and are stored centrally under topic headings for easy access.

## **ART AND DESIGN**

120. All pupils, including those with special educational needs and the higher-attaining ones, make good progress throughout the school and, at the end of Key Stage 1, attain standards that are above those expected for their age. Standards have improved since the last inspection, particularly in the quality of teaching and learning, the rate of pupils' progress and their ability to talk about their own, and others' work.

121. Pupils in Year 1 enjoy designing china plates and use a suitable range of methods to shape clay, for example, into a sea monster, after reading the book 'Where the Wild Things Are'. They make imaginative 'monotone monsters' from a range of papers. By the end of Key Stage 1, pupils have enjoyed a good range of artistic experiences and confidently use a wide range of materials and resources, with a strong emphasis on observational work. By Year 2, pupils' developing skills are apparent in the quality of their detailed self-portraits that contain eyelashes, teeth and are accurately proportioned. Their pastel drawings of plants show sophisticated techniques. They produce detailed and accurate painted views of the local church in a watercolour style, using a range of colour shades and outlined in pen and ink. Links with other subjects are used effectively. For example, Year 1 pupils produce accurate representations of the human skeleton as part of their work in science, made from white card and straws on black paper. Year 2 pupils make attractive and colourful clay wall plaques of a garden scene as part of an environmental topic.

122. The quality of teaching and learning are good in all lessons. When teaching is at its best, lessons have clear objectives, time is used effectively, demanding tasks motivate the pupils to do their best and pupils are well behaved. As a result, pupils concentrate hard and work hard at their tasks. Pupils use materials carefully, putting everything away in its proper place at the end of the lesson. Good-quality work is praised and ideas about techniques that work well are shared at the end of the lesson. In some lessons, however, the important sharing of successful techniques is 'squeezed out' because it is overrun by the time given to the practical part of the lesson.

123. The subject co-ordinator has made a very good contribution to raising standards in this subject and is actively involved in an 'art support group' for local schools. A very good development plan is in place, highlighting the need to improve the effective use of ICT within the subject and to increase the multicultural content of the curriculum. A comprehensive scheme of work has been developed since the last inspection that clearly shows the systematic development and teaching of art and design skills, rather than just the range of activities that the pupils will encounter. The scheme contains a detailed term-by-term plan of skills and concepts to ensure that pupils enjoy a comprehensive range of experiences and the progressive improvement of their artistic abilities. Procedures for monitoring the quality of teaching and learning are in place, and have a positive impact on standards. Resources are good and readily accessible. Teachers display pupils' work effectively to produce colourful and very attractive displays that enhance the learning environment.

## **DESIGN AND TECHNOLOGY**

124. No teaching of this subject was seen and so judgements are based on the analysis of standards of pupils' work on display and in their books and as a result of looking at teachers' plans and records. Overall, pupils make satisfactory progress in Years 1 and 2. By the age of seven, they attain standards that broadly match those expected nationally of pupils of their age in the designing and the making aspects of the subject. There was too little evidence of pupils' evaluating skills for a judgement to be made on this aspect of pupils' standards.

125. Year 1 pupils make wheeled toys as a whole class with moveable axles, giving reasonable attention to both function and aesthetics. Their plans include elementary labelling. In Year 2, pupils label their designs clearly and neatly, sometimes giving indications of how, for example, they are going to join materials. They use a variety of fixings in appropriate ways and join a reasonable range of materials correctly. Their designs for, and subsequent making of, a 'special place' in a shoebox makes a significant contribution to their spiritual development. Higher-attaining pupils evaluate a cereal packet satisfactorily and suggest ways of improving the design but this aspect of the subject is not routinely in evidence in pupils' work.

126. In response to the key issue identified in the last inspection report, the scheme of work now provides a satisfactory structure to teachers' planning. Assessment procedures are integral to the scheme of work and are sound. However, both the scheme and the assessment procedures would benefit from an increased emphasis on the logical and sequential development of the skills that pupils are to learn. Teachers have undertaken a good amount of appropriate professional development and their subject knowledge has improved. Identified targets have been met well and, overall, the subject has improved satisfactorily since the last inspection although the use of ICT to support the subject is not satisfactory.

