

INSPECTION REPORT

LEAMINGTON HASTINGS C. E. INFANT SCHOOL

Leamington Hastings

LEA area: Warwickshire

Unique reference number: 125672

Headteacher: Mrs E Honeybunn

Reporting inspector: Mr D Speakman
20086

Dates of inspection: 19th – 21st March 2001

Inspection number: 192793

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Controlled
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Leamington Hastings Nr Rugby Warwickshire
Postcode:	CV23 8EA
Telephone number:	01926 632359
Fax number:	
Appropriate authority:	The governing body
Name of chair of governors:	Dr D A Parker
Date of previous inspection:	10 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20086	Mr D Speakman	Registered inspector	Mathematics Science Art and design Design and technology Geography Physical education The foundation stage	What sort of school is it? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13395	Mrs J Illingworth	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?
17932	Mr J Bald	Team inspector	English Information and communication technology History Music Religious education Equal opportunities Special educational needs	The school's results and pupils' achievements How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the rural Warwickshire village of Leamington Hastings, near to Rugby. It is a Church of England Voluntary Controlled infant school that serves the surrounding area, although some pupils come from outside of the school's immediate vicinity. Pupils generally come from advantaged backgrounds and the socio-economic circumstances are above average overall. Pupils enter the school with standards of attainment that are generally above those expected for four-year-olds. There are 51 pupils of statutory school age. The school is smaller than other infant schools, but the number of pupils on roll has been rising steadily in recent years, due to the popularity of the school and new housing in the area. No pupils are known to be eligible for free school meals. All pupils are of a white origin and there are none with English as an additional language. The number of pupils on the school's register of special educational needs is very low. No pupils have statements of special educational need.

HOW GOOD THE SCHOOL IS

This is an effective school providing a good all round education overall, and a strong foundation on which pupils can build for the future. The leadership and management of the school are excellent. There are very good relationships between pupils and between pupils and adults. Pupils develop very good attitudes to their learning. As a result, they achieve well throughout, and by the age of seven, achieve standards that are above, and sometimes well above, those expected for pupils of this age. The school has significant strengths. Setting these factors against the well above average cost of educating each pupil, the school provides satisfactory value for money.

What the school does well

- The Headteacher's leadership and management of the school are excellent.
- The quality of teaching is good throughout the school and promotes the good quality learning and high standards in English, mathematics and science and in many other subjects
- Achieves very high standards in behaviour, in pupils' personal development, and in their attitudes towards each other and adults.
- There is a good quality curriculum, which effectively supports teachers' planning.
- The provision for pupils' personal development, including their spiritual, moral, social and cultural development is good.
- The schools cares well for its pupils.

What could be improved

- The quality of pupils' writing.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's level of improvement since the previous inspection is good. They have effectively met all the key issues raised in the last report, when it was judged that there were significant weaknesses. The quality of teaching is now much better, and all teachers have a good understanding of the good quality curriculum provided by the school. The governing body has a good understanding of how they should be running the school and is effective in supporting the headteacher in the performance of her duties. The school has maintained the high standards in English, mathematics and science and improved standards in most other subjects. However, standards in writing have fallen.

STANDARDS

Standards are above average for children in the Foundation Stage, and the majority of pupils are well on course to meet the early learning goals for children of this age, with a significant number set to exceed them. In the National Curriculum assessment tests in 2000, seven-year-old pupils achieved very high standards (in the top five per cent) in reading and well above average standards in mathematics when compared to all schools, but only average standards in writing. When compared to similar schools,

standards were well above average in reading, above in mathematics but below average in writing. The school has generally kept pace with the national trend of improvement, but standards in writing dipped last year. Inspection evidence shows that attainment in English and science is above average, and well above in mathematics. Standards in information and communication technology are above expectations and well above expectations for pupils of this age in art and design and design and technology. Standards in music and physical education are as expected for seven-year-olds, but standards in singing and swimming are good. Attainment in all other subjects is as expected for pupils of this age. With the exception of writing, standards are high enough for these pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They enjoy their lessons and other learning opportunities offered by the school. Pupils are very responsible and carry out duties and routine school procedures very well.
Behaviour, in and out of classrooms	Behaviour in classrooms is very good. No disruptive or inconsiderate behaviour was seen during the inspection. Behaviour in the playground is very good. Pupils move around the school in a very orderly and polite way.
Personal development and relationships	Pupils' personal development is very good. Pupils develop a growing maturity and reliability in their manner of working, their communication skills and their ability to take personal and group responsibility. Relationships between pupils and between pupils and adults are very good.
Attendance	Attendance is good. Pupils arrive at school on time.

Pupils show high levels of responsibility in their attitudes towards their work and can be relied upon to work sensibly without the direct supervision of their teacher. This means that teachers can work with groups of pupils without interruption, and enable them to make good progress in lessons. They show high levels of maturity for their age, and behave both in and out of class in a manner that is typical of older pupils. They are self-controlled and show high levels of personal development in the ways in which they approach their work and their relationships with other pupils.

TEACHING AND LEARNING

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

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

Teaching throughout the school is good, and promotes the good quality learning. No unsatisfactory teaching was seen during the inspection and the vast majority of lessons seen during the inspection were of a good, or better, quality. Seventeen lessons were observed. The quality of teaching in eighteen per cent was very good, in 76 per cent was good and in 6 per cent was satisfactory. There is no variation in the quality of teaching between Key Stage 1 and the Foundation Stage. Teachers have realistically high expectations and the needs of all pupils are well met. Basic skills are effectively taught across the curriculum, as are literacy and numeracy. A significant strength in teaching is the very good planning to ensure that pupils at all ages receive an appropriate curriculum. Very good relationships between teachers and their pupils effectively build pupils' self-confidence and enable them to learn effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All subjects of the National Curriculum and religious education are very well provided within the school. Whole-school curriculum planning is good, and this supports teachers in providing a high quality curriculum for all pupils. The school has very effectively implemented the national strategies for literacy and numeracy, enabling pupils to make overall good progress.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. This enables the identified pupils to learn well, make good progress, and meet the standards set in their individual targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. Provision for pupils' moral and social development is very good and good for their cultural and spiritual development. The school takes good opportunities to promote these aspects of the pupils' education.
How well the school cares for its pupils	The school's care for its pupils is good. The procedures for supporting the development of individual pupils, both academically and personally, are good and contribute positively to the standards attained. Good attention is paid to the health and safety of all pupils, both when in and out of school. Arrangements for child protection are good.

Parents' views of the school are good, and parents spoken to during the inspection period showed good levels of parental confidence in the school. The curriculum is of a good quality, particularly in the way that the school compensates for its relative isolation through good levels of enrichment. This is achieved through an imaginative range of visits, visitors and other community activities. Planning ensures that pupils at all ages receive an appropriate curriculum and all pupils in Year 1 have the same learning experiences, regardless of which class they are in.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is excellent. The headteacher works very effectively with other teachers and she has established a very clear vision regarding the development of the school. This is clearly put into action and the work of the headteacher has had a highly positive impact on the development and improvement of the school.
How well the governors fulfil their responsibilities	Governors have high levels of involvement in the school. They are conscientious, well organised and generally fulfil their statutory responsibilities well.
The school's evaluation of its performance	Very good. The headteacher and governors work very well together to identify the school's strengths and areas for development. The headteacher rigorously monitors teaching, and knows her staffs' skills well.
The strategic use of resources	The financial management of the school is excellent. Great care is taken to ensure that money is well targeted. Spending is well linked to priorities in the school development plan. The school carefully considers

	the impact of their financial commitments on standards.
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The headteacher is a strong leader who shows excellent leadership qualities. Being the headteacher of a small school, she generally works in isolation, but all colleagues support her very well. The governing body has become more involved in the development of the school since the previous inspection. They work well and effectively support the headteacher and her staff in their work. Very good attention is given to ensuring that the best value for spending is achieved. The small number of teaching staff are fully qualified, have a good range of professional experience, and are of sufficient number to meet the full demands of the curriculum. They receive excellent quality support from a highly competent team of learning support assistants. Although accommodation is limited, the staff make good use of it and it is adequate to meet the school's needs.

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 and they make good progress. • Behaviour is good. • The teaching is good and teachers expect children to work hard and do their best. • The school is well led and managed. • Children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • Homework. • Information about how their children are getting on. • Feeling comfortable about approaching the school with concerns and that the school works closely with parents • Extra-curricular activities.

