

INSPECTION REPORT

Hughenden Infant School

High Wycombe

LEA area: Buckinghamshire

Unique reference number: 110328

Headteacher: Mrs. S. McClelland

Reporting inspector: Mrs. G. Peet
18842

Dates of inspection: 14th – 17th January 2002

Inspection number: 1911670

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Spring Valley Drive, Hughenden Valley, High Wycombe, Buckinghamshire
Postcode:	HP14 4LR
Telephone number:	01494 562501
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Catherine Hinds
Date of previous inspection:	13 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18842	Mrs. G. Peet	Registered inspector	English as an additional language Equal Opportunities Mathematics Science Art Design and Technology Information and Communication Technology Physical Education	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
113450	Mrs. J. Madden	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30205	Miss. T. Kenna	Team inspector	Foundation Stage curriculum Special educational needs English Geography History Music Religious Education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hughenden Infant School has 66 full time pupils aged from four to seven, and eleven part time pupils aged four. It is smaller than most primary schools. Pupils begin part time in the Reception class in the term after they are four and then start full time in the term in which they are five. The school is in a small village but 55 per cent of the pupils come from the contrasting locality of High Wycombe. No pupils claim free school meals which is unusual and well below the national average. However, the local education authority does not provide hot meals at lunchtime and the school believes that this is the reason why a small minority of parents who may be entitled to them, do not claim them. There is one pupil from a minority ethnic background. Four pupils come from families where the first language of one parent is a European language other than English. The pupil from the minority ethnic background was not in school during the inspection. Of the other pupils, none are at an early stage of English acquisition and all speak and understand English well. The number of pupils on the register of special educational needs is average for a school of this size. There are three pupils with statements of special educational need which is well above average for the size of the school. Two of these pupils have speech and communication difficulties and the third has Down's Syndrome. Attainment on entry to the school varies greatly from year to year, as does the size of the cohorts. The attainment on entry of the pupils presently in the Foundation Stage is average. However, the attainment of the pupils who left the school in the year 2001 and who were the last cohort to take the standardised assessment tasks was below average on entry to the school. Since the last inspection the school has undergone a period of change resulting in considerable stress to the school. The school has changed from a First School to an Infant School. There has been a complete change of teaching staff and a drop in pupil numbers. The present headteacher was appointed in September 2000 but had a period of maternity leave from January 2001 to May 2001. She currently teaches full-time for two days every week.

HOW GOOD THE SCHOOL IS

This is a very effective school with many very good features. It is successful because of the very good leadership of the headteacher who has excellent support given to her by the governing body. The pupils achieve high standards in reading, writing, mathematics, science and music. The quality of teaching and learning is very good. Pupils' attitudes to their work are very good. The school provides good value for money.

What the school does well

- The standards pupils achieve in English, mathematics and science at the end of Year 2 are well above average.
- The teaching and learning are very good in these subjects and in music and physical education.
- The pupils' attitudes, values and personal development are very good.
- The leadership and management of the headteacher and governing body are very good.
- The provision for pupils with special educational needs is very good.
- Very good provision is made for the pupils' spiritual, moral and social development.

What could be improved

- Standards in information and communication technology (ICT) and the use of ICT throughout the curriculum.
- Standards in art and design.
- The role of the subject leader.
- Policies and schemes of work need updating to ensure consistency in curriculum provision.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection took place in January 1997. The level of improvement since then has been good. Standards in the Foundation Stage, reading, writing, mathematics, science, music and physical education have all improved. Standards in all other subjects have been maintained except in information and communication technology and art and design where they are now below expectations. Teaching and learning have improved from satisfactory to very good. The key issues of the last inspection to

provide sufficient challenge for more able pupils, to provide more investigative opportunities and to improve the quality of marking have all been addressed well. There is no policy on the provision for talented and gifted pupils. The procedures for assessment and recording of pupils' progress have been addressed satisfactorily. They need further development in order to raise standards in all subjects to the level they are in English, mathematics, science and music. There is a shared commitment to improvement and the school has very good capacity to succeed

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
Reading	A*	A*	A	A
Writing	A*	A*	A*	A*
Mathematics	A*	A	B	C

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

- The results of the National Curriculum tests at age seven, over the last three years, demonstrate consistently high standards in reading, writing and mathematics. In writing, in 2000, the standards attained were within the top five per cent in the country.
- The inspection findings are that standards for the pupils currently in Year 2 are well above national expectations in reading, writing, mathematics and science.
- Children in the Foundation Stage make good progress and attain standards at the end of the Reception class that are generally above average.
- Standards in Information and Communication Technology and in art and design are below national expectations.
- Standards in religious education (RE) are above the expectations of the locally agreed syllabus.
- Standards in music and physical education are above those expected nationally.
- Standards in geography and history are in line with those expected for pupils of their age.
- There is insufficient evidence to make a judgement on standards in design and technology.
- Challenging targets are set for pupils at the end of Year 2. In 2001 these targets were exceeded.
- Pupils make very good progress overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and their attitude to learning is very good. They join in activities with enthusiasm and work hard.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. There was no evidence of rough or oppressive behaviour during the inspection.
Personal development and relationships	Personal development is very good and pupils are given many opportunities to take responsibility. Pupils form very good relationships with each other and with adults in the school.
Attendance	Attendance is very good and well above the national average; unauthorised absence is in line with the national average. The majority of pupils are very rarely late.

TEACHING AND LEARNING

Teaching of pupils in:	Foundation Stage	Years 1 – 2
Quality of teaching	Very good	Very good

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

Teaching and learning throughout the school have improved since the last inspection. Three excellent lessons were seen. Teaching and learning in both literacy and numeracy are overall very good and often excellent. Teachers have secure knowledge of literacy, are confident teaching it, and teach basic skills well. Teachers use the National Numeracy Strategy very well. In their very good and excellent lessons, the mental and oral starters to lessons were a particular strength. In these lessons teachers make learning fun and pupils are keen to be involved. They do their best and contribute very well. This results in a good level of learning. Teaching in the Foundation Stage is very good. The teacher is well supported by non-teaching assistants. Children benefit from this extra support. Staff make learning fun and challenge the children well. A strength of the excellent teaching is the way in which work is planned carefully to ensure that pupils of all abilities are sufficiently challenged and supported in order to achieve success. This results in all pupils making very good progress. All teachers know the pupils very well and this enables them to prepare lessons that meet the needs of pupils of all abilities and backgrounds. The one unsatisfactory lesson seen was in information and communication technology. It was the result of the teacher's insecure understanding of information and communication technology (ICT) and the unsatisfactory provision for the subject in the school. The teacher who gave this lesson subsequently gave an excellent lesson in another subject.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of subjects taught, and the learning opportunities provided, are satisfactory overall and are supported with a range of activities outside lessons, including lunchtime clubs and visits related to different subjects. The curriculum meets statutory requirements.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. All pupils are supported very well by class teachers and classroom assistants. Pupils with statements of special educational need are also very well supported. These pupils are involved in all subjects of the curriculum and are all fully included in the life of the school. Their statements are well constructed. Provision to meet the requirements of each statement is in place.
Provision for pupils with English as an additional language	Pupils with English as an additional language are fully integrated into the classes. All these pupils already have a good understanding of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the pupils' spiritual, moral, social development and satisfactory provision for their cultural development.
How well the school cares for its pupils	The school has high standards of pastoral care. The use of assessment to inform teaching staff of pupils' academic needs is satisfactory. Child protection procedures need to be underpinned, by thorough training of the named person and the whole staff.

The effectiveness of the school's links with parents is good. The school holds regular workshops for parents on aspects of the curriculum. These are extremely successful and well attended.

Teachers' planning for coverage of the programmes of study in the National Curriculum, takes into consideration the nationally recommended schemes of work, for all subjects including religious education, which also complies with the locally agreed syllabus. These schemes have not yet been adapted to meet the needs of the school and there is inconsistency in some subjects, such as art, in how the schemes are used. Planning for literacy and numeracy is very good and agrees with the guidelines provided in the two national strategies. In the Foundation Stage, the Reception class teacher has very carefully taken into account the early learning goals for children of this age, resulting in very good planning and very good provision for children in this stage.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is very good. She has successfully raised staff morale. She is providing a clear educational direction for the school and a commitment to high standards.
How well the governors fulfil their responsibilities	The governing body are very effective and give excellent support to the school. They have a clear understanding of the strengths of the school and of areas that need to be improved. They have been fully involved in the writing of the school improvement plan. Although they generally comply with all statutory requirements there are some omissions in the annual report to parents.
The school's evaluation of its performance	Very good. The procedures for monitoring teaching of English, mathematics and science are very good. School development priorities have been decided on after thorough school self-evaluation and effective monitoring.
The strategic use of resources	Good. Specific grants are used appropriately for their intended purpose. The preparation and monitoring of the budget is thorough and well thought through. The investment in computers is not at present well used because computers may be switched on but not being used. This occurs for long periods each day.

The match of teaching and support staff to the school is good. The accommodation is very good. Resources are generally good and of a high quality. The exception to this is the provision of ICT software to be used in supporting teaching across the curriculum.

The headteacher has a very good grasp of the school's strengths and weaknesses and is aware of the areas for further development. She has been decisive in deciding on which areas to focus as a priority and has been instrumental in improving the ethos of the school and the school environment. The headteacher and the Chair of Finance have a good understanding of the principles of best value and recognise that judgements on spending have to be evaluated against their contribution to pupils' achievement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • The school is well led and managed. • They feel comfortable approaching the school. • They believe the school expects their children to work hard and do their best. 	<ul style="list-style-type: none"> • There were no significant concerns.