127. Although no teaching was seen, the evidence of teachers' plans and pupils' work indicates that it is satisfactory, overall. However, there is no evidence that teachers routinely use assessment information to devise further tasks that closely match pupils' developing skills. Those pupils questioned talked enthusiastically about their work. The subject currently lacks a co-ordinator, which is unsatisfactory, as it does not assure leadership or the development or maintenance of standards. As an example, there is no subject development plan for the forthcoming year.

## **GEOGRAPHY**

128. By the age of seven, pupils achieve the standards expected nationally for their age. All pupils, including those with special educational needs, make satisfactory progress over time in their knowledge, skills and understanding of a local scale study and in their

awareness of localities beyond their own. They are beginning to use appropriate geographic vocabulary.

129. Since the last inspection, the standards of work achieved and standards of teaching have been maintained. The lack of a whole-school scheme that clearly identifies a logical progression in skills, knowledge and understanding is adversely affecting the progress that all pupils, especially higher-attaining ones, could make. The development of the subject has been hindered by several years of staff turbulence and currently there is no co-ordinator for geography.

130. By the end of Year 2, pupils correctly name and identify the countries of the United Kingdom and the continents on a map of the world. They draw reasonably accurate plans of their local playground environment and show clearly the path and position of trees and shrubs. They identify what they like about their own school grounds. Higher-attaining pupils suggest improvements to their playground and give sensible reasons for their suggestions. For example, they suggest a quiet area for sitting, shelters to shield them from the rain, a marked football area so that they do not have to use coats and nice smelling toilets. Lower-attaining pupils suggest ideas but do not give reasons for their ideas. Pupils are beginning to use geographical language well. Pupils have a sound understanding of contrasting locations. They compare Andover and a desert location.

131. Good learning occurs in Year 1 where pupils are aware of the main compass directions. They all know the compass helps guide navigation and orientation. Pupils use card to make a simple compass with the eight main compass directions and a moving needle. Pupils know they need to include the compass points on plans. Pupils in Year 1 have a good understanding of islands, they know and can explain that islands are surrounded by water. Average-attaining pupils know and talk about other islands, such as the Isle of Wight. Higher-attaining pupils correctly explain the physical characteristics of an island; they draw an island and place features realistically. Average-attaining pupils are less secure in their understanding. When challenged to give reasons for suggesting the features on the island, pupils give sensible answers, such as shops for people to buy food or a fun fair to provide entertainment and fun.

132. The subject has good links with other curriculum areas. Pupils complete a questionnaire to find out about possible changes to the school grounds. The teachers give clear guidelines to suggest improvements. Pupils use independent writing well to explain their reasons for making the playground a better place; pupils use a useful framework to guide their ideas. Higher-attaining pupils use the computer adequately to produce a weather map and use a simple key to identify the changing weather.

133. Teaching is satisfactory, overall. Teachers are well organised and work is appropriately planned to suit different abilities. Teachers use resources well, such as photographs of the school grounds. In the satisfactory but less effective lessons, the teacher's expectations are not made clear and there is a casual approach and relaxed manner to teaching and learning. This leads to some under-achievement. Pupils respond well to the classroom assistants who contribute significantly to the good learning for pupils with special educational needs. Assessment information is not used well enough to ensure that teachers match work closely enough to individual needs, which would result in a higher level of challenge for all pupils, particularly the higher-attaining ones.

134. There is currently no co-ordinator for geography, which is unsatisfactory. Planning does identify work for different abilities but this would benefit from being more sharply focused on tighter learning objectives, supported by a clear progression in skills, knowledge and understanding. Teachers are currently using national guidelines but these have not been adapted for the school. The school acknowledges the need to review planning systems and to extend the range and amount of resources.