The inspection team agrees with the positive comments made by the parents. During the inspection, the homework set seemed appropriate to pupils of this age and to their work in school. The inspection team does not agree with the parents' view that there is an insufficient provision of activities outside of lessons. The school is very involved with the community and takes part in a wide range of activities. Most pupils use local education authority transport to travel to and from school and are not available for after school activities. Most concerns about lack of contact were connected to the headteacher not being readily available and parents having to make appointments. The headteacher teaches three days each week and therefore cannot be available during the day and before school on these days. She confirms that she is always available throughout the other days or after school. The inspection team agrees with the parents' comments on reports. These do not contain sufficient information on targets for improvement and parents are not advised on how best to help their children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the National Curriculum tests at Key Stage 1 in 2000, pupils' attainment in reading was very high (that is in the top five per cent of all schools) and was well above average when compared to similar schools. In mathematics attainment was well above average when compared to all schools and above the average of similar schools. Standards in reading and mathematics have been consistently very high or well above average for the last four years. This year standards in writing fell and were average in comparison to all schools and below the average of similar schools. In other years standards in writing were either very high or well above average. Results show that high standards have been maintained and all the results have consistently been above average, except in writing in the last year.
2. Children's attainment on entry to the school is generally above that expected for four-year-olds. They respond very well to the provision in the reception class, make good progress all round and achieve well. As a result, most children are likely to exceed the Early Learning Goals for all the areas of learning in the Foundation Stage when they enter Year 1.
3. Overall attainment at the end of Key Stage 1 is above average and all pupils, including those with special educational needs, achieve well and attain standards that are high enough for these pupils. The inspection findings for this year's pupils in Year 2 indicate very high attainment in reading and in mathematics it is well above the national expectation for their age and above in science. This is again due to improvement in teaching, the setting of individual and group targets and the good introduction of the literacy and numeracy strategies. Above average standards have been maintained in mathematics and science. However standards in writing are only average amongst the oldest pupils. At the time of the last inspection, standards in English were above average in all aspects of the subject. Since then, standards in reading and in speaking and listening have been maintained, with some improvement in the quality and range of reading, but standards in writing have fallen.
4. Pupils' skills in speaking and listening are well above average by the time they move on to junior school. Pupils listen to adults and to each other carefully and with interest. They make thoughtful and relevant contributions to discussions, and ask intelligent questions. They have a very good knowledge and understanding of vocabulary, both general and technical. Their speech is carefully thought out and delivered in grammatically accurate sentences when appropriate. Their speaking skills benefit from the school's very good emphasis on controlled and deliberate use of the voice when reading aloud, and from the school's dramatic performances. All pupils read texts appropriate to their age with fluency and enjoyment by the age of seven. Many achieve much more, and higher-attaining older pupils in the school read with skill and expression, spontaneously finding the right voice for each character in a story and turning what might have been a routine event into an enjoyable performance. Pupils of average and below-average attainment develop good skills in working out unfamiliar words, and read with good expression, inserting life into simple stories. Pupils' reading benefits from their use of the Internet for investigations on Friday afternoons but the use of computers to promote reading could be extended further. The quality of writing is average for pupils of this age, and could be better. Most pupils' writing had significant weaknesses in spelling, sentence construction and handwriting, and higher-attaining pupils' writing did not reflect the energy and skilful expression shown in their reading.
5. In mathematics, pupils' attainment at the end of Key Stage 1 is above that expected for their age. For example, pupils are confident in manipulating and using numbers and know how to put them into order up to 1000. Pupils have a good understanding of the properties of two and three-dimensional shapes. They measure accurately and carefully. By Year 2, pupils are confident in using mathematical knowledge and understanding in other areas of the curriculum. For example, they apply it well to the drawing of graphs in science, creating patterns in art and in their measuring skills in design and technology. They have a well-developed understanding of place value and count large

numbers of cubes, for example when weighing, by grouping their cubes into tens. They are developing multiplication, subtraction and addition knowledge and understanding well and apply this to their problem solving to good effect. They show a good knowledge of different two and three-dimensional shapes, also recognising symmetry in the shapes with which they are dealing.

6. By the time the pupils are seven, their attainment in science is above the national expectation. By age seven, pupils have a good knowledge of all the components of science. They have a good knowledge of materials and their properties and classify them according to a good range of criteria. They are able to use their knowledge of the materials to suggest appropriate uses for some of the materials. They develop a good knowledge and understanding of physical processes, such as ice melting into water and they know that the characteristics of different living creatures, influences where and how they live. They are developing a good knowledge of their own growth and have a good awareness of how to look after their own bodies. To help this good gain in knowledge and understanding of science, pupils use their observation skills and knowledge of testing well. They have good standards in using and applying their scientific knowledge.
7. Pupils' achievement in, art and design and in design and technology is good and standards in these subjects are well above those expected for seven-year-olds. Pupils achieve well in information and communication technology and standards are above those expected for pupils at this age. Overall standards in music and physical education are average, but there are strong features, such as singing in music and swimming in physical education. Standards in geography, history and religious education are generally as expected for pupils at this age.
8. Standards of literacy across the curriculum are good. Speaking and listening and reading for research are good. However, the standards in writing in other subjects are only satisfactory and could be better. There are good standards in numeracy in other subjects. The school has implemented the National Literacy Strategy well in literacy lessons. The effectiveness of the implementation of the National Numeracy Strategy is good. Information and communication technology could be used more widely to support other subjects.

Pupils' attitudes, values and personal development

9. Pupils are very keen and enthusiastic to come to school, delight in the learning opportunities given to them, and so achieve good standards. This represents an improvement on the last inspection, when older pupils found difficulty in sustaining concentration. They feel secure in the school and know that they are valued. This effectively supports their self-esteem and confidence. They are at ease with other children and adults alike. Pupils are very welcoming and are concerned that visitors and new pupils are equally at ease. They show high levels of confidence, enter into friendly conversation spontaneously, and are keen to talk about themselves and their school. Parents value very highly the way that the school operates and supports the academic and personal development of their children.
10. Behaviour in classrooms is very good, and some excellent behaviour was seen during the inspection, including the occasions when the whole school gathers together for their assembly. Lunch is also eaten in a calm atmosphere, and pupils seem to find pleasure in this type of ambience. Parents strongly agreed that the standard of behaviour in and around school is good and there has been no exclusion of pupils from the school because of inappropriate behaviour. Attitudes and behaviour in lessons is rarely less than good, and more often very good. Pupils listen attentively and concentrate hard when working individually, or as a member of a group, and this has a direct impact on the high standards achieved. Behaviour in the playground is very good, with pupils of all ages mixing and playing together harmoniously. They move around the school in an orderly, polite way.
11. Pupils' personal development is very good, as is the quality of relationships. This aspect is one of the school's strengths. At the time of the previous inspection, it was judged that relationships between pupils were not well developed. There has been a significant improvement in this area of school life. Throughout their time at the school, pupils develop a growing maturity in how they work; their skills in articulate, polite communication; and their ability to take responsibility. Their personal

development is typical of much older children. By Year 2, pupils blend a high level of independence with very good relationships with other pupils and adults. This supports collaborative group work in lessons, when pupils discuss their ideas with each other. This spontaneous co-operation and very good communication skill strongly supports their learning. Older pupils take on responsibility very well, and respond positively to opportunities to support the school in a range of ways, carrying out simple tasks reliably. Pupils relate to, and support, each other to a very high degree, and parents say that they recall no incidents of inappropriate behaviour or oppressive attitudes within the school. This was evident during the period of inspection, when only highly positive relationships, behaviour and attitudes were seen.

12. Pupils enjoy coming to school and attendance is good in all year groups. Actual attendance is above the national average and there are no unauthorised absences. Punctuality was good during the week of the inspection. For the most part it is dependent on factors outside the control of the school and parents, such as the weather and school buses. No pupils have been excluded from school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. Teaching throughout the school is good, and promotes the good quality learning. The vast majority of lessons seen during the inspection were of a good or better quality, and no unsatisfactory teaching was seen during the inspection. Of the lessons seen, the quality of teaching in 94 per cent was good or better and in 18 per cent was very good. There is no variation in the quality of teaching between Key Stage 1 and the Foundation Stage. The quality of teaching in reading and speaking and listening is very good, but some aspects in teaching of writing are unsatisfactory. Teaching in mathematics is good. Teaching in art and design is very good. It is good in science, design and technology, history, information and communication technology and religious education. Teaching is satisfactory in geography, music and physical education, with good teaching seen in swimming. Basic skills are well taught across the curriculum, including literacy and numeracy. Parents are correct in their view that the quality of teaching is good. This is a significant improvement on the quality of teaching at the time of the previous inspection, when most teaching for the older pupils was unsatisfactory.
14. Teachers' good knowledge of subjects comes through in much of their work. It is used particularly effectively in teaching basic skills of reading, speaking and listening and numeracy, where teachers know how to develop these skills well. Some aspects of the teaching of writing are unsatisfactory. Pupils' do not consistently receive sufficiently detailed teaching of writing and handwriting skills on a consistent basis. They are not always required to present their work to the highest standards of which they are capable. Through their discussions, teachers develop pupils' knowledge and understanding of a range of subjects well, for example the vocabulary of scientific observation and investigation when describing what they see and feel when they are investigating materials.
15. Teachers have a good understanding of pupils' learning needs. Lessons are planned well, and clearly identify what pupils are to learn. This is particularly effective in lessons such as literacy, numeracy and in science. Both classes are mixed-age groupings and teachers' lesson planning ensures that all pupils receive their full National Curriculum entitlement at an appropriate level. Pupils are grouped according to their age within classes and the pupils in Year 1 who are mixed with reception children, have equivalent provision to those Year 1 pupils who are in class with Year 2 pupils. Parents who expressed concern over this issue, need not worry, as the school takes great care to ensure equal opportunities to curricular provision. This means that work is well matched to meeting pupils' individual needs. This was seen in both a mathematics lesson and a science lesson, for example, when great care was taken to ensure that the same age pupils in different classes had equivalent activities. Interesting activities are planned which effectively stimulate pupils' enthusiasm and support the very high levels of pupils' personal development. Activities and planned teaching methods effectively enable the development of pupils' ability to work with other pupils, sharing ideas and knowledge to good effect. As a consequence, pupils are confident in completing their tasks and work at a good pace, often without the need for intervention or support. This enables teachers and learning support assistants to concentrate on particular groups of pupils. All of this

ensures that pupils achieve well, through clear but high expectations, and shows that assessment is very well used to ensure that an appropriate level of work is provided for all pupils.