The inspection team agree with the parents' views of the school and feel that parents have a good knowledge of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The standards attained in the end of Year 2 tests in 2001 are, when compared to the national figures, in reading well above average, in writing very high and in mathematics above average. When these results are compared to those of schools, which serve similar pupils to those at Hughenden, the results in reading and writing are still well above average and very high but the results in mathematics are average. In science, the teacher assessment of standards was well above average when compared both nationally and with the results of similar schools. The inspection judgment is that standards in Year 2 are now well above expectations in reading, writing, mathematics and science. This judgment reflects an improvement since the last inspection, when pupils' attainment in English was judged to be above expectations but in mathematics and science in line with expectations.
- 2 Over recent years, standards have varied slightly from year-to-year but have been consistently above the national average in all core subjects. In writing they are significantly higher now than in 1997. In 2001, challenging targets were set both in the number of pupils attaining the expected Level 2 and in the number of pupils attaining the higher Level 3 in reading, writing and mathematics. These were met for the number of pupils attaining Level 2 and were exceeded in writing for the number of pupils attaining Level 3. They were not met for the number of pupils attaining Level 3 in reading and mathematics. This is because several pupils missed attaining the higher grade by a very narrow margin.
- 3 The school has a high percentage of pupils attaining the higher Level 3 in all core subjects except mathematics. When the 2001 results are compared nationally the percentage of pupils attaining the higher level in reading was well above average, in writing and science very high but in mathematics in line with the average.
- 4 In the tests taken over the last five years girls have performed consistently better than boys in reading and writing. In mathematics, boys have performed slightly better than girls but in this subject the difference is not so marked. Whilst during the inspection, differences in attainment were not apparent, it is clear that this is a situation that the school needs to analyse in order to ensure that all pupils are fully included in all subjects.
- 5 On entry to the Foundation Stage the attainment of most children is in line with that expected for their age but over the last four years whilst the number of pupils entering the school has fluctuated greatly so has the attainment on entry. The school's assessment procedures indicate that, when the pupils presently in the Foundation Stage entered the school they were achieving standards below average in reading and writing and average in mathematical development, personal, social and emotional development, physical development, creative development and knowledge and understanding of the world. The pupils who took the end of Year 2 tests in 2001 were well below expectations in all areas of learning. The present cohort of pupils in Year 2 entered the school with attainment that was average. This shows the good progress that pupils in this school are making in English, mathematics and science by the end of Year 2 and how attainment exceeds expectations. Inspection evidence shows that pupils make good progress both as they go through the Foundation Stage and later when they go through Years 1 and 2. This is an improvement on the findings of the last inspection when progress was judged to be good in communication language and literacy and in personal and social development

but only satisfactory in other areas in the Foundation Stage. In Years 1 and 2 progress was judged to be good in English and science but only satisfactory in mathematics.

- 6 At the time of the last inspection standards were good in speaking and listening, reading and writing. The rise in standards since then is clearly due to the improvements in teaching and to the successful implementation of the literacy strategy. Pupils listen carefully and respond well when their teachers encourage them talk about their lessons and share their ideas. Pupils enjoy reading and read accurately and confidently. The most able pupils in Year 2 write very well. Other pupils use words and phrases competently to convey meaning but do not yet always use capital letters and full stops. Work is very well presented throughout the school, with the pupils' handwriting being very clear and neat.
- 7 At the time of the last inspection, standards in mathematics were broadly in line with national expectations. These standards have been improved and are now well above average. Pupils' performance in mathematics in the end of Year 2 tests in 2001 was lower than in other subjects. The school has analysed the results and feels that there are a number of factors affecting this. The main one, which inspection evidence supports, is that because of the focus on oral interactive work that goes on in lessons, pupils find it harder to demonstrate their understanding in written tests. Four pupils missed Level 3 by a very narrow margin. The school is taking steps to address this difficulty. Since the last inspection the introduction of the numeracy strategy and its implementation have been successful.
- 8 In science, standards were judged to be in line with expectations at the time of the last inspection and are now well above expectations. Since the last inspection the school has responded to the need to challenge the higher attaining pupils more effectively and to provide more opportunities to develop scientific skills through investigating.
- 9 Standards in religious education, music and physical education are above expectations. This maintains the standard as at the time of the last inspection in religious education and is an improvement on the previously satisfactory standards in music and physical education. All three subjects make a good contribution to the spiritual and cultural development of all pupils and religious education to the social and moral development also. Pupils explore different religions and show an understanding, respect and appreciation for them. In music, pupils enjoy singing and listening to music in assemblies. They identify patterns in music and recognise when tempos are fast and when they are slow. In physical education, pupils' involvement when dancing has a spiritual dimension both for the pupils and the observer.
- 10 In art and information and communication technology (ICT) standards have deteriorated since the last inspection and are now below expectations. In ICT, much of the problem can be attributed to difficulties with hardware. Because outdated machines have only recently been replaced the school has not been as active in developing the ICT curriculum as in English, mathematics and science. Insufficient time is spent each week in teaching and practicing skills. Neither is there yet sufficient appropriate software to enable pupils to practise skills when using the computers to support learning in other subjects. In art, a lack of monitoring of the curriculum has resulted in pupils having too few opportunities to look at the work of other artists or to learn skills in art.
- 11 In design and technology a lack of evidence available during the inspection means that no judgements can be made on standards in this subjects.

- 12 In all other subjects standards have been maintained since the previous inspection and are satisfactory.
- 13 Pupils with special educational needs make very good progress against the targets set within their individual education plans for literacy and numeracy and many achieve high standards. The school is diligent in its procedures for identifying pupils with special educational needs and very good individual programmes are set to target these needs. Pupils with statements of special educational need are treated sensitively and the support they receive is always at least very good and sometimes excellent. There are no pupils who are the early stages of learning English but those who speak more than one language are identified and care is taken to ensure that they are well supported in lessons should they need it. They make the same good progress that other pupils make.

Pupils' attitudes, values and personal development

- 14 Pupils' attitudes to the school were a strength of the school at the last inspection and remain so. They are very good. Parents report that their children are keen to come to school. A view confirmed by the inspection team during their time at the school. The youngest pupils settle happily when left by their parents and in Year 1, pupils enter the school independently and settle to the school day. They enjoy life in school both in the classroom and at break times. During lessons they are confident, join in all the activities with enthusiasm and work hard. Those pupils with special needs are also keen to take a full part in school life and join in to the full extent of their abilities. They enjoy learning. Pupils with special educational needs have a very positive attitude to their work and are developing their self-confidence very well.
- 15 Pupils' behaviour continues to be very good in and around the school and parents are very proud of this. In lessons, pupils respond to the very good teaching and classroom management; this stimulates their desire to learn and do their best, leaving no time for inappropriate behaviour. This was especially apparent in a Year 2 literacy session which had excellent pace and many varied activities following each other. This ensured that all pupils made very good progress. During lunchtimes and playtimes, behaviour is similarly very good, and pupils play well together with evident enjoyment. Kindness to one another is evident, with pupils especially sensitive to the needs of a pupil with Downs Syndrome. The behaviour policy recently introduced into the school was produced with the full co-operation of pupils. There have been no exclusions from the school. The behaviour policy encourages positive attitudes in pupils, and parents were adamant at the pre-inspection meeting that there is no bullying in the school. There was no evidence of rough or oppressive behaviour during the inspection.
- 16 Relationships in the school are very good. The school has helped pupils to be aware of the consequences of their actions on others, illustrated in a Reception physical education class where pupils developed a sequence of movements that showed their awareness and consideration for others. Pupils listen to the views of other pupils before expressing their own on a majority of occasions. They are similarly sensitive to the needs of others as shown clearly in a Year 2 lesson on the five senses. In this lesson, pupils had a perceptive discussion on how people manage without the use of all five senses.
- 17 The school gives pupils the opportunity to take responsibility for aspects of school life as well as their own learning. In Years 1 and 2, all pupils help to set targets at regular intervals for their own learning and personal conduct; these are clearly displayed in the classrooms and worked on intensively. They are encouraged to work in pairs and groups, act as monitors, look after and get out equipment, and in Year 2, pupils are

responsible for the play equipment. The rapport between class teachers and pupils and the very good relationships throughout the school is totally inclusive, giving all pupils the opportunity to do their best in a relaxed and supportive atmosphere.

- 18 Attendance is very good and well above the national average; unauthorised absence is in line with the national average. There has been a drop in the attendance rate from 1999/2000 to 2000/2001 due to the number of days taken as holiday during term time. The school actively discourages this. The majority of pupils are very rarely late.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 19 Throughout the school the quality of teaching and learning are very good and three excellent lessons were seen. Sixty four per cent of all lessons seen were very good or excellent. This represents a significant improvement since the last inspection when no lessons were seen that were very good or excellent. Only one unsatisfactory lesson was seen. This was exceptional. It was the result of the teacher's insecure understanding of information and communication technology (ICT) and the unsatisfactory provision for the subject in the school. The teacher who gave this lesson subsequently gave an excellent lesson in another subject. Ninety six per cent of lessons seen were good or better.
- 20 In the Foundation Stage, teaching is overall very good and eight of the nine lessons seen were very good. No unsatisfactory teaching was observed. The teacher has established good routines for the children to follow, which are having a positive impact on their learning and in particular on their personal and social development. The Reception teacher is well supported by non-teaching assistants particularly during the morning session. Several parents also regularly support the learning. Very careful briefings are given to them prior to working with a group of children and children benefit from this extra support. Lessons are planned to meet the needs of all the children and careful regard and attention is paid to the early learning goals. Where teaching is very good, staff make learning fun and challenge the children well. This motivates them to do well. Skilled questioning promotes further thinking and reflection on the task in hand. Children respond well to all staff and obviously feel very happy and secure with them. Good links are frequently made between different areas of learning. The teacher and support assistants regularly assess children's progress, records are kept and targets set which are included in the day-to-day planning. Staff identify children with special educational needs early and support them very effectively in their learning. They do this by matching work very carefully to their needs and ensuring that they have the support and help they need to encourage them to persevere.
- 21 Throughout the school, some of the best teaching seen was in literacy lessons. Literacy teaching is overall very good and two excellent lessons were seen. The National Literacy Strategy has been adopted effectively. Teachers have secure knowledge and understanding of literacy, are confident teaching it and teach basic skills very well. A strength of the excellent teaching is in the way work is planned carefully to ensure that pupils of all abilities are both sufficiently challenged and supported in order to achieve success. This results in all pupils making excellent progress in these lessons and very good progress overall in literacy. In an excellent lesson in Year 1, lower attaining pupils and some of those with special educational needs were well supported by a classroom assistant who helped them to create sentences, for example, like, 'Bang, bang, bang, bang went the balloons.' In another excellent lesson, in Year 2, the teacher used very good questioning techniques and encouragement to enable pupils to achieve a high level of attainment when they discussed the behaviour and character of Goldilocks. Teachers use a range of strategies to keep pupils' attentions and interests and all lessons have a

good pace. The introductory part of a Year 1 lesson kept pupils interest by challenging pupils to show initial consonant blends on letter fans. A teaching assistant taking pupils for additional literacy support led a very good lesson in which pupils were constantly challenged and involved. Very good teaching ensured pupils were clear about each stage of learning as they moved in small steps to greater challenges.