## **HISTORY**

135. By the age of seven, pupils achieve standards that match those expected nationally for their age. Pupils have made satisfactory progress over time in developing a sense of chronology and in the depth of their historical knowledge and understanding but recent progress has been good.

136. Since the last inspection, the school has made good progress in addressing the key issue related to history. Teaching standards and pupils' progress in history are more consistent throughout the school. Planning has improved although the school acknowledges the need to refine it still further and to identify clearly and in a logical sequence which skills, knowledge and understanding pupils should acquire. Teachers' subject knowledge has improved. The turbulent years without a permanent headteacher and the national emphases on literacy and numeracy have delayed the focus on history within the school. Inspection evidence indicates that history now contributes well to pupils' spiritual development.

137. By the end of Year 2, pupils show a reasonable understanding and factual knowledge of some major events and people. They know facts about Louis Braille and they write about what the Braille alphabet is used for. They draw a castle accurately and know, for example, that castles had moats and people lived in castles; they describe how the drawbridge is lifted up during an attack. Year 2 pupils write about Scott and his expedition to the Antarctic. All pupils have a basic understanding of times past and present and correctly place six pictures in chronological order; higher-attaining pupils sequence the pictures correctly from a picture of Henry VIII to a modern day picture of pylons. Pupils are beginning to use words associated with the lengths of time although these are not always correct. They link the time description to the picture, correctly using words such as 'centuries ago', 'a decade ago', 'modern time'. Higher-attaining pupils know a century is a hundred years and a decade is ten years, and they have a basic understanding of millennium. Pupils write about the picture using sentences to describe the events. Higher-attaining pupils give sensible reasons for the pictures, such as the trees were cut down to make way for roads. All pupils in Year 2 know that Henry VIII chopped down many oak trees to use the wood to build his war ships. Lower-attaining pupils and those with special educational needs are well supported in this task.

138. Pupils in Year 1 begin to investigate primary sources to answer questions about the past. As 'historical detectives', they scrutinise holiday souvenirs. All pupils are beginning to recognise and use appropriate vocabulary such as 'rusty', 'tatty', 'old' to describe artefacts. Average- and lower-attaining pupils give reasons for their choice of souvenirs based on a desire to retain memories. Pupils compare soundly the penny-farthing with modern day bicycles and they write about the differences in seaside holidays between 'then' and 'now'. Pupils in Year 1 have an appropriate understanding of times long ago and of present. Higher-attaining pupils know that some features of life in the past, such as bathing machines at the seaside, have changed. Pupils demonstrate rapt attention because of the teacher's strategy of building excitement and the challenge, 'To become a historical detective.' The teacher also uses her voice well to inspire wonder, which makes a good contribution to pupils' spiritual development.

139. Teaching is good. In the more effective lessons the teacher is successful in creating curiosity and awareness of times past. The objective of the lesson is clearly stated at the beginning and the end of the lesson is used well to review what pupils have learned. This ensures that pupils know the extent of their learning. The teacher provides clear instructions, for example, by guiding pupils to organise the pictures as a group and to give reasons for the order.

140. Planning is satisfactory but learning is related to the activities rather than referenced to the skills to be learnt. Work is routinely planned for both higher- and lower-attaining pupils. This ensures that lower-attaining pupils and those with special educational needs

are fully challenged. However, higher-attaining pupils are often insufficiently challenged, for example to research and identify specific dates and so to become more accurate and rigorous. Classroom assistants support lower-attaining pupils well and enable them to complete the work alongside other pupils. Nearly all teachers use open-ended questions well and this encourages pupils to talk about their own opinions and points of view. When questions are not of this standard, the teacher loses the opportunity to involve pupils in open discussion. Tasks are clearly explained and time is used effectively. Relationships are good throughout the school and intervention is purposeful, which is helpful in maintaining a focus and ensuring pupils can complete the tasks.