16. Pupils are managed well and teachers provide interesting and stimulating learning experiences. Teachers achieve and maintain very good levels of behaviour in their lessons, with the co-operation of their pupils. Pupils' contributions in lessons are valued. Wrong answers are never dismissed, but are discussed, and pupils are encouraged to realise that they can learn from their mistakes. This is effective in informing pupils how well they are learning and in building their self-esteem.
17. Teachers make good use of resources, with the exception of information and communication technology resources, which were under-used during the period of the inspection. Lessons run smoothly and time is used well, with lessons moving at a brisk pace, effectively encouraging good levels of productivity and pace of working. A strong feature of teaching is the excellent support that learning support assistants give to the teachers in the performance of their duties. They are well directed, fully involved in planning and know exactly what they are intended to do. They have good teaching skills and their support of the pupils in their care is equivalent to that of good teaching, as seen in a range of lessons. They make a highly significant and very effective contribution in supporting pupils' learning. Homework is used effectively. Spellings learned at home are checked and sometimes homework is used well to consolidate and extend work completed in lessons.

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

18. At the time of the last inspection, there were serious weaknesses in the range of learning opportunities offered to pupils, which left them poorly prepared for the next stage of their education. The school has made good progress in addressing these issues. The curriculum now has good breadth and balance, both in the Foundation Stage for children up to five, and between the subjects of the National Curriculum for pupils aged five to seven. Suitable schemes of work, based on nationally published guidelines, are in place in all subjects, and activities are carefully planned to ensure that all pupils in mixed-age classes receive suitable work. Pupils with special educational needs receive a good range of learning opportunities, which takes account of their particular talents, for example in painting, as well as providing effective support for learning in literacy and numeracy. Pupils with particular gifts and talents are identified effectively. They have good scope for achievement in all aspects of their work, and benefit from additional learning opportunities in drama and in design and technology. The school makes appropriate provision for health education, including sex education (including a visit to a local farm at lambing time) and guidance on harmful substances at an appropriate level, and for personal and social education within its Christian ethos.
19. The National Numeracy Strategy is used consistently and well. The National Literacy Strategy is modified to integrate literacy work with history and science on two days of each week. This is working well in history, where teachers provide good opportunities for writing, but not in science, where there is not enough emphasis on reading and writing skills. The school has identified weaknesses in its provision for writing and prepared an action plan. This is beginning to raise standards among six-year-olds, but not yet among the older pupils, and the balance of activities within the National Literacy Strategy does not provide enough opportunities for pupils to practise and develop their writing skills, including handwriting.
20. Teachers in all subjects provide very good opportunities for pupils to extend their speaking and listening skills and their understanding of technical and general vocabulary. Learning opportunities of all pupils are enhanced by the high quality of individual support they receive from teachers, teaching assistants and parent volunteers, all of whom are skilled in consolidating and extending pupils' thinking. The school's use of information on pupils' progress to plan work has improved significantly since the last inspection, and is contributing to the good standards reached in reading, mathematics and information and communication technology. Teachers use computers well to promote learning for children up to five, for word processing in history and for advanced independent reading on Friday afternoons. Elsewhere, however, the contribution of information and communication technology to learning is underdeveloped.

21. An imaginative range of additional learning opportunities enriches the curriculum. These include dramatic performances, special weekly sessions on design and technology, which make use of the skills of a broad range of volunteers from the community, and a weekly swimming lesson. Both of these features are much appreciated by parents. The school has very good relationships with local junior and secondary schools, and makes extensive use of visits to local sites, including a mosque. Pupils take part in local festivals, and the school hosts concerts of music from a variety of cultures. Inviting other schools to take part in these minimises the disadvantages of the school's rather isolated position and helps pupils' social development. The school welcomes a broad range of visitors, often with special skills, including the Vicar, the police (with a dog-handler) and poetry and theatre groups. It has provided pupils with an unusually effective early introduction to the world of work by taking part in the Education-Business Partnership.
22. The school makes good provision for pupils' spiritual development. Assemblies are of good quality, with opportunities for pupils to reflect on serious aspects of life, including friendship and illness, as well as to enjoy singing. The high quality of teaching in art promotes sensitive reflection on beauty, and teachers' questions in all subjects encourage pupils to reflect on their work and on significant issues as they arise.
23. Provision for moral and social development are very good and a strength of the school. Children up to five settle quickly into school, and learn to work and play together constructively. Despite constraints of space, the learning environment for these children makes an important contribution to personal development, and they learn to be considerate of each other and of adults. For example, they respect and understand the rule that only four children can use the role-play area at a time, because it would otherwise be overcrowded. Pupils' sense of their place in the learning community of the school is carefully built up in everything they do, and all pupils share in a carefully thought-out rota of personal responsibilities. All adults set pupils an excellent example of teamwork, helpfulness and politeness, and this leads to confident and friendly relationships. Achievement is consistently celebrated, both formally in assemblies, and among the pupils themselves. The other pupils in the class, for example, greeted a good spoken report on a science experiment by a pupil with special educational needs, with spontaneous applause. The school makes very good provision for the pupils to work with elderly people, who visit it each Friday, and to undertake charitable work.
24. Pupils' cultural development is fostered to a good standard. They develop very good understanding of their own culture through the curriculum for art and music, through taking part in dramatic performances and through country dancing, which is developed to a high standard. Provision for pupils to develop understanding of other cultures has improved since the last inspection, and is now satisfactory. The major events of the Church calendar are celebrated, with festivals from other faiths and cultures, including Divali and Chinese New Year. Pupils understand that many other cultures are represented in society, and that some people have different beliefs from their own. Major world religions are studied in religious education, and visiting performers have included musicians from other cultures. The pupils' gardening skills have won the school prizes in the Britain in Bloom competition for the past two years.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

25. The quality of support and guidance for pupils is good and promotes their academic progress and personal development. They are well looked after by dedicated, hard working members of staff. Parents are happy with standards of care. They say the school teaches pupils to consider one another's needs, and to co-operate and respect one another. They quote the way in which Year 2 help younger children at lunchtime as an example of good practice.
26. Pupils are well looked after from their induction to their transfer to junior school. Nursery children regularly join the main school for assemblies and become familiar with members of staff before they start full time education. As a result, they settle down very quickly when they join the reception class. Older pupils get good preparation for their transfer to junior school via "taster" days. Talks with Year 2 during the inspection showed that they were well informed about the schools that they would be attending next autumn. All pupils get good individual support. Their well-being and

personal development is closely monitored on an informal basis. Members of staff know children well as individuals, enjoy very good relations with them and have a good understanding of their strengths and weaknesses. Pupils therefore receive guidance, which is appropriate to their particular needs.

27. The school has effective strategies for safeguarding pupils' welfare. Procedures for child protection are good and comply with local authority guidelines and statutory requirements. There are good formal policies on health and safety and proper arrangements for checks of the premises. Members of staff are conscientious in following policies and procedures in practice, as when they carefully supervise pupils' departure from school at the end of the day, making sure that they get safely on the school buses, or are met by their parents. There is good attention to children's individual requirements regarding health and safety. For example, staff gets detailed guidance on pupils' use of inhalers. The school's measures ensure that it provides a safe environment for pupils, staff and visitors.
28. Procedures for monitoring and promoting pupils' attendance are good. Teachers hold registrations at the beginning of school sessions and maintain class registers in accordance with statutory requirements. The school secretary contacts homes when a pupil is absent without explanation, but this is very rarely necessary.
29. The school sets high standards regarding behaviour, and pupils are expected to be orderly, polite and considerate. Members of staff apply these principles in practice with consistency and fairness. Procedures have improved since 1997, when the last inspection report commented on the need for a common approach to behaviour and discipline. Teachers and classroom assistants act as good role models, praise pupils who behave well, and deal quietly but firmly with those who breach the code of conduct. Pupils' conduct is carefully monitored, and the names of children who have been particularly helpful or considerate are recorded in the school's "Golden Book". Overall, the school's procedures for promoting good behaviour are effective and create a positive ethos that is conducive to learning.
30. The school has made good improvement since the last inspection. It continues to take good care of its pupils and maintains the strengths that were evident at the time of the previous inspection. The weaknesses identified by the last inspection have been addressed. Classroom management has improved and staff has a consistent approach to discipline. The care that the school provides gives pupils the safe and secure environment that they need in order to develop as learners and as individuals.
31. Since the last inspection, the school has established good systems for assessment and for tracking progress for children up to five, and in English, mathematics and information and communication technology for older pupils. It uses information from these systems well in planning work, and complements them with very good informal observations by teachers and teaching assistants. For example, a teaching assistant's observation that some pupils were finding it difficult to count in threes was picked up by the teacher and incorporated into the planning for the next day's numeracy work. Marking, however, is not used consistently as part of the assessment process. Some work, including the first piece of independent writing for six-year-olds, is marked in very good detail, and is used to set targets for pupils and to help the teacher in her planning. Too often, though, marking is limited to an encouraging comment, which takes no account of errors and presentation. The assessment of pupils with special educational needs is thoughtful and sensitive, taking account of the nature of learning difficulties and of pupils' emotional response to them. This assessment contributes well both to pupils' learning and to their personal development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