- 22 Teaching of numeracy is also very good overall. Teachers use the National Numeracy Strategy very well and in the very good and excellent lessons the mental and oral starters to lessons were a particular strength. In these lessons teachers make learning fun and pupils are keen to be involved, do their best and contribute. The weakest element of a lesson that was satisfactory, was in the slow pace at the beginning of the lesson. Teachers have a good understanding of mathematics and are able to plan lessons that match the needs of all pupils.
- 23 The weakest teaching was in information and communication technology (ICT) where the only unsatisfactory lesson was seen. In this lesson the teacher lacked confidence and was unsure about her learning objectives. All available computers were not used and as a result at least half the class failed to make any progress in developing their ICT skills. Only two occasions were observed when computers were used to support teaching in other subjects and both of these were in literacy. On both occasions their use was limited to word processing. Evidence indicates that teachers' knowledge and understanding of ICT is weaker than in other areas of the curriculum.
- 24 Teachers' knowledge and understanding of what they are teaching in the other subjects observed is at least satisfactory and in music, science and physical education is good. Scrutiny of pupils' work indicates that teaching of the basic skills in writing is good when it is extended into other subjects. Few examples of numeracy being taken into other subjects were observed during the inspection.
- 25 Teachers' planning is effective and pupils almost always learn what teachers expect them to learn. Teachers plan their lessons in clear step-by-step stages that help pupils understand each stage before moving to the next. Teachers promote class discussions well and in many lessons pupils are encouraged to share their ideas with each other. This was seen in a Year 2 science lesson in which pupils discussed how they used several senses at the same time in their day-to-day lives. Teachers' enthusiasm for teaching is usually the significant factor that distinguishes very good from good teaching. When teachers are enthusiastic pupils become enthusiastic also and make very good progress. This was seen in many lessons, for example, a music lesson in Year 2 when both the pupils and the teacher sang and marched to the music. Teachers use questions well to encourage pupils to think about what they are doing. For example, in a Year 2 literacy lesson, very good questioning encouraged pupils to offer their opinions about the character of Goldilocks.
- 26 Teaching assistants are very well informed about the lessons and they make a significant contribution to pupils' learning. Resources are well prepared and well used.
- 27 Day-to-day assessment is good and teachers know their pupils well. They use their knowledge to match work to pupils' needs and to give support to those pupils that need it. This supports the learning of pupils with special educational needs very well. Teachers use questions well to check pupils' progress. Homework is given regularly and helps to consolidate the learning that has taken place in class lessons.
- 28 The quality of teaching and learning for pupils with special educational needs is very good. This is an improvement since the last inspection. Teachers and support

assistants know their pupils very well and have a very good awareness of how to meet their individual needs. The teaching strategies used are supportive and sensitive and consequently all pupils are fully included in all aspects of the school's curriculum. All adults develop very good working relationships with the pupils, which promotes very good learning, and build confidence and self-esteem. A particular feature is the good use that is made of support staff. Adult support is directed towards specific pupils according to their level of need. The support given to pupils with statements of special educational need is very good and sometimes excellent.

- 29 Pupils with English as an additional language or who experience hearing more than one language at home are fully integrated into the classes. All these pupils have a good understanding of English. One of these pupils returned to school from holiday abroad during the inspection. She was warmly welcomed back and the teacher ensured that with extra support from the classroom assistant she was able to cope with the activities asked of her. Although the school does not yet specifically identify pupils who are gifted or talented, teachers match day-to-day work well with pupils' needs and no evidence was seen during the inspection of pupils being given work that was not sufficiently challenging. Although there is some evidence in test results that boys and girls perform differently, no evidence was seen during the inspection of work being mis-matched to pupils' interest or ability or of pupils being disadvantaged because of their gender.

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

- 30 The quality and range of subjects taught, and the learning opportunities provided are satisfactory overall and are supported with a range of activities outside lessons, including lunchtime clubs and educational visits. The curriculum meets statutory requirements. It is relevant to the needs of the pupils, including those with special educational needs. All pupils have equal opportunities to enjoy the full range of learning opportunities. Religious education is taught and a daily act of worship is provided. In the Foundation Stage the curriculum is good and is well planned to cover the stepping stones leading to attainment of the Early Learning Goals.
- 31 Appropriate proportions of time are allocated to the different subjects and the school has successfully implemented the National Literacy and Numeracy Strategies. Personal, social and health education is included in the planning of specific subjects such as science. The governors have policies for the teaching of sex education and drugs education. There have been few changes to the curriculum since the previous inspection. Most policies particularly in the non-core subjects are in need of updating and schemes of work need to be adapted to meet the needs of the school. However, there has been good improvement in the curriculum for children in the Foundation Stage where provision is now better than at the time of the last inspection.
- 32 When the school is planning how to deliver the National Curriculum, the staff takes into consideration nationally recommended schemes of work. They do this for all subjects except music, but including religious education, which also complies with the locally agreed syllabus. These schemes have not yet been adapted to meet the needs of the school and there is inconsistency in some subjects, such as art, in how the schemes are used. Insufficient account is taken when planning the curriculum for the use of ICT to support learning in other subjects. Planning for literacy and numeracy is very good and agrees with the guidelines provided in the two national strategies. In the Foundation Stage, the Reception class teacher has very carefully taken into account the early learning goals for children of this age, resulting in very good planning and very good provision for children in this stage.

- 33 Provision for pupils with special educational needs is of the same high standard as at the last inspection. It is still very good. Pupils make very good progress throughout the school. All pupils are supported very well. Individual education plans are well constructed and regularly reviewed. Pupils receive very good support from class teachers and classroom assistants. This ensures that they make the best possible progress over time, and positively promotes very good learning. Pupils with statements of special educational need are very well supported, and the skills of outside agencies, where appropriate are very well used. These pupils are involved in all subjects of the curriculum and they are all fully included in the life of the school. Their statements are well constructed, and provision to meet the requirements of each statement is in place. The school is aware of the need to meet the revised Code of Practice for special educational needs, and plans are being devised in order to address this. As a result of this very good provision pupils with special educational needs have very good self-esteem.
- 34 The school's practice for the promotion of all aspects of equality of opportunity is good, and the ethos of the school has a very positive impact on, for example, those pupils who have special educational needs. Pupils of differing abilities and needs generally work and play together amicably, both within the classroom and around the school. The school's very good support for pupils' social development makes a good contribution to this aspect of provision. As yet, the school does not have a policy of specifically identifying gifted or talented pupils in order to address their needs. On a day-to-day basis, however, the needs of all pupils are appropriately met.
- 35 The use of Circle time to explore areas of personal development is being developed. As pupils move through the age groups they are given increasing opportunities to help and support a younger child through the friendship system. All the pupils have been involved in the production of a set of school rules.
- 36 A very good variety of activities outside lessons are provided. They are well supported. Clubs meet at lunchtime on three days a week. These include country dancing, science and uni-hoc. During recent years, the school has provided visits to support different subjects; for example, a Victorian day at Hughenden Manor and a visit to The Chiltern Open Air Museum. There have been visits to the school by the Quantum theatre group, and a juggler. Pupils have participated in fund raising for Help the Aged and the National Society for the Prevention of Cruelty to Children. The richness and variety of these activities have made valuable additions to the curriculum.
- 37 There are good links with the pre-school group. Pre-school children benefit from visits meeting their prospective teachers before joining the school. However, links to the junior school are not as strong.
- 38 The school makes very good provision for the pupils' spiritual, moral, social development and satisfactory provision for their cultural development. Since the last inspection there has been improvement in the provision for spiritual, moral and social development.
- 39 The pupils' spiritual development is very well promoted. The school motto 'All Learning Together' emphasises the ethos of hard work that is at the heart of the life and work of the school. Local clergy visit the school. They give their time to lead the school in worship. One conducted a 'christening' using a doll as part of religious education. Pupils explore their thoughts and feelings during class and school assemblies through prayer and reflection. There are also opportunities in lessons for pupils to have a chance to talk about their own feelings, about how they think others might feel and to value the

contribution of others. The pupils are pleased to talk about their work and their likes and dislikes. Year 2 pupils spoke about their favourite books, and those that made them feel happy or sad.