141. Although no drama was observed during the inspection week, teachers' planning indicates that it is used soundly to re-enforce historical events, such as Scott's expeditions to the Antarctic and the story of Grace Darling.

142. The co-ordinator has made a positive contribution to the development of history and has a realistic vision for the development of the subject. She has sampled pupils' work from across the school and has identified the need to extend the challenge for higher-attaining pupils through the improved use of assessment information and to develop information technology resources. The school now has some planning in place for history but it fails to identify adequately in a logical order the skills, knowledge and understanding pupils should learn.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

143. Since the last inspection, the extent of improvement has been satisfactory and is now poised to become better. An ICT suite has been established and would now benefit from the introduction of more modern hardware and software. The co-ordinator provides satisfactory leadership. The scheme of work has been improved, although the co-ordinator intends, appropriately, to incorporate recent national guidance to improve it further. Assessment procedures remain inadequate. Although there are some good examples of links with other subjects, such as geography, insufficient use is made of the potential of ICT to support learning in many other subjects. The school has already recognised these weaknesses and the very detailed subject development plan accurately recognises the considerable amount of further work needed to bring provision and standards up to the level now required nationally.

144. Pupils' overall standards at the end of Year 2 are below those expected nationally and progress through the school is unsatisfactory. This is because the guidance adopted has not yet had time to be implemented fully with the result that many aspects of the subject have not been attempted yet. In addition, the associated assessment and recording systems are not being used consistently throughout the school. Provision currently lacks coherence and consistency. However, there are numerous examples of pupils' work in control and artwork that are at the levels expected. Year 1 pupils control screen images satisfactorily, for example when they use the 'drag and drop' facility to construct a town using a control package. In Year 2, pupils use an art package to draw, for example, a Nativity scene or a flower. They use various sized brushes, an airbrush and the 'fill' command soundly. Occasionally, they import appropriate text, for example, when they label the parts of a flowering plant; this activity makes a sound link with the work they are doing in science.

145. Only one lesson was seen during the inspection. However, analyses of pupils' work and of teachers' plans and records indicate that teaching is satisfactory, overall. In the lesson observed, the quality of teaching was good because the teacher made very good use of a skilled parent helper to allow small groups of pupils to practise the skills clearly shown previously to the whole class in the ICT suite. Pupils responded well and concentrated fully on the task in hand. They have good attitudes to the subject and are eager to work on the computers when given the opportunity. However, during the inspection too little use was made of computers throughout the school.

## **MUSIC**

146. Pupils make satisfactory progress, overall, in Years 1 and 2 and, by the age of seven, they attain standards that match those expected nationally. There are, however, often weaknesses in their singing both in class and in assemblies because their breathing techniques are not well enough developed. Overall, standards have been maintained since the previous inspection.

147. Year 1 pupils play untuned percussion instruments correctly and with some sensitivity to imitate the sound of the sea. They listen satisfactorily and follow the instructions of a 'conductor', varying the dynamics of the piece they are playing with reasonable success. In Year 2, pupils illustrate the actions in the story of the 'Ladybird Walk' by using percussion instruments effectively. They pay reasonable attention to the timbre and follow their own graphic score correctly. They perform satisfactorily as part of a small group. Their listening skills are satisfactory when playing in a group but, when required to listen and to be respectful of the efforts of others, they are poor.

148. The quality of teaching is satisfactory, overall. A good number of instruments is available and this enables every pupil to participate fully when required to do so. Pupils choose instruments carefully and sensibly because routines are well established, relationships are good and teachers manage them satisfactorily, overall. Some teachers have good subject knowledge and others are well supported by the co-ordinator, so activities are interesting and meet the needs of the pupils satisfactorily. As a result, pupils generally concentrate well, are active for a suitable proportion of the time and make good efforts to fulfil the tasks set; this helps them to learn at a satisfactory rate. Occasionally, however, the management of pupils' behaviour is not effective enough and the teacher's expectations of standards of attention and application are not high enough. Consequently, while those pupils actively playing their pieces, for example, are working hard and making satisfactory progress, a minority of those required to evaluate their playing do not achieve the standards they could. They do not concentrate adequately and do not make sufficient efforts to work because their attitudes to learning are poor. In addition, the pace of parts of the lesson is sometimes too slow, for example, when the teacher requires individuals to draw suggested representations of sounds while the rest of the class watches passively.