32. At the meeting held before the inspection, and in responses to the questionnaire, parents expressed a high degree of satisfaction with most aspects of the school's work. However a significant minority think that the school does not work closely with them. They said that they are not sufficiently well informed about their child's progress, and they also feel uncomfortable about approaching members of staff over problems. The inspection supports the view of the majority. In its judgement the school has a very good partnership with parents, and the strong links that it has established with pupils' homes is of great benefit to standards of attainment. However, it notes that there have been recent changes to the start of the school day in response to staff concerns about supervision, and that these have made some parents feel that teachers are not available to discuss day-to-day issues.
33. The headteacher teaches three days a week and this of necessity restricts access to her. These developments account for the change in parents' perceptions since 1997. At the time of the previous inspection a much higher percentage of respondents to the questionnaire expressed satisfaction with their links with the school.
34. The school provides good information for parents, and meets legal requirements on reporting and the contents of the school prospectus. The quality of day-to-day information is particularly strong. All pupils have formal diaries, in which they or their teachers record homework tasks, and examples examined during the inspection indicate that members of staff, pupils and parents use them regularly. The diaries therefore provide an effective on-going line of communication between school and home. There are also good arrangements for consultation evenings at which parents can discuss their child's progress with teachers, or learn about aspects of the curriculum. Staff will always see anyone who is unable attend them by appointment at some other time. They will also see parents on an informal basis after the end of the school day, and will contact home when they think that a pupil needs extra support.
35. There are some weaknesses in the school's written reporting. For instance, the end-of-year reports on progress. These shortcomings give some support to the views of those parents who feel inadequately informed about their children's progress.
36. The school values its links with parents and encourages them to become fully involved in the life of the school and their children's learning. It has put in place a home/school agreement, which clearly sets out roles and entitlements. Parent volunteers are actively sought and made welcome in school, as is shown by the school's good formal policy on the recruitment and deployment of classroom helpers. Parents are also encouraged to support their children's learning at home. For example, they are asked to read to them or to hear them read in the evenings.
37. Parents respond well to the school's efforts to develop a strong partnership with them. They take a keen interest in their children's progress, and their attendance at consultation evenings is therefore very good. Several parents regularly act as volunteer helpers in the classroom or in swimming lessons, and others provide essential helps with school trips. The majority are anxious to support pupils' learning at home. They want their children to have regular homework and to bring reading home every day. Fathers make a positive contribution to their sons' progress in reading by providing good role models.
38. Parents also enhance pupils' learning indirectly by providing extra resources. There is a flourishing parent teacher association, which has financed the purchase of valuable equipment in the past, and is currently raising funds to enable the school to replace some old storage sheds.
39. Overall, parents give very good support to their children's education, and their participation in the life of the school raises pupils' levels of attainment. There has been good progress since the last inspection when parents' involvement with learning was identified as an area for development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The headteacher's clear vision regarding the development and work of the school is excellent and effectively implemented. This has led to the high standards of provision and the good levels of achievement by all pupils. This vision is clearly communicated to, and shared by other members of staff and governors, and together they are committed to improving provision constantly and raising standards. Their commitment to seeking the highest possible achievement for pupils within a relevant curriculum is important. Governors, staff and parents express great confidence in the leadership of the headteacher.
41. The headteacher and other staff with management responsibility work very well together to ensure effective provision and accurately identify the school's strengths and weaknesses. The headteacher effectively monitors the performance of teaching staff and knows her staff well. She uses the outcomes of her observations effectively in continuously seeking the best quality teaching possible. She has a clear picture of where individual teachers' strengths and weaknesses lie, and she supports teachers' development effectively. Even though some teachers, including the headteacher, carry a heavy load of subject responsibility, they work effectively to identify relevant development priorities and ensure improvement. It is notable that a small number of people fulfil a wide range of responsibilities well.
42. There were a number of criticisms made of the management of the school in the previous report. Although the governing body was committed to the school, it was judged that they did not have a clear understanding of their roles and responsibilities and provided insufficient support. There were no procedures for monitoring or evaluating the curriculum, the quality of teaching and curricular planning. The school reviewed attainment in English, mathematics and science but not in other subjects. School development planning effectively detailed action for the current year and curricular development over two years, but the standards by which progress was to be measured, were missing. The governing body was judged to be insufficiently aware of their curricular responsibilities. The headteacher and the governing body have worked hard since then to overcome these weaknesses. The governing body now has a clear understanding of the school's needs, effectively supports the headteacher in her work and together they have addressed weaknesses.
43. Members of the governing body are fully involved in both strategic planning and in the daily life of the school. They are fully involved in policy making, and working parties are responsible for reviewing old and drawing up draft new policies in collaboration with staff. Members of the governing body support teachers in class and teach information and communication technology skills to small groups of pupils, for example. This gives them a good knowledge of the school and helps them to understand clearly the difficulties that running a small school creates. The school is small and staff work very closely together, ensuring that all contribute to its development. Governors are well aware of the school's strengths and concerns, and make a full and active contribution in establishing the way forward. They have high levels of personal involvement and professional expertise. They are conscientious and well organised and fulfil their statutory responsibilities well, including the setting of relevant and clear performance objectives for the work of the headteacher.
44. The school is constantly seeking ways to improve provision and in organising the school in the best ways possible for the benefit of all pupils. The increasing number of pupils in each year group, together with the limited accommodation and changing national requirements, means that school management has to constantly revise and review the curriculum and organisation of accommodation so that all resources are used to full effect. There are plans in hand to reorganise accommodation so that disruption to teaching at specific times of the day, such as lunchtime, is minimised. There are effective policies, which are regularly reviewed to ensure that they are still relevant to the school's needs in light of new national and school requirements. The headteacher, governors and staff consider all aspects of new and ongoing initiatives in great detail, seeking the best solutions and developments possible to ensure that the operations of the school remain effective.
45. At the time of the previous inspection the governing body did not ensure that school fully met statutory requirements with respect to their responsibility for special educational needs. The

management of provision for pupils with special educational need is now effective and the governing body has fully met the criticisms raised in the previous report. There are few pupils on the special educational needs register, but these pupils receive well-planned and effective support from their teachers and from the learning support assistants. The co-ordinator has good levels of contact with teachers and pupils and she is able to monitor pupils' specific learning needs and progress. Systems and procedures are well established and are effectively implemented.

46. The financial management of the school is very effective and care is taken to ensure that the limited amount of money available is well targeted and that the best value for spending is achieved. Spending is well linked to priorities in the school development plan and any specific grants obtained are appropriately directed. These are costed carefully and spending is carefully monitored throughout the year. The headteacher, with the governing body's support seeks out all possible funding for improvement. The setting up of the independent Nursery has been a very positive move in the school's development and was such an initiative. Before major spending is confirmed, the governors ensure that they are getting the best value for money. A number of quotations are obtained for major investments and these are carefully analysed before agreement. The school also looks carefully at the impact on standards of their financial commitments to ensure value for money is achieved.
47. Day-to-day administration of the school is very good. All budgets and overall financial matters are well managed throughout the year and the school works effectively with a local education authority, finance administration officer to support and monitor its financial management. The school administration officer is very involved in the life of the school and provides very good support for the headteacher in running the school. She organises the work of the office very efficiently keeping the headteacher and governors well informed of matters that impact on their work.
48. The small number of staff are fully qualified, have a good range of professional experience, and are of sufficient number to meet the full demands of the curriculum. There is an effective match between their qualifications and the school's needs. Each class has a learning support assistant. They provide an excellent level of support for teachers and good quality teaching for the pupils in their care. Staff development is planned very carefully and is well balanced between individual professional needs, the school's own priorities and the implementation of new national initiatives. Effective systems are in place to support newly qualified teachers in their initial year as teachers. The governing body has set in place all the necessary procedures for the performance management of all staff, including the headteacher and they fully meet requirements. There is a good level of supervisory staff at lunch times who look after the pupils carefully.
49. The accommodation is limited. There are two classrooms, both of good size, a nursery room which is available for use by the main school in the afternoons, and a small amount of other accommodation for administrative and staff use. There is no staff room or headteacher's office for carrying out confidential aspects of her work, such as meeting parents. The accommodation is adequate for the delivery of both the foundation stage and Key Stage 1 curriculum, because the teachers use it efficiently and creatively. For example, when preparing the Foundation Stage classroom for lunch, the teacher plans good quality "carpet activities" and uses the time usefully for quality learning activities. Both classrooms are of a good size and in good decorative order. Resources for learning are satisfactory in all the subject areas. The creation of a small computer suite has significantly improved resources for information and communication technology, but this is not sufficiently used by pupils. Resources are constantly monitored and where improvements are identified they are quickly put in place.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to further improve standards and the quality of education, the governors, headteacher and staff should now:

1. Improve standards in writing by:

- Providing more opportunities and time for writing within the National Literacy Strategy and in other subjects,
- Improve the consistency of marking and indicating to pupils how they can improve their writing.
- Improve the arrangements for teaching handwriting and improving the presentation of pupils' work.

This issue has been recognised by the school and is included in the school development plan.

(References to this can be found in paragraphs 1, 3, 4, 8, 13, 14, 55, 60, 64, 66, 67)

The governors should also include the following minor issue in their action plan:

Ensure that computers are fully used to promote learning.

(References to this can be found in paragraphs 17, 20, 100)

Improve the quality of the pupils' annual written report so that they are clear how they might improve and parents are aware how they might help.

(References to this can be found in paragraph 35)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	76	6	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	51
Number of full-time pupils known to be eligible for free school meals	0
Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	3
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
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	2

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	2.4
Number of pupils per qualified teacher	21
Average class size	25

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	68

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
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FTE means full-time equivalent.