- 40 Moral development is very well promoted throughout the school. Pupils are encouraged to recognise that everyone is important and that care and consideration should be shown to everyone so that all work together effectively. This is particularly evident in the way in which pupils with special educational needs are fully included in all aspects of school life. To help achieve these high aspirations the pupils have devised their own school rules. They talk about class problems and personal worries and are sure that staff are always there to listen to their concerns and anxieties. The school ethos is one of self-discipline and responsibility to one another. All members of staff apply this approach consistently throughout the school. Secure relationships provide a firm basis for the development of a clear moral understanding. Pupils are taught right from wrong, with the very youngest children in the Reception class having a clear understanding of what is expected of them.
- 41 All adults throughout the school promote social development very well. The pupils are encouraged to care and take responsibility for others. The 'Friendship system' in the playground and the care the older pupils take of younger pupils, mean that the school works as a supportive community. Pupils willingly accept responsibility, for example when distributing materials in lessons and tidying up at the end. Social issues relating to the locality are addressed effectively. The school together with the support of the County Council's Highways Department, have devised a 'Walking Crocodile'. Pupils are escorted on their walk to school by trained helpers. There are many contributions from visitors and members of the local community to the school. There are particularly strong links with a local pensioners' group. The inclusion of pupils with statements of special educational need and those who find learning difficult, supports the pupils' social development and promotes positive attitudes towards these pupils.
- 42 Provision for cultural education is satisfactory. Pupils are helped to appreciate their own cultural traditions through lessons in English, music and religious education. Their knowledge of their own village culture is extended when they join in the bi-annual village day with their country dancing. They have opportunities to consider some of the world's major religions, to understand the importance of other faith's major celebrations such as festivals of light, and to handle different religion's artefacts during religious education lessons. They learn about life in other cultures through their geography lessons on India.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 43 The school takes good care of its pupils. This was the case in the last inspection. However, it is less successful in the use of assessment to inform teaching staff of pupils' academic needs than in their pastoral care. Teachers and support staff have a clear knowledge of pupils in their class and more generally across the school. Pupils with individual needs are well catered for; the school complies with the current Code of Practice for special educational needs.
- 44 The school is a safe environment. Health and safety has been given a clear priority. Staff have received training and daily checks are undertaken by the headteacher. This is reinforced by the detailed termly checks made by the governors and staff. They follow the guidelines provided by the local authority when it undertakes risk assessment. Pupils are well supervised during playtimes and lunchtimes by teachers and well-trained

assistants. Pupils are fully occupied by games and play equipment. The school, with the dynamism and persistence of a school governor, has put in place a 'Walking Crocodile', four mornings a week, which is now extremely well supported. First aid equipment and trained assistants are available during the school day. Child protection procedures need to be underpinned, as a matter of urgency, by thorough training of the 'Named Person' and the whole staff.

- 45 Procedures for monitoring pupils' progress are inconsistent across the different subjects. In English they are good. In this subject, pupils' progress is tracked and termly records are kept of pupils' attainments. These give useful information about pupils' progress and identify areas of underachievement in this subject. In mathematics assessment is satisfactory. Pupils' progress is tracked but the termly records kept of individual pupils' attainment contain insufficient detail to be useful to subsequent teachers. Assessment of pupils' progress in science is developing and the science subject leader is writing an assessment and recording system to enable teachers to formalise what they are doing. Assessment in other curriculum areas is unsatisfactory. The school is aware of the need to develop this and intends to review assessment of individual subjects when subjects are reviewed in line with the school improvement plan. Teachers' day-to-day assessment is good. Class-work is marked regularly and good use is made of questioning within lessons to assess individuals' progress. Standardised tests are given to pupils at the beginning of the Reception year and at the end of Year 2. This is used to track pupils' progress and check that pupils make the expected progress.
- 46 The school provides very good care for pupils with special educational needs. Staff know their pupils very well and provide effectively for their needs. This is very well planned to take account of the provision outlined in the pupils' statements of special educational needs. The school makes very good use of both visiting specialists and outside agencies. There are very effective and consistent procedures for placing pupils on the register for special educational needs. All staff know these. They are very effectively implemented by the co-ordinator for special educational needs in collaboration with the class teachers and support assistants. Pupils' targets are reviewed regularly and when necessary, further assessment and advice is sought from outside agencies. Class teachers and support assistants are responsible for the daily needs of pupils with special educational needs and together they keep comprehensive records of achievement. These provide a very good record of each pupil's personal achievements and academic progress through the school. Staff use this information well to give very effective support and guidance in raising pupil's attainment.
- 47 Attendance at the school is very good but staff are not complacent, ensuring that they are fully informed at all times of the reasons for absence and actively discouraging parents from taking pupils on holiday during the school term. There is good monitoring of absence with all relevant information recorded in the class registers.
- 48 The school has very good strategies in place to support the very good behaviour of pupils. These strategies are based on a sensible policy, which is the result of in depth work by teachers, learning assistants and pupils. Merit marks have an important part in school life and are clearly displayed in classrooms as part of the very good class management. The school has a definition of bullying shared by parents and pupils. If there is concern the school uses early intervention and works with children and parents.
- 49 The procedures for monitoring and supporting pupils' personal development are satisfactory. Pupils are encouraged to work co-operatively in pairs and groups in, for example in physical education where balance was important and in a Year 1 phonics lesson. Self-confidence is developed from the Foundation Stage onwards. Children in a

lesson on the discussion of their personal favourite things, were all given and all took the opportunity to talk to the class about them. Behaviour is constantly monitored by all staff and pupils are quickly reminded about shortcomings and rewarded for especially good behaviour. There is however, a lack of consistent recording of pupils' personal skills and behaviour, which would help to highlight these areas of pupils progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 50 Parents, in response to the questionnaire, say that this is a very good school. At the parents meeting they were clear that there had been incredible improvements in the last two years. They are in total agreement that their children are making good progress because of good teaching and hard work in a school which they like. They say that the school is helping their children mature and that behaviour is good. As parents, they feel that the right amount of homework is set and would feel comfortable approaching the school with any problems or queries. The overwhelming majority says that the school is well managed and works closely with parents. There is similar agreement that they are kept well informed about their child's progress and that the school provides an interesting range of activities outside lessons. The inspection team endorses the parents' views.
- 51 The effectiveness of the school's links with parents is good. Parents considering sending their child to the school are given a lengthy and in depth picture of the school by the headteacher. Parents of children starting at the school, spent an afternoon with the head and other teaching staff discussing all aspects of school life. At the same time, the children join the Foundation Stage pupils in class. The prospectus has been considerably improved since the last inspection and is now well written and informative. The school holds regular workshops for parents on aspects of the curriculum. At these workshops parents take part in a lesson that replicates what pupils do but at an adult level. These are extremely successful and well attended.
- 52 The annual reports to parents have recently been upgraded and parents are given the opportunity to respond and do so, many responding with an action plan in the space provided. There are regular consultation meetings for parents on their children's progress and efforts are made to involve parents in, for example, devising the Home School Agreement at the annual combined general meetings of the Governors and Friends of the School. Parents are welcomed into the school on an informal basis before and after the start of the school day, with parents of Foundation Stage children going into the school to deliver and collect their child. Parents of pupils with special educational needs are fully involved in all aspects of their school life and are kept up to date through reviews and reports. They are invited to discuss their individual education plans regularly and are well equipped to provide additional support at home when it is needed.
- 53 A small number of parents have the time to help in school. They do so in areas such as reading, arts-and-crafts and mathematics. The Friends of the School raise considerable sums of money for extra resources in the school. The Home School Agreement is taken seriously and provides a basis for relationships between the school and parents in the partnership for learning. Homework is given on a regular basis with clear expectations from parents. In turn the school is keen to ensure that feedback is immediate and pertinent.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 54 The very good leadership of the headteacher has steered the school out of a difficult period. After the last inspection but before her appointment, there was uncertainty about

the future of the school. The school changed from a first school to an infant school. Over a period of only two years, there were two complete changes of teaching staff and the number of pupils at the school dropped significantly. Soon after her appointment in September 2000, the headteacher took a period of maternity leave. During this time the school was managed by an acting headteacher who continued with the school improvement plan. Because the headteacher teaches for two full days each week she has only a limited amount of time to devote to leadership and management. Nevertheless, she has successfully raised staff morale and united the staff and the governing body. She acknowledges that the way in which the acting headteacher kept her fully informed and included in decision making during her absence limited the disruption to the school. The governors together with the headteacher are providing a clear educational direction for the school. There is a commitment to the maintenance and improvement of high standards.

- 55 The headteacher has a very good grasp of the school's strengths and weaknesses and is aware of the areas for further development. She has been decisive in deciding on which areas to focus. She has been instrumental in improving the ethos of the school and the school environment. Development of teaching has been a priority. This has improved significantly since the previous inspection. Parents described the improvement in the school as 'incredible'. The headteacher recognises the need to develop the curriculum further. In particular the provision for ICT and the non-core subjects.
- 56 Priorities have been decided on after thorough school self-evaluation and effective monitoring. Formal monitoring of teaching takes place regularly. Other monitoring is as yet less formal and there is a need to develop systems further. For example, the head regards the development of the role of the subject leader in monitoring their subjects as a priority. This is in the school improvement plan for this year. A senior teacher has recently been appointed. It is intended that in due course this teacher will share the responsibility for strategic planning with the headteacher and the governing body.
- 57 The governing body are very active. Governors give excellent support to the school. They have a clear understanding of the strengths of the school and of areas that need to be improved. They have been fully involved in the writing of the school improvement plan. They are fully aware of the standards the school attains and how these compare to those of other schools. They are involved in the setting of the school's targets. They require the school to explain when cohorts perform less well than others, for example in 2001. Governors have a strong committee structure for looking at different aspects of the school. They are well informed by thorough reports and open discussions with the headteacher and staff. Governors are attached to classes and through this maintain a high level of awareness about what is happening in school. They are an integral part of school life. Many are regular visitors to the school. A particular strength of the governing body is in its commitment to self-evaluation and a desire to improve its own effectiveness. Although governors generally comply with all statutory requirements there are some omissions in the annual report to parents.
- 58 The headteacher is the special educational needs co-ordinator and has responsibility for managing those pupils with special educational needs. She is very well informed and resourceful in her approach to the role, and draws well on national and local initiatives for the benefit of the pupils. Liaison between all adults, both within the school and from outside agencies, is very good. A particular strength of the management of special educational needs is the support assistants whose expertise in both daily planning and assessment make a strong contribution to the provision.