149. The subject is led and managed well. The co-ordinator is knowledgeable and well organised. She has a good grasp of the strengths and weaknesses in provision and practice and has compiled a useful development plan that addresses appropriate areas for improvement. Currently, insufficient use is made of ICT to support pupils' progress in the subject. Although some teachers are beginning to use recorded evidence of pupils' work as an indication of standards and progress, this is not a consistent practice throughout the school. The co-ordinator recognises that these are areas for development as she integrates national guidance into the existing scheme of work.

150. The subject makes a satisfactory contribution to pupils' personal development. Their awareness of Western European culture is developed satisfactorily through the regular visits of members of the Bournemouth Symphony Orchestra to work with each class in turn over the year. There is insufficient regular provision for pupils to experience music from other cultures, as shown in the current plans; however, medium term plans for the school show that this area has been addressed well in the past through the series of topics studied.

## **PHYSICAL EDUCATION**

151. Pupils make satisfactory progress in Years 1 and 2 and, at the age of seven, attain standards that match those expected nationally, overall. Their ability to compose and develop sequences of movements is above the standard expected.

152. Year 1 pupils travel in a suitable variety of ways and dodge each other with appropriate regard for safety, generally following instructions closely. They catch and throw balls and beanbags well. They evaluate the effectiveness of their actions soundly. Nearly all pupils enjoy the activities set them; they have reasonable attitudes to learning and behave appropriately. However, a small minority occasionally do not behave well enough, for example, immaturely walking in silly and inappropriate ways. Year 2 pupils run, dodge and change direction with appropriate control and a good awareness of the space around them. They balance adequately when still but only about a third stretch their limbs well. They collaborate well to set out the apparatus sensibly. They travel over, under and through the apparatus at a reasonable range of heights and jump and land safely. When joining individual actions together to form a smooth sequence, they show an impressive concentration and determination to improve their performance through practice. They are very interested in their activities and work very hard for a high proportion of the time available for the lesson.

153. The quality of teaching, overall, is satisfactory but there are examples of very good teaching. Where the teaching is most effective, it is because:

- the teacher conducts the lesson at a very good pace that ensures that all pupils are fully challenged and are actively working for a high proportion of the time;
- the expectations of the standards pupils should achieve and the efforts that they should put into their work are high;
- pupils are managed very well and relationships are very good, resulting in pupils wanting to achieve well and to please their teacher, and
- the teacher's subject knowledge is good, which enables her to coach specific points effectively and ensure that all pupils make progress.

154. Where lessons, while satisfactory, are less effective than this, it is because their pace is not as high and pupils are not required to be active for a large enough proportion of the lesson. This means that they lose concentration and do not make the physical effort that they should.

155. The subject is currently being led and managed by a 'caretaker' co-ordinator who is knowledgeable and has a clear idea of the strengths of the subject and the areas that await development. All teachers have access to a satisfactory scheme of work that ensures that all aspects of the subject are covered over time. Useful guidelines exist for gymnastics to supplement the scheme but there is no comparable guidance for games or dance. No use is made of the potential of ICT to support the subject and the area of assessment is one acknowledged by the school as one to be addressed because it is currently unsatisfactory. The subject development plan is sound and addresses suitable priorities; the capacity to improve is good because of the high quality of teamwork in the school. The accommodation, inside and outside, is good; however, insufficient use is made of it out of lesson time to enhance pupils' learning in physical education. Since the previous inspection, the extent and rate of improvement in the subject has been satisfactory.