Financial information

Financial year	99/00
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	£
Total income	111258
Total expenditure	118566
Expenditure per pupil	2757
Balance brought forward from previous year	9163
Balance carried forward to next year	1855

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

51

Number of questionnaires returned

32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	3	0	0
My child is making good progress in school.	44	50	6	0	0
Behaviour in the school is good.	78	22	0	0	0
My child gets the right amount of work to do at home.	38	41	21	0	0
The teaching is good.	53	41	3	0	3
I am kept well informed about how my child is getting on.	28	44	25	3	0
I would feel comfortable about approaching the school with questions or a problem.	31	50	19	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	25	60	15	0	0
The school is well led and managed.	62	38	0	0	0
The school is helping my child become mature and responsible.	72	28	0	0	0
The school provides an interesting range of activities outside lessons.	25	35	12	9	19

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

51. The children start school at the beginning of the academic year in which their fifth birthday falls. Most children in the reception class attend the independent nursery, which is attached to the school, before they enter full time school. The reception class builds very well on the work of the nursery. The curriculum for children under five promotes the early learning goals of the new Foundation Stage very effectively in all areas of learning. There is an outdoor area for use by the children in the nursery, and although space and large, structured-play equipment is limited, the school has a very good relationship with the nursery and their resources are available to the school. This assists children's physical development and awareness of space well.
52. Curricular planning for all children in the reception class meets the requirements of the new Foundation Stage of learning for young children. This gives the children a very firm foundation and smooth transition to work at Key Stage 1 of the National Curriculum. All the members of staff who teach children in the Foundation Stage have a very clear and strong commitment to raising standards. They have very effective links with the Nursery and this ensures the continuation and development of good practice for the early years of education. The record keeping system is very clear and informative. It gives all members of staff a well-informed base for the planning of work and records children's learning experiences. This helps the teacher and learning support assistant to ensure a good balance of activity for each child and that all experience an appropriate range of learning activities. All members of staff ensure that children have full and equal access to the areas of learning. The school uses the local education authority's, entry assessment procedure effectively to assess children's levels of development. This gives a clear indication of the children's abilities in language and literacy skills and their personal, social and physical development.
53. Children's attainment on entry to the school is generally above that expected for four-year-olds. They respond very well to the provision in the reception class and achieve well in all areas of learning. As a result, most children are likely to exceed the Early Learning Goals for the Foundation Stage when they leave the Foundation Stage. This is the same as at the time of the previous inspection.

Personal, social and emotional development

54. All members of staff promote children's personal and social behaviour very well throughout all areas of the curriculum for the Foundation Stage. The teaching of this area of learning is good. All members of staff provide positive and encouraging role models and treat children politely, courteously and with respect. As a result, children's achievement is good. They trust staff, behave well in lessons and co-operate happily with adults and each other. Children quickly develop good understanding of what is right and what is wrong. For example, they know not to argue with each other and follow instructions carefully. They are confident when moving around the nursery and in the reception classes. The children share and take turns amicably, for example, when using outdoor equipment, books and the role-play area. They concentrate well on a variety of tasks such as using construction equipment to make models, when working with play-dough or when acting out a visit to the doctor's in role-play activities. Children are enthusiastic and clearly enjoy their work. They take care of classroom equipment and tidy up cheerfully after themselves. Children work very well independently and together. All children persevere to finish their tasks and take pride in their work. They quickly understand the routines of school life and move quietly and confidently around the school. By the time they enter Year 1 most children, including those with special educational needs, are likely to exceed the expected levels in the development of their social skills.

Communication, language and literacy

55. The provision and teaching for the development of communication, language, and literacy skills is good. The teacher and learning support assistant make good provision for children to improve their speaking and listening skills and to develop an interest in books. They promote interest in the sounds letters make and how they are formed. This is developed well and children achieve well in reading and using sounds to build words. Another strength of the teaching is the way in which all members of staff provide children with opportunities to recognise the value of reading through enjoyment. As a result, children become interested and keen to read. A significant number of children have a good understanding of letter sounds and skills in reading that exceed expectations for their age. There are many opportunities for children to develop their own stories in role-play areas. Both members of staff ensure that there is a suitable level of adult interaction to develop children's speaking skills. Children develop their ability to concentrate for sustained periods of time very well. They quickly develop enjoyment in looking at books and listening to stories. All children soon understand that pictures and print convey meaning as they listen to well-known stories and rhymes and join in refrains. By the time they enter the reception class, many children already have a good range of language and enjoy demonstrating their early reading skills. All children learn to use pencils correctly. They increase their early writing skills in a range of activities that encourage their hand and eye control. This makes a satisfactory contribution to their start in writing. Children with special educational needs continue to receive effective support and make good progress. The reception class teachers use the literacy strategy effectively to develop further children's listening, speaking and reading skills. Children achieve well in this area of learning and the majority exceed the Early Learning Goals by the time they enter Year 1.

Mathematical development

56. The teaching and provision for children's mathematical development is good. One of the strengths of this provision is the systematic way in which all members of staff use counting as part of regular daily routines. Most children achieve well in consolidating and developing their number skills. This is similar to judgements made at the time of the previous inspection where standards and progress were judged to be good. The members of staff effectively develop these skills through a carefully structured programme of work. Children use construction activities very well to develop awareness of space and control skills. They are developing counting skills well and recognise figures, accurately matching them to quantities larger than expected for pupils at this age. The members of the reception staff continue to build on and develop these early skills well. There is a session of structured number work each day. This ensures that most children count and order objects to twenty accurately and confidently. Children know and recognise the place of numbers on a number line. They use an accurate technical mathematical language to describe comparisons, such as 'more than' and 'less than'. All children in the reception class develop their mathematical learning further through the use of the computer. They quickly learn to match the number of buttons on a set of shirts and then into ascending order. This gives them an increasing awareness of how to organise shapes and control movement. Children consolidate, build on and develop their early mathematical experiences very well. A majority of children are likely to achieve the Early Learning Goals before they begin National Curriculum work in Year 1. There is a good and effective level of support for children with special educational needs. As a result they make good progress.

Knowledge and understanding of the world

57. All members of staff in the reception class promote children's knowledge and understanding of the world well and the quality of teaching is good. This enables children to achieve well in their learning and their above average attainment indicates that they are set to exceed the early learning goals for children in the Foundation Stage in their knowledge and understanding of the world. Many enter reception with a sound awareness of their immediate surroundings, and have a good awareness of the difference between natural and manufactured things. They contribute to the growing of seeds, which are then used to decorate the school gardens and in science, they directly compare hot and cold objects and discuss the contrasting properties. The school has good provision for building on and developing children's knowledge in this area of learning. The strength of this provision lies in the

way that these children are included in school activities in conjunction with the community, in visits and visitors to the school, and in the activity afternoon each week. A wide range of activities provides children with a good level of their own cultural heritage, such as traditional Maypole dancing at the Rose Queen Festival. The visit to the school of the mayor of Rugby, provided children with knowledge and understanding of the background to the lives of Asian people. They usually attend lambing time at a local farm, which is a valuable experience for young children. They use computers as a matter of routine. They work carefully and accurately using the mouse to indicate correct answers to mathematical questions for instance. This enables children to develop a good understanding of how to use the keyboard and mouse for accurate control. They make good progress in this area of learning.

Physical development

58. By the end of the Foundation Stage most children achieve above average skills in their co-ordination and physical skills. In the reception class children increase their fine control skills well. The quality of teaching is good. All members of staff have high expectations of achievement and promote the development of physical skills to good effect. Adults ensure that there is an effective level of support to enable children to learn and achieve well. There is a secure area for outdoor activities for reception children and they have access to this area twice a week. This area is small and has small apparatus, sand and water for structured play activities. Larger equipment is available at the adjacent nursery. The lack of large apparatus for regular use does not effectively restrict the reception children's development in physical education. Strength in this area of provision is the children's opportunity to swim on a weekly basis. They are introduced to the water at an early age and soon develop confidence in the water. The majority of children are likely to exceed the expectations of the early learning goals in controlling tools, such as pencils, by the time they enter Year 1 and in their use of large range of apparatus and physical skills.

Creative development

59. Children's creative development is supported and promoted well through good teaching. Children quickly learn to mix paint and apply it confidently. All members of staff have high expectations of what the children should achieve in this area of learning. As a result, their paintings are bold and colourful. Most children use colour very well. The children also have good access to areas of learning that effectively develop and stimulate their imagination in role-play activities. This is another strength of the creative provision the school makes. They were seen to be acting out a visit to the doctors and all were suitably dressed and had their own role to play in the activity. All children at the Foundation Stage of learning have regular access to percussion instruments. They use these effectively to experiment and develop their early musical skills. This area of learning is well developed across the Foundation Stage. Most children are likely to acquire the level of skill necessary to exceed the Early Learning Goals by the time they begin work on the National Curriculum.

ENGLISH

60. Results in national reading tests for seven-year-olds are in the top five per cent when compared with all schools, and well above average in comparison with similar schools. Standards in national tests for writing are within the average band nationally, and below average when compared with similar schools. Standards during the inspection reflected this pattern, with very high standards and very good achievement in reading, but only average standards and achievement in writing. At the time of the last inspection, standards in English were above average in all aspects of the subject. Since then, standards in reading and in speaking and listening have been maintained, with some improvement in the quality and range of reading, but standards in writing have fallen. Their overall achievement is good. There is no difference in the attainment of boys and girls.
61. Pupils with special educational needs make satisfactory overall progress in English, with good progress in speaking and listening and in reading. Gifted and talented pupils make very good progress in response to additional learning opportunities in drama and to the school's teaching of reading. They are not, however, making the progress they should be making in writing.