- 59 The first school improvement plan prepared by the current headteacher was extensive and covered many areas that were part of management rather than improvement. This was to ensure a shared understanding of the systems and philosophy of the school amongst the new team of teachers. The plan was prepared with the support of the governing body. It was clearly costed and had well thought through success criteria. The most recent school improvement plan is the result of a distinct process of consultation with all stakeholders, including pupils, and covers a period of three years. Key areas for improvement are now much more clearly defined.
- 60 The preparation and monitoring of the budget is thorough. The headteacher is well supported by an able Chair of Finance committee who monitors the budget carefully. The head and the Chair of Finance have a good understanding of the principles of best value. They recognise that judgements on spending have to be evaluated against their contribution to pupils' achievement. The head and governors feel that the best resource in the school is people. They have made a strategic decision to employ a number of support assistants. Other decisions have been costed against time. For example, because the headteacher has such a heavy teaching commitment, local education authority resources have been purchased in order to take the responsibility of investigating best value away from the headteacher. Specific grants are used appropriately, for example, for the improvement of the outside play areas. The investment in computers is not at present well used because computers may be switched on but not being used. This can be the case for long periods each day. At present the school has a balance in excess of five per cent of the total budget. The school is aware of this and is currently trying to raise additional funds to add to this in order to install a computer suite. Some of this money has been transferred to the school from the school fund.
- 61 The match of teaching and support staff to the school is good. In all subjects except ICT the teachers have an appropriate range of subject expertise. More training and supported is needed in order to increase teachers' confidence in the teaching of ICT. There are suitable procedures for inducting new teachers. Management of subjects has been allocated appropriately, according to the qualifications and experience of the staff, and development training has been provided in some areas. The school has an appropriate policy for performance management and systems are now in place and being used. The accommodation is very good. Classrooms are of a good size and there is sufficient space in the school to enable groups of pupils to be withdrawn for individual activities. The outside accommodation is spacious and pleasant. The ponds provide a stimulating environment for environmental work in the summer. Resources are generally good and of a high quality. The exception to this is the provision of ICT software to be used in supporting teaching in other areas of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 62 In order to maintain and further improve standards of attainment in all subjects the headteacher, governors, and staff should:
- (1) Improve standards in information and communication technology (ICT) at the end of Year 2 by:
 - Giving teachers more support and opportunities to develop their own computer skills;
 - Preparing an agreed policy and scheme of work for the teaching of ICT;
 - Producing systems for assessing and recording pupils' progress in ICT in order to ensure that lessons effectively meet the needs of all pupils;
 - Increasing the time spent teaching computer skills;

- Increasing the amount of software available to use in support of learning in other subjects of the curriculum;
- Including opportunities for using computers in the planning for the teaching of other subjects.

(paras: 10; 19; 23; 32; 55; 79; 87; 96; 104; 108;113-119; 123; 133)

(2) Improve standards in art and design at the end of Year 2 by:

- Preparing an agreed policy and scheme of work for the teaching of art and design;
- Agreeing procedures for the assessment and recording of progress in art and design;
- Monitoring the delivery of art and design lessons in order to ensure that the agreed scheme of work is being followed.

(paras: 10; 97; 98; 99;100)

(3) Update curriculum policies, schemes of work and assessment procedures including those for the Foundation Stage.

(paras: 31; 32; 65; 100; 104; 108; 113; 119; 123; 127; 133)

(4) Develop the role of the subject leader in all curriculum subjects and the Foundation Stage by providing more opportunities to carry out the role as defined in their job descriptions.

(paras: 56; 89; 96; 100; 102; 108; 113; 119; 127)

Other issues which should be considered by the school

- Ensure that the governing body report to parents meets statutory requirements. (para: 57)
- Improve the number of teachers who are trained in child protection procedures. (para:44)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

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

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	12	7	2	1		
Percentage	12	48	28	8	4		

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – YEAR 2
Number of pupils on the school's roll (FTE for part-time pupils)		70
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – YEAR 2
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		17

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

%

Unauthorised absence

%

School data	3.8%
National comparative data	5.6%

School data	0.6%
National comparative data	0.5%

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	112	9	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	8	8	8
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	95 (100)	95 (100)	95 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	8	8	8
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	95 (100)	95 (100)	95 (100)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	44
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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 – Y6

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	19.4
Average class size	22.3

Total number of education support staff	4
Total aggregate hours worked per week	85

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	167280
Total expenditure	165862
Expenditure per pupil	2370
Balance brought forward from previous year	14655
Balance carried forward to next year	16073

Recruitment of teachers

Number of teachers who left the school during the last two years	2.8
Number of teachers appointed to the school during the last two years	2.8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	67
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	88	12			
My child is making good progress in school.	52	48			
Behaviour in the school is good.	68	32			
My child gets the right amount of work to do at home.	36	64			
The teaching is good.	56	44			
I am kept well informed about how my child is getting on.	40	52	8		
I would feel comfortable about approaching the school with questions or a problem.	76	24			
The school expects my child to work hard and achieve his or her best.	76	24			
The school works closely with parents.	60	36	4		
The school is well led and managed.	84	12	4		
The school is helping my child become mature and responsible.	68	32			
The school provides an interesting range of activities outside lessons.	28	64	4		4

Other issues raised by parents

The parents feel there has been 'incredible' improvement in the last 2 years.

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

63. The Foundation Stage refers to children from the age of three until they reach the end of their Reception year. At this school there is no nursery, but children are admitted on a part time basis into the Reception class at the beginning of the term following their fourth birthday. They begin full time education at the beginning of the term in which they reach their fifth birthday. This creates a mixed nursery and Reception class. At the time of the inspection, in the Reception class 18 children were attending full-time, six of them were in their second full week of education, and 12 children were attending part time.
64. The initial assessments undertaken when the children start in the Reception class indicate that there is a range of attainment on entry, with children drawn mainly from a local pre-school group, and some from local nurseries. Overall attainment on entry varies from year-to-year but for the children presently in the Foundation Stage it is average. The results of baseline assessment on entry to the Reception class indicate that skills are below average in reading and writing and average in mathematical development, personal, social and emotional development, physical and creative development and knowledge and understanding of the world. The children make good progress in all areas of learning. Most are on course to exceed the expected early learning goals by the time they reach the end of the Reception year.
65. Provision for the children in the Reception class has improved since the previous inspection. Attainment and progress is comparable with the previous inspection in personal and social development, and communication, language and literacy. However attainment and progress in all other areas of learning have improved and are now good. When planning the curriculum and assessing the children, the teacher carefully takes into account the early learning goals for children of this age. Good planning and differentiation ensure that the child with a statement of educational need is fully included and involved in all areas of the curriculum. Very good accommodation and resources have a strong impact on learning. At present there is no policy or scheme of work for the Foundation Stage to ensure continuity in provision.

Personal, social and emotional development

66. All children make good progress in this area of learning and achieve well. They are on course to exceed the expected goals by the end of the Reception year. Children settle well into the routine of school life and the majority relate positively to each other. They talk to one another about their work, most join in well, showing and telling the rest of the class about items they have brought to school. The children learn to take turns as they share equipment and resources, for example, when they make dragons heads as part of their creative development. The children show increasing levels of concentration and at the time of the inspection both part-time and full-time children remained on task very well. The teaching in this area of learning is very good and consequently the children learn very well. The associated personal and social skills are well planned into the daily activities. All staff consistently re-enforce the need for good manners, sharing and caring when playing word and number games. Equal opportunity and access to the curriculum for all children are emphasised by the staff as the children are taught to take account of the views and needs of others.

Communication, language and literacy

67 The children make very good progress in this area of learning because they are very well taught. They learn at a very good pace. Most achieve well and are on course to exceed the learning goals expected of them by the end of the Reception year. Older children can recognise common words and letter sounds. They know what capital letters are and can match words on a card to those in a book. Younger children recognise the first letter of their name. All children handle books carefully and can retell a story. Support staff help to lead word and phonic games. Most children participate fully in these activities. They listen well and many express themselves clearly and confidently when answering questions. When teaching is very good, lessons are well planned with activities and pace matching the children's' abilities, and the aims and objectives of the National Literacy Strategy are taken into account. In one very good lesson seen, the children interacted well with 'Ozzy Owl' the puppet, when they identified the initial sounds of words. All the staff question the children skilfully and encourage them to speak at increasing length. Most children are developing fine motor control, and are beginning to formulate letters in their emergent writing and when writing their names.

Mathematical development

68 The children make good progress, and the majority are on course to exceed the early learning goals by the end of the year. Younger children are able to sort shapes into simple sets and successfully complete jigsaws. They can say whether the shapes have points or not and can count the number of points. Older children understand numbers to 5 and can count to 10 and beyond. They know 1 more and 1 less when counting shapes in a set. Older children can identify and name common two-dimensional shapes. The quality of teaching and learning is very good. The staff intervene effectively to promote mathematical thinking. Tasks are well-planned and organised with due regard for the National Numeracy Strategy.

Knowledge and understanding of the world

69 Children make good progress in their knowledge and understanding of the world. Most of the children are on course to exceed the early learning goals by the end of the year. They are able to talk about their families and are beginning to develop a sense of the past, talking about when they were babies. They are developing their knowledge of other cultures. In one good lesson, they joined in well with the story of how the Chinese named their years. Children are developing a good understanding and concept of time as they monitor the growth of the bulbs they have planted. They use the surrounding area well in exploring the features of living things. These experiences provide a good foundation for historical, geographical, and scientific learning. The quality of the teaching and learning overall is very good, and the staff plan effectively, a wide and interesting range of activities. Children make good progress in developing mouse skills when in a literacy lesson, they used the computer to construct three letter words from given letters and to make and print patterns using lower case letters.

Physical development

70 The children's' attainment is good and they make good progress. The majority are on course to exceed the early learning goals by the end of the year. In lessons, pupils are developing well skills of co-ordination, balance and a sense of direction. This was evident in a very good lesson seen in the hall. Children were asked to move around in a curled position, balance on their feet without touching anyone else, and then balance on a different part of their body. The older children managed to achieve this. They have good relationships with adults and listen attentively to the instructions given by their teacher. They are confident and demonstrate good self-control. There are good resources for both indoor and outdoor physical development. The quality of teaching is good and so is the learning. The curriculum is well planned to develop the skills of

building with construction materials, cutting, sticking and threading, which effectively promote children's co-ordination and fine motor skills.