## **RELIGIOUS EDUCATION**

156. By the end of Key Stage 1 standards of attainment are above the expectations of the locally Agreed Syllabus. All pupils, including those with special educational needs, make good progress. Since the last inspection, the school has made good progress in developing planning and ensuring religious education is taught in accordance with the locally Agreed Syllabus. Planning now clearly identifies what knowledge and skills are to be learnt in a logical sequence. Religious education is taught regularly in all classes. Teachers have undertaken significant training; consequently their subject knowledge has improved and they have worked hard to produce very good planning. There has been a significant improvement in the quality and standards of religious education achieved since the last inspection. The school has transformed religious education from an area of weakness to one of strength. All the developments since the last inspection have contributed to these improvements.

157. By the time they are seven, pupils have a good understanding and awareness of some of the basic differences between the Christian and Muslim religions. They compare and contrast the two religions satisfactorily. Through drawing a mosque and a Christian church, they identify the special features of each, such as minaret, dome, altar, font and prayer mats. Pupils are developing a good understanding of the customs and characteristics of the two religions because the teacher constantly compares and contrasts similarities and differences. All pupils know the Qur'an is the special book for Muslims and that Christians have the Bible as their special book. They identify how to treat the Qur'an with respect. Pupils have developed a good grasp of the essence of the different religions; for example, they know and write about Christians believing in Jesus Christ and they know Muslims believe in Allah. Pupils talk about why trees are special for Muslims and are equally special but with a different significance for Christians. All pupils in Year 2 remember the story of the 'Garden of Eden'; they describe how Eve persuaded Adam to eat the forbidden apple and they know this was very wrong. They write their own prayers with a good level of content and thought because teachers provide an effective framework structure for reflection and writing. They are guided to reflect upon and consider things to be thankful for, things to regret and feel sorry about, things to appreciate and things to ask God's help for. Pupils know the Lord's Prayer comes from the Bible and are developing a good awareness of the importance of religion in everyday life.

158. Higher-attaining pupils in Year 1 know the Bible contains stories about Jesus and that Jesus died on the cross. They know about the life and some of the stories of Jesus such as the 'Loaves and the Fishes.' Higher-attaining pupils in Year 1 know about the birth of Jesus and describe how Mary and Joseph travelled to Bethlehem. Lower-attaining pupils and pupils with special educational needs are aware of the stories but need some support with the details. Pupils write sentences to describe Mary and Joseph's journey and Jesus' birth. Literacy skills are used well and pupils write independently about the story. Pupils have a good understanding of Christian symbolism because of their work on baptism. They know the vicar uses special water and about the significance of the baptism. Higher-attaining pupils recall and describe how Jesus was baptised in the River Jordan. They design a christening card and identify the symbols clearly.

159. The quality of teaching is good, overall, and in Year 2; it is satisfactory in Year 1. In the more effective lessons, teachers challenge pupils to think, reflect and make comparisons between two different religions. Information is reinforced repeatedly and this contributes to pupils' clear understanding and learning. Questions are phrased skilfully to enable pupils to describe, explain and expand on their ideas. Effective planning identifies a progression in learning and this contributes to good understanding. For example, the ceremony of baptism in a Christian church is woven into learning about Jesus. This results in pupils being able to explain the significance accurately and to remember clearly about the ceremony of baptism. In less effective, but satisfactory, lessons good introductions are reduced in effectiveness because pupils sit for too long with insufficient activity to stimulate learning. A strength in lessons throughout the school is the effective use of resources to reinforce learning and to stimulate interest.

160. The co-ordinator is very good and has made a significant contribution to raising standards and teachers' confidence and subject knowledge. The school has had considerable training and resources have been carefully assembled to enrich learning. There is a good range of books in the library. However, links with information technology still need to be developed. The co-ordinator monitors planning but has not yet monitored lessons. Visits to the local Anglican Church contribute to pupils' understanding, knowledge and appreciation of the subject.