62. All adults carefully develop pupils' skills in speaking and listening, and standards are well above average by the time they move on to junior school. Pupils listen to adults and to each other carefully and with interest. They make thoughtful and relevant contributions to discussions, and ask intelligent questions. They develop very good understanding of both general and technical vocabulary, and speak in carefully constructed, grammatically accurate sentences when this is appropriate. Pupils use words expressively and with enjoyment, capturing mood as well as conveying information. Their speaking skills benefit from the school's very good emphasis on controlled and deliberate use of the voice when reading aloud, and from the school's dramatic performances.
63. The school's approach to reading is carefully structured, and all pupils read texts appropriate to their age with fluency and enjoyment by the age of seven. Many achieve much more, and higher-attaining older pupils in the school read to inspectors with skill and verve, spontaneously finding the right voice for each character in a story and turning what might have been a routine event into an enjoyable performance. Pupils of average and below-average attainment develop good skills in working out unfamiliar words, and read with good expression, inserting life into simple stories. Pupils' reading benefits from their use of the Internet for investigations on Friday afternoons, though the use of computers to promote reading could be extended further.
64. The oldest pupils' best writing during the inspection, word processed records of a visit to a museum, was well-organised, accurate, and of above-average quality. However, most of these pupils' writing had significant weaknesses in spelling, sentence construction and handwriting, and higher-attaining pupils' writing did not reflect the energy and skilful expression shown in their reading. One reason for this is the low proportion of time given to writing, both in English and in other subjects, particularly science. This gives pupils too little opportunity to practise their skills, and to build up habits of accurate handwriting and spelling. The school has identified writing as a weakness, and has begun to put an appropriate action plan into practice. This was reflected during the inspection in above average standards in the early independent writing of six-year-olds, which provided a good basis for further development. However, apart from the example above, the writing of the oldest pupils is not improving at the rate it should be.
65. The quality of teaching during the inspection was good to very good in equal measure. It is very good overall in reading and speaking and listening, but some aspects of the teaching of writing are unsatisfactory. The best teaching involves imaginative presentation of texts, words and spelling. The teacher presents the work in a lively manner and immediately engages the attention and enthusiasm of the pupils. Texts are read in an often, amusing manner, with high levels of expression in the voice. This presents a good model for pupils to copy and encourages pupils to read in an interesting and imaginative style. The teaching of speaking and listening skills is consistently very good, based on carefully phrased questions that promote and develop pupils' thinking, and give them good scope to express themselves. This teaching led to some excellent learning, both from higher-attaining pupils and from those with special educational needs. The teaching of reading is very thorough and consistent, with a very good balance of attention to text and expressive reading, and effective teaching of phonics and other techniques of working out unfamiliar words. Assessment in reading is very good, with manageable systems that enable teachers to match resources closely to pupils' learning needs and ensure consistently very good progress. The teaching of reading is very effectively supported by parents at home, and forms the core of the school's satisfactory provision for homework.
66. There is now good teaching of writing to younger pupils, with clearly presented tasks and very careful assessment of pupils' strengths and weaknesses. These pupils are adopting effective spelling strategies as a result, and this is carefully picked out and praised in marking. There is some good teaching of writing to older pupils in the context of their history lessons, but tasks in some other history lessons and in science are not planned effectively to contribute to progress in writing. Analysis of pupils' written work over the year showed that they were not receiving sufficiently detailed teaching of writing and handwriting skills on a consistent basis, and roughly half of the work was not marked closely enough. Pupils are not always required to present their work to the highest standards of which they are capable, and some need more guidance on keeping their

writing straight. Teachers are, on the other hand, now using marking and assessment to identify weaknesses in pupils' writing plan future work and set targets.

67. Co-ordination of work in English is very effective in ensuring high standards in reading and in speaking and listening. It is beginning to address weaknesses in writing through its action plan, but progress has been hindered during the current year by the school's difficulties with staffing. The plan covers many of the key points the school needs to address, but is not yet ensuring that sufficient time is given to writing over the course of the school week, or that all writing tasks given to pupils contribute to the progress they need to make. The school makes good use of computers in some aspects of its teaching of reading and writing, although this could be further developed. Resources for reading have been carefully chosen and are well organised. Learning in English benefits from a good programme of visits from professional performers, and from the opportunities for pupils to take part in dramatic performances organised by the headteacher.

MATHEMATICS

68. Standards in the National Curriculum tests in 2000 taken at the end of Key Stage 1 were well above average when compared to the schools nationally and above average when compared to similar schools. All pupils gained the nationally expected level 2 and the proportion of pupils gaining the higher level 3 was similar to the national percentage. Attainment in National Curriculum tests has remained consistently well above or very high when compared to national standards for the last four years. Year 2 pupils are currently working at levels that are well above those expected for pupils of this age. This is an improvement on judgements made at the time of the previous inspection.
69. In Year 1, pupils consolidate basic number skills, knowledge and understanding. This is demonstrated when all pupils confidently count backwards and forwards to numbers well beyond twenty. They use their good understanding of place value of number to do this. When they are weighing objects they may have to count up to 70 or so cubes that they have used as units of weight. They do this in a highly organised manner by grouping their blocks into tens and units and then count the groups of blocks. All pupils, including those with pupils with special educational needs, read and write large numbers accurately. All pupils are effectively developing an accurate recall of addition bonds and use this well in simple calculations. Pupils apply basic number knowledge satisfactorily to different types of questions. Year 1 pupils are developing secure number skills. They have made the connection between repeated addition and multiplication and they understand this operation well. They accurately recall number multiplication bonds in the 2X, 5X and 10X tables and use them well in their calculations. More able and some average attaining pupils are beginning to recognise double as adding the same number twice and that they can use this to simplify the addition of three numbers. They also recognise pairs of numbers that add up to ten and look successfully for these patterns when adding two or three numbers. The few lower attaining pupils still mostly rely on counting equipment to answer their sums. Again, a few more able are able to link together addition and subtraction of number and use this link to find the missing number in a number sentence. This all shows pupils are gaining a good understanding of number.
70. Year 2 pupils demonstrate a good knowledge of place value and they use this well to develop further their skills in number. By the end of the key stage, higher attaining pupils add hundreds, tens and units accurately, multiply numbers competently and are beginning to understand how to share quantities into a number of equal parts. They use their knowledge of place value to subtract large numbers mentally, by counting on in units and then tens. These pupils are effectively developing a range of strategies to deal with number problems and pupils experience little difficulty in solving number problems linked to language. Pupils competently apply their acquired skills to practical situations by pretending they are shopkeepers giving change to customers from £1. They tell the time well and measure length and weight accurately using appropriate standard units and reading dials and scales accurately. Higher attaining pupils are developing a sound understanding of fractions and accurately identify a half or a quarter of quantities and shapes. They have a good knowledge of shapes and they successfully describe the properties of shape. Pupils have a good understanding of balance in shape and complete symmetrical shapes when given one half of the shape. Pupils of average attainment achieve standards that are appropriate in all aspects of mathematics. They readily and accurately recall addition and subtraction facts to ten and

confidently sequence numbers to a hundred. These pupils are developing suitable understanding of place value and many are able to recognise that 79 comes after 80 when counting backwards for example. Lower attaining pupils are competent in counting in ones, twos, fives and tens. They add and subtract numbers accurately using a range of mental methods, having moved onto counting mentally without the help of counting aids. Their mathematical vocabulary is good. They know equivalent terms such as take away, subtract and how many less than.

71. Standards in the use of numeracy in other subjects are good. Pupils measure time accurately when conducting fair tests in science to see if an ice cube will melt at different rates in different parts of the room. They also estimate the amount of ice left at different times, showing good awareness of space. They have good ideas of scale for their age and this is evident in the way they discuss maps in geography. They manage to preserve position well in their simple map-making.
72. Good progress at both Years 1 and 2 is supported by the attention which pupils give to their teachers. Pupils respond well to interesting activities and challenge. They show very positive attitudes, and eagerness to participate in question and answer sessions. Behaviour is very good, and pupils remain on task throughout lessons and they are attentive. They work well co-operatively in pairs and small groups, exchanging ideas and support each other to good effect, learning well through discussion. There are very good relationships between pupils and between pupils and adults
73. During the inspection the quality of teaching was consistently good. Teaching effectively promotes the good levels of achievement made by pupils. Teachers give good clear instructions and lesson objectives are clearly stated in planning and made clear to pupils. This ensures that pupils are aware of what they have to do and learn and they only occasionally have to waste time asking what they have to do. Teachers make good use of resources and classroom helpers so pupils are well supported in their learning. Assessment is used to good effect in planning of lessons to ensure that pupils at different levels of attainment are given appropriate tasks. This also ensures the progressive development of skills and knowledge and appropriate reference to pupils' prior attainment. For example, pupils' good knowledge of place value in tens and units was used to good effect when pupils had to count large numbers of cubes which had been used as weights in exercises involving the weighing objects. Teachers' intervention is appropriate and pupils are generally allowed to work and solve their own difficulties but support is given when necessary. Teachers are good at questioning which they use well to probe and develop pupils' knowledge and understanding. Classes are well managed, partly through strategies and partly through very good relationships. The subject knowledge of both teachers and learning support assistants is good and they are able to discuss and answer questions well. Expectations of standards of work and behaviour are high and clearly stated.
74. The school has made the transition to the National Numeracy strategy well in terms of planning, teaching, development of resources and the introduction of planning to match pupils' levels of attainment. The headteacher is the co-ordinator and high levels of guidance and advice have been provided that enable staff to provide well for these pupils and consequently standards are high. Co-ordination of the subject and its development over recent years are good. There is a well-constructed policy and good planning to support teaching. Teachers plan lessons together so that pupils of the same age but in different classes share the same learning experiences and there is a good level of equality of opportunity for all pupils. This helps pupils at all levels of attainment to make good progress. Teachers' good use of assessment data ensures pupils at all levels of prior attainment receive appropriate work and make good progress. The school has a satisfactory range of well-organised resources to effectively support teaching.