Creative development

- 71 The children make good progress in this area of learning and the majority are on course to exceed the expected early learning goals by the end of the year. There are very good ranges of creative activities available for the children. They explore colour through painting and printing. For example, in a literacy lesson the older children made painted-patterns using letters. Another creative activity involved using many varied materials to construct a dragon's head. They have opportunities to use their imagination through role-play, music and stories. The younger children used their imagination when they played in the laundry. Opportunities are provided for the children to explore their feelings and express themselves. Most are confident to do so whether in a small group or in the whole class. All the children are well supported in their activities by their teacher and classroom assistants. The quality of teaching and learning are very good, and the planning of activities is very good and varied.

ENGLISH

- 72 Inspection evidence shows that the pupils' attainment is well above the national average at the end of Year 2. In the 2001 tests for Year 2 pupils, the pupils scored well above the national average in reading and they were very high in comparison with the national average in writing. When the results were compared with those of similar schools the pupils scored well above average in reading and they were very high in writing. These very good results indicate that all pupils achieve very well throughout the school. Pupils who are on the school's special educational needs register are fully included in every lesson and achieve well in relation to their prior attainment. Pupils with English as an additional language also make good progress and attain the same high standards other pupils do. These results reflect the skilled teaching all the pupils receive. Standards have improved since the time of the last inspection when they were judged to be good.
- 73 Many factors contribute to the high level of pupil-achievement. The subject co-ordinator and all the teachers in the school have worked very hard to find ways of improving pupils' attainments and have put in place a range of strategies to bring about improvement. These are having a positive effect upon how well pupils perform. The National Literacy Strategy has been very well implemented and the school is effective in embracing new initiatives to improve further the teaching of English and literacy throughout the school. By working alongside and giving support and encouragement, learning support assistants play a significant role in helping those pupils who learn slowly and those who find concentration and application difficult. All teachers work hard to ensure that pupils' confidence and self-esteem in lessons are maintained, and praise and help are employed to achieve this aim.
- 74 Speaking and listening skills are developed through effective teaching and the opportunities that teachers create to enable the pupils to develop these skills. The children begin Year 1 with good speaking and listening skills. The teachers encourage the pupils to answer questions and talk about their lessons and give their ideas. For example, Year 1 pupils listened intently for onomatopoeic words in the story of the Three Billy Goats, then suggested others that they later used in sentences. The pupils in Year 2 whilst reading the story of Goldilocks discussed the difference between the facts and the opinions that could be deduced from the story.
- 75 Many of the pupils read fluently and accurately, and good standards are evident throughout the school. Reading is well promoted with a significant number of parent-volunteers coming to school to read with pupils on an individual basis. The range and

quality of reading books available to the pupils also have a significant impact because pupils are able to find books that interest them. It is clear from pupils' positive attitudes that the majority enjoy reading. In Year 2, average and less able pupils talked about the stories they had read, and they used a range of strategies when tackling unfamiliar words. More able pupils were keen to read and they showed great interest in their books. They also very readily discussed their preferences and explained the reasons behind their choices.

- 76 Standards in writing are consistently high throughout the school. This is because of the very wide range of techniques used to help pupils develop their writing. The most able pupils in Year 2 write very well. They use capital letters and full stops consistently; they are beginning to understand the use of speech marks, and to develop the use of wider vocabulary. The less able pupils use words and phrases to convey meaning in a short sequence of events, but they do not always use capital letters and full stops in their work. Spellings show very good levels of accuracy. Work is very well presented throughout the school, with the pupils' handwriting being very clear and neat. The youngest pupils learn to write their letters correctly and quickly learn a cursive style. Pupils are given many opportunities to write in other subjects.
- 77 The quality of teaching and learning are very good overall, with some excellent teaching being seen in both Years 1 and 2. Teachers have very good subject knowledge and this is demonstrated in the way in which they lead discussions with the pupils about their work. The school has fully adopted the National Literacy Strategy and it is consistently used across the school. The teachers have very high expectations of the pupils. Improvement is actively sought. For example, in a Year 2 class, the teacher's consistently high expectations of her class, meant that the quality of reasoned opinions, deduced from a story, were of a very high order. The pupils enjoyed this activity, worked well co-operatively and independently and so achieved very well.
- 78 In lessons, tasks are well matched to pupils' needs. The very good levels of adult help for those pupils who find learning difficult means that they also learn and achieve well. Their self-esteem is raised and they feel good about the amount and accuracy of the work they have completed. Pupils with statements of special educational need are fully included in the work of the class. Their individual written or reading tasks are carefully matched to their specific needs. In a Year 1 lesson, the teacher's excellent planning and differentiation, very good levels of praise and encouragement meant that all pupils were able to achieve the lesson objectives.
- 79 The teachers regularly use literacy skills in the support of other subjects. In this way, pupils have many opportunities to develop their speaking and listening, reading and writing skills. There were few examples of information and communication technology being used to develop skills in literacy. The teachers' marking of pupils' books is consistently good throughout the school. Teachers regularly make supportive and evaluative comments. They indicate pupils' spelling mistakes and how they can improve their work. Each pupil has a clear idea of how they need to improve. Tests and assessed work help the teachers to track the progress that pupils are making. This information is also used very well to make sure that those pupils who need additional support receive it so that they are able to make the best possible progress.
- 80 The very skilled and enthusiastic co-ordinator has worked very hard to bring about improvements in standards throughout the school. She has evaluated teaching and learning and because of this has a clear and accurate understanding of the strengths of the subject. She has devised an action plan for improvement. She has given help to colleagues to encourage them to improve and develop their work. Additional Literacy Support lessons have had an important impact on how well pupils achieve. Levels of resourcing, including library books and books in the reading scheme are very good.

MATHEMATICS

- 81 The school makes good provision for the teaching of mathematics and pupils of all ages make very good progress. Inspection evidence shows that current standards among seven-year-olds are well above those expected. Pupils in the present Year 2 entered the Reception class with levels of attainment, which were similar to those of other pupils of that age. By the age of seven, they have made very good progress with their learning. This is an improvement in the standards at the time of the last inspection which were average. Attainment in the tests at the end of Year 2 last year was above the national average but was not as good as previous cohorts or the present one. This is because that cohort entered the Reception class with attainment in mathematics that was below average. Nevertheless they made very good progress and all eligible pupils attained the expected Level 2. The National Numeracy Strategy is effective in developing the subject. Pupils with special educational needs are well supported and make very good progress. Boys have consistently attained higher standards than girls over the last few years although the difference in attainment is not great. There was no evidence during the inspection to indicate that girls were being disadvantaged or performing less well than boys.
- 82 By Year 2, most pupils have a good understanding of numbers to 100 and beyond. They can round numbers up and down and recognise whether they are odd or even. They have a secure understanding of place value. Pupils' confidence with money is weaker than in other aspects of the curriculum. It is developed well however, when the Year 2 teacher uses money to reinforce the concept of division. She asks how many 2 pence pieces in 10 pence and how many 10 pence pieces in £1. Pupils have a good knowledge of the names of different two-dimensional shapes and can say how many sides and corners they have. Pupils understand the concept of doubling a number and all are able to add 10 to a number less than one hundred. All pupils are able to use this skill to add 9 to a number and more able pupils are able to add 19, 29 and 39 to a number up to 100. Some of the lower attaining pupils still have an insecure understanding of the method they use and need more practice if they are to retain this skill. Pupils are competent when measuring and talk confidently about measuring in kilograms and metres. Pupils with special educational needs are well supported and with this support they make the same very good progress as other pupils. The pupil in Year 2 with a statement of special educational needs and who is disapplied from the curriculum is given work to do at her own level and also makes very good progress. She is very well supported by her special needs assistants.
- 83 Pupils make very good progress when in Years 1 and 2. For example, pupils progress from knowing how to add numbers up to seven to adding two digit numbers together in Year 2. Good progress is made because concepts are reinforced and consolidated before moving on to another challenge.
- 84 Pupils' attitudes to learning mathematics are good and when the teaching is very good or excellent they are very good. Teachers work hard to motivate pupils and pupils respond with interest and sometimes excitement. For example when pupils in Year 2 were challenged to say whether numbers held up, were odd or even, they pushed the teacher into giving them bigger and bigger numbers until they had the satisfaction of being able to say whether a number in the millions was odd or even.
- 85 Teaching and learning are very good and one excellent lesson was seen. Teachers plan activities that allow progress in small steps. Lessons have a good pace that keeps pupils' attentions. In the excellent lesson when concentration lapsed, the teacher broke off from teaching to ask the pupils to do some quick physical exercise. This had the desired effect and pupils were able to apply their concentration again to mathematics.

Activities planned are varied and a range of strategies is offered to pupils. For instance, when asking pupils to double numbers up to five the Year 1 teacher suggested that the pupils use the fingers on both hands. Activities are usually visual and practical and this is effective in helping pupils develop real understanding of the operation they are learning. For example, when adding numbers to seven, pupils used the spots on dice.