SCIENCE

75. Teachers' assessment indicated that attainment in science by the end of Key Stage 1 in 2000 was in line with the national average. Evidence gained during the inspection indicates that the majority of current Year 2 pupils attain standards that are above those expected for seven-year-olds. This is similar to judgements made at the time of the previous inspection.
76. Pupils achieve well. They can discuss a range of different materials and pupils in Year 1 group these according to specific criteria. They say which fabrics are rough or smooth, and which are cool or warm. High standards are achieved when they go on to describe a good use for the fabrics. Some are good to use as curtains because they don't let light through, or that another material will be good for a coat because it would keep the wearer warm. They use scientific criteria for these judgements. Once they have classified their materials they use simple Venn diagrams to record their findings clearly. Pupils in Year 2 develop further their observation skills. They carefully observe the changes in pieces of ice as it melts. They are developing good ideas about fair testing and make good suggestions about what they should look for and how they should measure the changes. They have a good idea about what can be varied, such as the position of the ice in the room, and what has to remain the same, such as the length of time between observations. Most importantly they know that they have to "get organised" at the beginning of the observation. They use their senses well to investigate specially frozen water shapes. They look in amazement at ice frozen in the shape of a hand, a light bulb or as an electric toothbrush. They observe the structures within the ice and clearly describe the ice crystals using good vocabulary. This activity made a good contribution to the pupils' spiritual development. They learned at a good pace, about how heat affects ice, that water changes state and that this process is reversible. Scrutiny of work shows pupils currently near the end of Year 2 have a wide scientific knowledge and good investigative skills. They know that they have five senses and what to use each sense for in scientific investigation.
77. Through experiments with ramps, toy cars and different surfaces they learn about friction. Year 2 pupils make good progress in learning about plants and animals in the local environment. They can identify different living creatures and discuss animal habitats, successfully comparing different ones such as a fish living in water and a horse in a field. They can accurately name, identify and locate a good range of different parts of their own body and say what the purpose is of some organs.
78. Standards of literacy in science are good. Pupils use a good level of scientific vocabulary in their descriptions of materials, for example, and express themselves clearly. Some science lessons are used to effectively deliver aspects of literacy, for example the use of symbols to give warnings to take care. This then leads on to the use of punctuation marks, such as the exclamation mark used when writing. They show good numeracy skills when measuring time and estimating the proportion of a piece of ice that remains during the melting process. They also show a good understanding of simple mathematical diagrams, such as Venn diagrams, to clearly illustrate their findings and observations.
79. Pupils have very positive attitudes to science. They are attentive and respond quickly and enthusiastically to the tasks set. They maintain good levels of concentration and work together well in pairs or small groups sharing their ideas willingly. They handle resources carefully and with full attention to the health and safety aspects of their work. Pupils celebrate the success of others. When one pupil successfully stood in front of the group to speak effectively about his work, they applauded the delivery spontaneously.
80. Teaching is consistently good in all lessons seen. Emphasis is given to developing science through discovery and enquiry promoting good attitudes to science amongst pupils. Lessons are invariably well planned and structured making pupils attentive and interested. The best teaching is exemplified by clear objectives, good subject knowledge, pertinent questions and good use made of a range of resources and methods including practical work which pupils particularly enjoy. Lesson planning is very carefully prepared between the teachers of different classes. In this way, teachers ensure that the Year 1 pupils in different classes are given the same tasks and that the provision for the two

groups is of an equally high standard. Likewise, planning for Year 2 pupils in the same class as Year 1 pupils carefully ensures that they receive their full entitlement, at appropriate levels, through different activities, taking place simultaneously. To achieve this successfully, the learning support assistants make an excellent contribution to the work, and their work seen during lessons is always equivalent to that of a good teacher.

81. The policy and scheme of work, based on national guidelines ensures that there is good coverage of all aspects of the science curriculum. Monitoring of planning is in place. The co-ordinator is a part-time teacher, but ensures good development and full coverage of the curriculum, through direct teaching and joint planning with the teacher and support assistant from the other class. She is well aware of what is taking place in science in the school and how it is developing. The subject is satisfactorily resourced and very good use is made of learning support assistants who deliver the science curriculum highly effectively.

ART AND DESIGN

82. At the time of the last inspection, pupils' attainment in art was satisfactory. Standards are now well above in relation to the National Curriculum expectations for seven-year-olds. This is a significant improvement on judgements made at the time of the previous inspection. All pupils, including those with special educational needs, achieve well in all aspects of art and design, including the development of skills, in understanding the work of famous artists and working in response to different artists' styles.
83. Pupils are introduced to an appropriate range of media, including clay, pencils, paints and pastels. There is a systematic progression of artistic skills throughout the school, as pupils become increasingly skilled at observing closely and representing what they see into drawings and paintings of a good standard. Pupils successfully learn a wide range of techniques and incorporate this knowledge into imaginative and accurate work, which effectively captures a range of imagination and style. For example, pupils have produced very effective "blue paintings." These use different tones of blue combined effectively to convey a cold, clean mood. They have used different techniques in printing, using a wide range of printing "blocks" including leaves and feet. Using striking combinations of pattern and colour, pupils produce effective designs and patterns. Bold, large-scale collages of prehistoric animals illustrate the pupils' ability to use different techniques and a range of materials to represent their ideas and thoughts. Pupils' work in the style of Monet is strikingly impressive. Older pupils have worked in this style and have painted very high quality paintings, which effectively capture the feelings inspired by the original artist. A pupil with special educational needs produced one of the most impressive paintings. This painting accurately represents the original Poppy Field painting and the use of colour and form is very good. Pupils experiment with a wide range of media and have produced some interesting pieces of art. In the Year 2 class, pupils use coloured inks and blow through straws to make good quality pieces of art which illustrate pupils' skills in using colour inventively and making controlled interesting patterns. They have a good ability to look at each other's work and to make constructive comments, showing their skill to appreciate their work. Pupils have a very good understanding of primary colours and how these are mixed to produce a very wide range of other colours with a range of tones.
84. Pupils enjoy their art lessons and they are enthusiastic. They think very carefully about what they are doing and show respect and courtesy when evaluating the work of other pupils. They concentrate hard and are keen that the quality of their work is as good as possible.
85. The quality of teaching seen is very good and effectively encourages the good progress, which leads to high standards. Teachers have good subject knowledge and plan a wide range of activities that provide pupils with opportunities to develop different skill, use a wide range of materials and appreciate different styles of art. Teachers demonstrate skills well and provide clear examples of quality work, whilst still expecting pupils to make their own choices and express their own thoughts. Teachers' relationships with pupils and the support they give them effectively encourage pupils' confidence to be adventurous in their work. Pupils' work is valued highly, as shown in the way in which it is displayed around the school.

DESIGN AND TECHNOLOGY

86. All pupils, including those with special educational needs, achieve well in design and technology and standards are well above those expected of seven-year-olds. This represents a significant improvement since the last inspection, when there was insufficient design and technology taught and standards were below expectations. The very good level of improvement is mainly due to the technology afternoon, which takes place each Friday. The whole school works in small groups of pupils of all ages, on activities that include woodwork, sewing, cookery, and creating bottle gardens, amongst a wider range of other tasks.
87. Pupils understand that design and technology is about developing ideas for making things and that they make models as well as other objects for a purpose. Pupils' ability to generate and communicate ideas for making things improves appropriately over time. They progress suitably to learning to modify ideas when necessary and to evaluate the end product against original intentions. As they move through the school, pupils develop their skills through experimenting with different ways of cutting, shaping and joining components. Pupils in Years 1 and 2 develop design skills. They share ideas for making things and communicate through simple drawings. They evaluate the finished product by seeing whether it fits the purpose and compare it with their original intentions. In the Year 2 class, pupils learn about different mechanisms that were used in making different toys, linked with their topic on toys. They use kits to make accurate reproductions of toys from both the past and the present. These are assembled accurately and are finished off to a good standard. In food technology, pupils learn how to accurately weigh and effectively combine ingredients to make muffins, sponge cakes and ginger bread men. They have learnt about design and technology in the wider environment during a visit to the dolls' museum, recognising how technology is used to assemble the different parts of a doll to produce a toy that will stand up to a child's use.
88. Pupils have positive attitudes towards design and technology and are eager to talk about their work. They enjoy practical activities and like to share their ideas. They particularly like the opportunity to work with pupils of different ages, with different adults and within a wide variety of tasks on a Friday afternoon. This effectively stimulates their enthusiasm for design and technology.
89. The quality of teaching is good. Design and technology is well organised and has a high profile within the school. A good variety of activities are planned and all adults working with the pupils have a good knowledge of what they teach. Pupils receive good levels of support, but are also encouraged to make their own choices and to work independently.
90. Design and technology makes an important contribution to the development of pupils' cultural awareness and social skills. They are enabled to explore aspects of their local environment and given opportunities to work in teams, to make decisions and solve problems. Good opportunities also exist for employing literacy and numeracy skills in the exchange of ideas, evaluations of products and in measuring components and ingredients. The activities are appropriately linked to other subjects of the National Curriculum, such as science, mathematics and history. The co-ordinator is updating the policy in the light of Curriculum 2000. There is a good range of tools, materials and equipment at all suitable levels for use by pupils of this age, which they are taught to use and handle safely.

GEOGRAPHY

91. Pupils achieve satisfactorily in geography and attain standards that are generally appropriate for pupils of this age and above expected levels in their knowledge and understanding of different places in the world. This is an improvement on judgements in the last inspection, when standards were below expectations
92. By the time they are seven, pupils have a sound knowledge of their own locality and are able to talk about the major features of the village in which they live. Pupils' knowledge and understanding of maps and map making is appropriate for their age. In their local area study, they draw realistic maps of the local vicinity, accurately locating their homes and other important buildings in Leamington Hastings. Pupils' understanding of maps and map-making develops satisfactorily

throughout their time in the school. As their understanding of location widens, they learn to place Warwickshire in the United Kingdom, the UK within Europe and then within the wider context of the world. Through this, they learn the relative positions of countries in the United Kingdom and the positions and names of continents in the world, learning how to find places. They also develop a good understanding of the position of England on a world map. Pupils also begin to understand the importance of symbols on maps. Good standards in numeracy are evident in pupils' map work when they talk about distance and time, comparing and ordering relative distances. Pupils being encouraged to send postcards from different places that they visit support this widening perception of distance and the location of places. A good display of these cards and their locations on a world map effectively widens pupils' horizons and supports their good knowledge of a wide range of different countries. The school also makes good use of pupils' experiences. A pupil who visited New Zealand gave an interesting talk about her visit to the country.

93. No geography lessons were seen during the inspection. It is therefore not possible to comment upon pupils' attitudes and behaviour in lessons. However, they show good levels of interest when talking about their work in geography. Judged on planning and samples of pupils' work, the quality of teaching is satisfactory. Planning is sound and matches the recommendations of the National Curriculum. Activities are appropriate and meet the stated learning outcomes well.
94. The curriculum is of satisfactory quality and meets requirements. The co-ordinator provides sound leadership of the subject, has identified what needs to be developed and has prepared appropriate action to develop the curriculum in the light of new national recommendations. Geography makes a satisfactory contribution to the cultural development of pupils through the study of life in other lands, postcards and their own accounts of personal travel.

HISTORY

95. Pupils' knowledge and understanding of history is a little above average, chiefly because of their good recall of detail of aspects they have studied and their good investigative skills. This is a good improvement on the position during the last inspection, when provision for history was poor.
96. Pupils learn about the past through their study of everyday objects, such as toys, and respond well to questions which require them to say exactly what they know and how they know it. They write good, well-organised accounts of their work and of visits to museums in response to carefully structured writing tasks, although their writing suffers when teachers do not give them sufficient guidance in some shorter tasks. They are beginning to understand that some aspects of transport evolved, for example, that trains once ran on coal and now mostly use diesel or electricity, and that changes in the design of cars, including the people carrier, have come about for good reasons. From their study of different types of doll, pupils begin to understand the changing nature of fashions and costume.
97. The quality of teaching is good. Lessons are well planned, with a good range of activities in each that enables pupils to consolidate and extend their skills. The use of questions, both to the class and to individual pupils, is very good, and makes an important contribution to the development of pupils' speaking and listening skills as well as to history. Teachers make good use of carefully selected resources, including models and original objects, to provide pupils with first-hand material for their observations. They ensure that visits to historical sites are planned well, and followed up in later work. While there are no formal arrangements for assessment, teachers use pupils' answers to questions well to gauge their understanding and plan the next stages of the work.
98. Work in history is co-ordinated effectively, and contributes well to the broader aims of the school by enabling pupils to develop their powers of independent thinking.

INFORMATION AND COMMUNICATION TECHNOLOGY

99. Seven-year-olds reach standards in information and communication technology that are above those expected for seven-year-olds. They operate computers and floor robots confidently, lay out their writing well when using the word processor, and use the Internet to find information. This represents

an improvement on the broadly average standards observed during the last inspection, and the school is now enabling pupils to reach the standards they should be reaching.

100. Pupils have good attitudes to information and communication technology, and talk confidently about their work. As teaching takes place on Friday afternoon, it was not possible to observe it directly, but information from teachers' planning, including very detailed assessment notes, indicates that it is of good quality. Computers are used effectively for word processing in some history lessons, and to promote learning in design and technology, and to promote advanced reading on Friday afternoons. However, while there is a good rota system that ensures that pupils in the youngest class use the computer regularly, other computers were under-used for most of the inspection, and their potential contribution to learning was therefore not exploited.

MUSIC

101. At the time of the last inspection, provision for music was inadequate, and pupils were not prepared well for the next phase of their education. The school has made a good improvement on this position. The range of learning opportunities is now good, and standards are rising. Now the oldest pupils are reaching broadly average overall, with good singing. They are, however, well placed to reach above average standards in the future.
102. Older pupils listen intently and can distinguish between long and short sounds, and louder and softer sounds. Working with their teacher, they understand how sounds can be recorded using a variety of informal notation systems, and that sounds can be put together to make patterns. They sing in tune, and with good expression, particularly when they have learned the words to a song or hymn. The clarity of their diction when singing makes a good contribution to the development of speaking and listening skills. Their skills in using untuned percussion instruments and in keeping time are broadly average.
103. It was not possible to observe instrumental teaching during the inspection. The quality of teaching and learning in classes and at hymn practice was satisfactory, with good features in the teachers' choice of questions and in planning a good range of activities. At times, however, the pace of learning slowed as pupils took a little too long in answering questions, and some found it difficult to concentrate closely when using instruments. The quality of singing coaching in hymn practice was good.
104. Provision for music is well organised. The subject contributes well to the broader aims of the school by building all pupils' confidence and enabling higher-attaining pupils to take part in performances.

PHYSICAL EDUCATION

105. By the end of Key Stage 1, pupils achieve standards that are in line with those expected for seven-year-olds and all pupils achieve satisfactorily. This is consistent with judgements made at the time of the previous inspection, when standards were in line with expectations. Standards in swimming are well above those expected for pupils of this age and achievement in this aspect of physical education is very good.
106. From an early age pupils understand the need to feel safe and comfortable in the water and not to be afraid of water. All pupils are confident and show no fear when they get out of their depth. The more able swimmers are already well on their way to achieving the Key Stage 2 National Curriculum requirements for swimming and are working very well towards national swimming awards. No other physical education lessons were seen, but discussion with Year 2 pupils indicates that they attain in line with National Curriculum requirements for seven-year-olds. They develop a good range of movements and develop skills in balancing, rolling and running both backwards and forwards. They try out different ways of moving and become competent in running, hopping and skipping. Competence in these skills was seen at playtime when pupils were at play. They also skip with ropes well. Pupils talk with knowledge, about the purpose of warming up at the beginning of the lesson.

107. They learn outdoor games' skills, such as throwing and catching accurately, with appropriate control. By the time they are seven, pupils apply their skills appropriately in small games situations, and work towards playing larger-scale games, including hockey and football. Athletics are provided during the summer term when they practise for their sports with the parent community. Dance aspects of physical education are well developed, both through lessons and through involvement with the community at the May Fayre where they maypole dance. They also talk about movement in response to music in lessons.
108. Pupils are mostly keen and eager to respond and participate. They try hard to improve their own performance in response to the comments from their teacher and other pupils when evaluating their performance. They listen carefully to instructions and to music to which they respond with interest and enthusiasm. Pupils mostly show high levels of interest, sustain concentration well and stay on task.
109. The quality of teaching is satisfactory overall. Lessons are generally well planned and pupils' skills are satisfactorily developed. Basic skills of movement are developed and pupils' comments imply that lessons are well structured, with the appropriate warm-up and cooling-down sessions at the beginning and end of lessons.
110. The curriculum is good. It is broad and meets the requirements of the Key Stage 1 National Curriculum well, with extra activities such as athletics and swimming in addition to recommendations. Resources are satisfactory. The school has to use the adjacent village hall, as there is no space in school that is sufficiently clear of furniture or of a sufficient size for physical education lessons.

RELIGIOUS EDUCATION

111. Pupils achieve satisfactorily in religious education and attain standards that are slightly above the expectations of the locally agreed syllabus for religious education for seven-year-olds. The last inspection did not report on work in the subject, so a direct comparison cannot be made.
112. Pupils have good understanding of the basic tenets of the Christian faith, including the Christmas story, the place of Jesus as the Son of God and some major events from the Bible. They have good understanding of the moral and social aspects of Christianity, including the importance of care for others and the difference between right and wrong. They know that other people have different faiths, and that some people do not believe in God. They are aware of major world faiths, but older pupils could not recall any details of them in discussion.
113. Because of timetabling, no religious education lessons could be observed during the inspection. However, teaching in assemblies, whether led by a teacher or by the Vicar, was of good quality and presented important ideas and Bible stories in a form that pupils found easy to understand. Planning indicates that religious education is intended to make an important contribution to pupils' knowledge of other cultures. To support this all pupils visit a Mosque during their time in school.