- 86 The strength of the teaching in all classes is in the mental and oral starter part of the lessons when concepts previously learnt are recapped and reinforced. In this way learning remains current and pupils do not forget. Another strength is in the range of activities teachers plan to help pupils learn the same concept. This helps pupils who have not mastered the concept initially to learn it through an alternative activity. In the very good lesson in Year 2, when pupils were learning how to add 10, learning was reinforced when they lined up for assembly, by the class singing together a song about adding 10. An excellent lesson was an example of good pace and imaginative and relevant strategies that matched the needs of the different groups of pupils within the class.
- 87 There were few examples seen of mathematics being used to support other subjects such as science, design and technology and geography although pupils in Year 2 looked at a time line in history. This would help pupils understand that their learning in numeracy is relevant and has everyday applications. Teachers encourage pupils to develop their mathematical vocabulary as teachers use the correct terminology such as double and subtract. There were few examples of pupils work in mathematics done on the computer and the use of ICT, as a resource for teaching mathematics is underdeveloped.
- 88 Pupils' achievements in mathematics are tracked through the school and teachers are able to identify quickly any pupil who fails to make the expected progress. The scheme of work is used to assess the progress of modules of work each term. This, however, is set out in general terms that are not helpful to subsequent teachers. The school recognises the need to develop this further. Nevertheless teachers know individual pupils very well and day-to-day work is well matched to individual pupil needs. This supports pupils with special educational needs very well.
- 89 Improvement since the last inspection is good. The quality of teaching has improved. The numeracy strategy has been implemented successfully and is supporting teachers to plan lessons that are purposeful and effective. The subject leader keeps well abreast of current developments and has been particularly effective in disseminating numeracy training to other teachers. She has a good awareness of what is happening in mathematics even though she has not yet had the opportunity to formally monitor the teaching or the curriculum. Resources for the subject are good.

SCIENCE

- 90 Inspection evidence shows that the pupils in Year 2 are attaining standards that are well above those expected for their age. This represents a considerable improvement since the last inspection when standards at the end of Year 2 were judged to be in line with the national average. This maintains the level achieved in 2001 when most pupils, attained the expected Level 2 and a very high percentage of pupils attained the higher Level 3.
- 91 Pupils in Year 2 have a good grasp of the science of living things. They know that plants need water and light to grow. They know that some foods are healthier than others. They name the parts of a plant and also the parts of their own bodies. They have an understanding beyond expectations that veins carry blood that is pumped around the body by the heart and that their lungs are to do with breathing. They know that materials are different and that heating or cooling can change some, for example, ice and

chocolate. They know that ice can be turned back into water. They have a good understanding of electricity for their age and understand that a complete circuit is needed in order to make something happen. More able pupils know that two bulbs in a circuit will shine more dimly than one.

- 92 Pupils make good progress both in learning to understand more about the concepts of science and in learning to think about science. Pupils in Year 1 and Year 2 follow the same curriculum and both investigate scientific ideas. For example, both classes investigated the effect the apparent movement of the sun had on shadows. A Year 1 pupil displayed an understanding beyond expectations in their picture of a shadow. A Year 2 pupil asked a very perceptive question when he asked 'Why do shadows change in length?' Through investigating they learn that a complete circuit is needed in order to make a bulb light. Pupils with special educational needs also make good progress. They are given work that is appropriate to their ability and are well supported by teaching assistants.
- 93 Since the last inspection the nationally recommended scheme of work has been adopted. Pupils' progress is tracked and this is helping teachers to plan lessons that meet the needs of the class. Assessment procedures are in the process of being developed that will eventually give teachers more information about the progress of individual pupils. The school has tried to develop investigative skills but as yet have not developed a framework for teaching investigations.
- 94 Pupils' attitudes to science are good overall and when teaching is very good they are very good. They are interested, and when encouraged, join in class discussions enthusiastically. This was seen in a Year 2 class when pupils involved themselves in a discussion about which senses they would use when for example, opening an unlabelled tin. They also thought about how people with less than five senses managed.
- 95 Teaching and learning are at least satisfactory and in one lesson seen was very good. In the very good lesson the teacher was effective in promoting a high level of discussion, which encouraged the pupils to express their ideas and think about what they were learning. In a lesson that was satisfactory, the teacher had planned activities that provided good learning opportunities but failed to give clear guidance on how pupils should record their findings. This confused pupils who lost concentration and interest in the activities.
- 96 Management of the subject is satisfactory. Although the subject leader's role has not yet been developed to include a monitoring role or be accountable for standards, she works closely with the teacher of the next class and has a good understanding of what is being taught. Earlier this year she arranged for a theatre group to come and work with the pupils on electricity. This was very successful and made a significant contribution to their above average understanding of this subject. At the time of the inspection the policy was out of date and did not meet the school's current needs. A new policy has been prepared, ready for approval by the governors. Resources are good but no examples of ICT being used to support learning in science were observed during the inspection.

ART AND DESIGN

- 97 Standards in art and design at the end of Year 2 are below those expected. This marks a deterioration in this subject since the time of the last inspection when standards were judged to be satisfactory. Judgements have been made from the observation of one lesson, talking to pupils and from scrutiny of teacher's planning. Few examples of pupils' work were seen.
- 98 Pupils in Year 2 have done observational drawings of fruit using pencil crayons and pastels. They have painted winter snow scenes. However, they have scant recall of

other art activities and have few recollections of having looked at the work of other artists. Although they mix their own paints they have no knowledge of how to mix colours in order to create new ones or how to change the tone of a colour. Pupils in Year 1 have looked at pattern. They used the patterns in Indian fabrics for inspiration. They made their own printing blocks and used these successfully to create their own patterns. There was little evidence of work that involved tactile qualities or work that was three-dimensional. There was little evidence that the range of materials described as being used at the time of the last inspection, were still being used.

- 99 Teaching and learning in the one lesson seen was good. The lesson involved pupils drawing their own portraits. The teacher focused on eyes and how to draw them. The lesson was planned in step-by-step stages that helped pupils to achieve success. Pupils understood that they had to look carefully at their reflections in the mirror. Pupils tried hard and their good attitudes to the activity contributed to their success. In this lesson the pupils with special educational needs were well supported by a classroom assistant and made the same good progress other pupils made.
- 100 Management of the subject is unsatisfactory. Although there is a subject leader, monitoring is informal and there are no systems in place to ensure that the curriculum is balanced and that lessons build upon previous learning. Although some teachers are following the nationally recommended scheme of work it has not yet been adopted by the school and is not being followed consistently. The policy is out of date. Resources are good.

DESIGN AND TECHNOLOGY

- 101 Because only one lesson and few examples of pupils' work were seen, it is not possible to make a judgement about the standards attained, teaching, learning or pupils' attitudes to design and technology. The lesson observed was an effective introductory lesson. An analysis of teachers' planning indicates that pupils get opportunities to make, using a range of paper and card, construction kits and sometimes food.
- 102 Last term, both Years 1 and 2 designed and made model houses and rooms. The evidence of this work was in examples of houses made by Year 1 pupils. These were made of inappropriate materials that were too flimsy to allow the pupils to make successfully. Both classes also designed and made Guys for bonfire night. Pupils thought ahead about what they were going to do and planned what materials they were going to use. The end products successfully reflected their planning.
- 103 In the lesson observed teaching and learning were good. The lesson prepared pupils for activities involving designing and making items of food using fruit and vegetables. The teacher provided an interesting range of fruit and vegetables for pupils to examine. The pupils made good progress in this lesson because they were able to handle items that they had not seen before and also consider some of the similarities and differences between the different items. The good attitudes of the pupils and the interest they showed in the activity contributed to the good progress they made. Pupils with special educational needs were well supported by a classroom assistant. She was aware of the need to draw out their communication skills and encouraged these pupils to talk about what they were observing.
- 104 There is a subject leader for design and technology but at present her role does not involve being accountable for the maintenance or improvement of standards nor does she have opportunities to monitor the teaching or the planning. The school has adopted the nationally produced scheme of work, but there was insufficient evidence to indicate that teachers planned lessons that taught skills and built on previous learning. The resources for the subject are satisfactory although there was no evidence of ICT being

used to support learning in this subject. There has been little development of this subject since the last inspection. The school is aware of the need to update the scheme of work and develop the subject leader's role in managing the subject. This is included in the school improvement plan.

GEOGRAPHY

- 105 Because no lessons were observed and there was insufficient evidence seen, it is not possible to make a reliable, overall judgement on teaching, learning or pupils' attitudes to their work. Evidence is based on discussions with pupils, scrutiny of teachers' planning and analysis of the pupils' work. These indicate that by the end of Year 2, pupils achieve the standards normally expected for pupils of this age. At the time of the last inspection, standards were judged to be in line with those expected.
- 106 The geography curriculum is supported by visits to the local area. For example, as part of the 'Around our school' and 'Making our area safer' topics, pupils visited the local village, and were encouraged to join the walking-to-school Yellow Crocodile. These experiences give greater meaning to the topics being studied, and enrich pupils' learning. Scrutiny of pupils' work and displays around school show that pupils have recently been learning about India and the Indian way of life. Pupils are able to talk about some of the differences between life in India and life in England, such as the dress worn and the food eaten. They respond to questions about places and environment. This contributes to pupils' cultural development.
- 107 Teachers plan their work well, with sound differentiation, ensuring the pupils with special educational needs are fully included and involved in lessons.
- 108 The co-ordinator takes a lead in developing the subject throughout the school and plans to re-write the policy for this subject. She has no responsibility for maintaining standards. She has not yet had the opportunity to monitor the quality of teaching and learning in the subject. Assessment procedures are not yet in place to assess key skills. The recently formed group of small, local schools plans to jointly develop the subject. The school has adopted the nationally recommended scheme of work, and recognises the need to modify it in order to meet the needs of the school. The co-ordinator maintains a sound levels of resources but there are too few programs to enable pupils to use computers to support their learning of geography.

HISTORY

- 109 Because no lessons were observed, it is not possible to make a reliable, overall judgement on teaching, learning or pupils' attitudes. Evidence is based on discussions with pupils and staff and scrutiny of pupils' work and teachers' planning. These indicate that by the end of Year 2, pupils achieve the standards normally expected for pupils of this age. Standards were similar at the time of the last inspection.
- 110 Pupils in Year 2 are able to talk with great interest about the differences between Victorian kitchens and those of today. They know about the different implements that were used in the laundry and when cooking. They are developing an understanding of chronology through the study of the development of houses, homes and the lives of the people who lived in past times. Pupils eagerly discussed the life of Neil Armstrong and described his landing on the moon.
- 111 Teachers' planning indicates that all pupils with special educational needs are fully included and involved in lessons.
- 112 As part of the curriculum, visits are made to places of historical interest as part of topic work. For example, pupils visited Hughenden Manor as part of their Victorian study.

These experiences make the subject come alive for the pupils and enrich their learning. This increases their interest and motivation and has a positive impact on their learning.

- 113 The co-ordinator takes a lead in developing the subject throughout the school, and plans to re-write the policy for this subject. The school has adopted the nationally recommended scheme of work, and recognises the need to adapt it in order to meet more fully, the needs of the school. The co-ordinator has not yet had the opportunity to monitor the quality of teaching and learning in the subject across the school. Assessment procedures are not yet in place to assess key skills. She has recently joined together with a group of small schools led by a local historian to develop studies of the locality. The co-ordinator maintains good levels of resources. No examples of ICT being used to support learning in history, were observed.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- 114 At the end of Year 2 standards in ICT are below the standards expected nationally for pupils of this age. At the time of the last inspection standards were judged to be in line with expectations. The school has failed to keep up with current developments in ICT and standards have fallen as a result. Much of the problem can be attributed to difficulties with hardware. Outdated machines were not compatible with new programs and had to be replaced with newer and more up to date machines. This has only occurred recently and most of the computers in use at the time of the inspection had only been in school for a term or less. The school still does not have sufficient appropriate software to use the computers to support learning in other subjects.
- 115 Although half-an-hour a week is devoted to teaching computer skills, this is insufficient time to enable pupils to acquire and consolidate skills. Because the school has insufficient software to support learning in every lesson, computers are often left switched on but unused. As a result pupils fail to develop the confidence they need in order to take risks and learn for themselves. Scrutiny of teachers' planning indicated that teachers do not plan to use ICT sufficiently in other lessons.
- 116 Resources are better in the Foundation Stage and these pupils have more opportunities to use computers in order to develop confidence and skills. The impact of this has yet to be felt in the older classes. Throughout the school pupils with special educational needs are given the same opportunities to use computers as other pupils and they also make unsatisfactory progress. Insufficient software means that ICT is not used well to support the learning of these pupils in meeting the targets of their individual education plans.
- 117 At the end of Year 2, pupils' key board skills are poorly developed and many can only change the size and colour of the font with help. Pupils need support from adults in order to save their work. Generally pupils lack confidence to try things out for themselves. Little evidence of ICT was seen in school during the inspection. Pupils in Year 1 have used a data handling program to produce graphs. Although there were photographs taken by the digital camera there was little evidence that these had been taken by pupils.
- 118 Only one lesson was observed but in this lesson teaching and learning were unsatisfactory. Only half the computers available were used and half the class was deprived of the opportunity to practice skills. Pupils worked at the computers in pairs but because there was insufficient room for all pupils to sit down, some of the pupils selected to work on the computers did not get the opportunity to become fully involved in the activity. Nevertheless pupils' attitudes were good and they tried hard to share tasks and work together.
- 119 The subject leader for the subject is keen but has had difficulty promoting the subject because of the hardware problems. Last year she encouraged other classes to use ICT

when she posted messages to each class from the school 'Pond'. Pupils talked about this enthusiastically and regretted that it had now stopped. At present she has had no opportunity to monitor the curriculum or the teaching and has no responsibility for improving standards. Although the school uses the nationally recommended scheme of work there was no evidence that this was being used during the inspection. There is no Internet policy to ensure safe use of the Internet. The school recognises that this is a priority area for development and is currently raising funds to support the installation of a computer suite.

MUSIC

- 120 By the end of Year 2 pupils attain standards that are above expectations. They achieve well and make very good progress in lessons. The school has improved the standards that were judged at the time of the last inspection, to be satisfactory.
- 121 Standards of performance are good at the end of Year 2 and throughout the school pupils confidently sing a variety of songs. Sometimes these are accompanied and sometimes unaccompanied. Whether or not, the pupils sing tunefully with obvious enjoyment. The school is very ably supported by a local pianist. She comes to school weekly, and all pupils are able learn new songs, these are put to very good use at school assemblies, in concerts at Harvest, Christmas and other times of the year. Pupils in Year 1, responded very well to a lesson taken in the hall. They recognised different pace in a piece of music and responded to it with a variety of different body movements. Most were also able to clap their name in a rhythm
- 122 The quality of teaching and learning are very good. Two lessons were observed. Teachers have a good understanding of music and during lessons pupils learn well. Teachers plan challenging activities such as identifying pattern in music. They encourage pupils to use body movements in time with the music. For example, in a Year 2 lesson, when pupils identified the pattern in 'The band in the square', they used it as they sang, marched and played an instrument to control the dynamic. A pupil with a statement of educational need was fully included in this activity and joined in with great enthusiasm. In Year 1 the teacher made good use of the story 'The Tortoise and the Hare' to exemplify the difference between fast and slow music. This helped the pupils understand and by the end of the lesson the pupils had made good progress in recognising which tempo was fast and which was slow.
- 123 The curriculum for music is developing well under the leadership of the co-ordinator. The school uses a published scheme, which gives good guidance to the non-specialist teacher, whilst covering the National Curriculum programmes of study. The co-ordinator plans to re-write the policy. She monitors teaching and planning. However, there is no system in place for assessing pupils' progress in the key skills. A good selection of well-maintained instruments is available. There are no programs for pupils to use on the computer to support their learning in music. Pupils listen to a range of music in assemblies and this helps to develop their cultural awareness.

PHYSICAL EDUCATION

- 124 Attainment is above that normally expected of pupils in Year 2. No lessons were observed in Year 1. Standards have been maintained since the time of the last inspection. Pupils, including those with special educational needs are fully included in lessons and make good progress in developing their skills in accordance with their ability.

- 125 Pupils in Year 2 make good use of apparatus and move with good co-ordination and increasing control. When carrying out activities they do so with good body posture and position. They are beginning to link skills and actions together as they move across the apparatus stopping to balance on different parts of their bodies. In dance, pupils use movement imaginatively when they recreate the movement of the sea or when they work in groups to be a dinosaur. Pupils' attitudes to their lessons in gymnastics are good and in dance, very good. This contributes to the good progress in the lessons seen. When working in groups or pairs they do so without fuss and cooperate well for their age. This was seen when groups of five or six pupils worked together to move like a dinosaur. They discussed the shape they were trying to create and then worked well to create the movement they thought went with that shape.
- 126 The quality of teaching and learning are good. In the lessons seen the teacher gave very clear instructions to pupils leaving them in no doubt as to what was required of them. The teacher dresses appropriately and takes a full part in lessons. Her involvement gives pupils clear guidance and motivates them to do well. Warm up sessions are used to revise previous work and to assess how much the pupils can recall. Good use is made of demonstration both by teacher and pupils although insufficient opportunities are created for pupils to comment on the work of others. The demonstrations given by the pupils are done with confidence and inspire other pupils to improve the quality of their work. All pupils are fully included in lessons. The statemented pupil in the lessons observed was very well supported by a classroom assistant who ensured that the tasks given to her were appropriate. In the dance lesson this pupil made excellent progress when, with the care and support of the other pupils in the class, she was able to take a full part in the lesson.
- 127 Only gymnastics and dance were seen during the inspection. The school uses the nationally produced scheme of work for gymnastics, which also covers team games. Swimming is not a statutory requirement for pupils of this age and the school does not provide swimming lessons. At the moment the role of the subject leader has not been developed to include responsibility for maintaining or raising standards or for monitoring the provision. At present there are no systems in place to ensure that the full requirements of the National Curriculum are being fulfilled and that the scheme is being fully followed. There has been little development since the last inspection and the policy needs updating to meet the national and school changes that have occurred since it was written. The development of the subject needs to be included in the school's improvement plan if standards are to be maintained and it is to retain its status alongside other non-core subjects. The resources for the subject are good and are well used. The curriculum subject leader role is insufficiently developed to enable her to take action to improve standards.
- 128 The curriculum in physical education is enhanced by opportunities to play Uni-hoc at lunchtimes and rounders in summer. Parents make a significant contribution to the games curriculum by organising football for both boys and girls on Saturday mornings.

RELIGIOUS EDUCATION

- 129 By the end of Year 2, pupils' attainment is above expectations when measured against the expectations of the locally agreed syllabus. No lessons were observed and so evidence is based on discussions with pupils and staff, and scrutiny of the pupils' previous work. It is not possible to make a judgment about teaching, learning or pupils' attitudes to the subject. Standards seen were similar to those at the time of the last inspection
- 130 Pupils in Year 2 are able to talk about what they have learnt about Judaism including the synagogue, the Torah and how Jews celebrate the Sabbath. Pupils are able to discuss

the traditions of life in a Jewish home on a Friday evening. The central theme for the school during the inspection was 'What does it mean to belong?' This theme permeated most aspects of school life during the week, but was particularly evident during assemblies. During one whole school assembly pupils heard the story of 'The Monkey King', then were given the opportunity to think about how others have helped them and how they can help others. This set a good tone for any subsequent Religious Education lessons. One pupil was able to say how thinking about the theme had encouraged him to help his mother by tidying away his toys.

- 131 Religious education makes a good contribution to the spiritual, moral, social and cultural development of all pupils. Where pupils are able to explore different religions through their own free writing, understanding, depth of knowledge, respect and appreciation are developed.
- 132 There is a scheme of work, which takes into account the locally agreed syllabus supported by relevant parts of the nationally recommended scheme of work. The school has strong links with both charitable and religious agencies in the local community; links are strong with a local church. The clergy visit the school.
- 133 The co-ordinator has good subject knowledge and has a very strong personal commitment to promoting the subject throughout the school. She is aware that the policy for this subject needs re-writing in the light of the recent introduction of the new Buckinghamshire Agreed Syllabus, and that systems need to be put in place to assess pupils' progress in the key skills. Resources are good and support the scheme of work. There are no examples of pupils using computers to increase their knowledge and understanding of religious education.