

# INSPECTION REPORT

## **STUDLEY COMMUNITY INFANTS SCHOOL**

Studley

LEA area: Warwickshire

Unique reference number: 125527

Headteacher: Mrs D Price

Reporting inspector: Mr C Ifould  
20962

Dates of inspection: 29 - 31 October 2001

Inspection number: 193490

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:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	High Street Studley Warwickshire
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E-mail:	studleyinfants@hotmail.com
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Amanda Pilkington
Date of previous inspection:	14 April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team Members			Subject Responsibilities	Aspect Responsibilities
2096 2	Mr C Ifould	Registered Inspector	English as an additional language Mathematics Music Physical education Religious education	What sort of school is it? How high are standards? a) The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school go to improve further?
1032 9	Mr B Sampson	Lay Inspector		How high are standards? b) Pupil's attitudes, values and personal development How well does the school work in partnership with parents?
1870 9	Mrs N Bee	Team Inspector	Foundation stage	
2806 5	Mr A Miller	Team Inspector	Equal opportunities Special educational needs Science Information and communication technology Geography History	How well does the school care for its pupils?

2227 4	Mrs Rogers	V	Team Inspector	English Art and design Design and technology	How good are the curricular and other opportunities offered to pupils?
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is a community Infant school with Nursery. It is of about average size. The Nursery currently has 60 children in its 78 part-time places and there are almost two hundred full-time pupils of statutory school age. Boys outnumber girls significantly in the Nursery and Reception, but the balance is about even in the infants. There are very few pupils from non-English backgrounds and none speak English as an additional language. The proportion of pupils identified as having special educational needs is about the same as that found nationally, but none is at a higher stage and needing a statement. Pupils now enter the Reception classes with average and just above average attainments, although in the past their attainment has been significantly lower.

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

The school is effective in taking lower-attaining children and enabling them to reach national standards in English and mathematics by the time they leave. It gives them experience of a broad curriculum with special emphasis on art, music, dance and drama. It encourages and achieves good relationships and standards of behaviour. Teaching is grounded firmly in satisfactory practice and has many stronger features. The school is well led and managed, with a strong senior management team, improving subject co-ordination and effective governors. The school provides satisfactory value for money.

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

- Encourages good attitudes and behaviour, promotes good personal development and relationships; and makes good provision for pupils' spiritual, social and cultural development.
- Provides a curriculum enriched by good extra-curricular activities and involvement with the school's community; fosters a positive relationship with parents and carers.
- Cares well for its pupils and promotes their satisfactory attendance.
- Has clear and appropriate priorities for development and sound financial management.

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

- The accommodation: the layout and quality of buildings are detrimental to learning and require constant attention by staff to minimise disruption and provide a stimulating learning environment.
- The home-school partnership with all parents and carers.
- The promotion of skills and opportunities for pupils to be more independent and show initiative.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in 1997 when it was required to raise attainment in reading, writing and information technology; to raise the quality of teaching; to increase the rate of progress in writing, reading, mathematics and science; to review the balance and progression of the development of the curriculum and to continue to link the work of the children in reception to those in the Nursery. It has addressed all these issues successfully, partly through its own initiative and partly because of the introduction of national requirements such as the Literacy and Numeracy Strategies and the Foundation Stage curriculum. Standards are broadly maintaining pace over time with those achieved nationally and the school has met its targets for English and mathematics. The school has made satisfactory progress, overall, since the last inspection.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
Reading	A	C	B	B	well above A average above B average C below average D well below E average
Writing	C	C	C	C	
Mathematics	C	D	C	C	

Historically, children's attainments on entering the school have been lower than average. The results above apply to such pupils. The school has enabled them to make good progress in catching up with standards nationally. The school's results are improving steadily over time and just about matching the improving national standards in English and mathematics.

Attainments on entering the school are now average and above, and the school should therefore be looking to make significant improvements in results in future. Good indicators that this is likely are that most children this year are expected to meet the early learning goals at the end of Reception, and also that the school has exceeded the targets set for it by the local authority. The school is aware of the need to recognise and raise the achievement of the higher-attaining pupils that it now attracts.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children in the Foundation Stage and pupils at Key Stage 1 show good, positive attitudes; these are strengths of the school.
Behaviour, in and out of classrooms	Behaviour is another strength of the school, despite overcrowding in some classes and on the playground.
Personal development and relationships	Relationships are good and pupils' personal development is satisfactory.
Attendance	Attendance is in line with national figures for this type of

	school.
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Children settle well in the Nursery and Reception classes, and form good relationships with one another and the adults that work with them. Most pupils in Years 1 and 2 are enthusiastic about their lessons and playtime activities. They concentrate and listen well. They too form good relationships among themselves and with adults. Behaviour in the Nursery and Reception classes is usually very good. Older pupils generally behave well; a small minority of older pupils do not concentrate as well as others and sometimes indulge in distracting behaviour. Otherwise, both boys and girls learn and play well together. No examples of extreme behaviour such as bullying, racism or sexism were seen. No pupils have been excluded. These are features in which the school can take pride.

Irrespective of age or gender, pupils get on well together and can often be seen looking after another who may be unhappy or unsure. Adults provide good role models and there is a strong ethos of caring among all at the school. Attendance is in line with that found nationally in similar schools. The great majority of pupils get to school and to lessons on time.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching:	Satisfactory, with many good and some very good features	Satisfactory, with many good and some very good features

*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 of the Foundation Stage is satisfactory, overall, and has many better features. These include good interaction with groups, stimulating activities and close attention to reinforcing learning of literacy skills in other lessons. Planning is sound and the use of day-to-day assessments is developing. Teaching of Years 1 and 2 is also satisfactory, overall, with examples of stronger teaching particularly in Year 1. In good lessons, pupils know what they are learning and how long they have to do their work. Teachers' expectations of learning and behaviour are high, and they give prompt help and praise during the lesson. They check effectively on how well pupils have succeeded.

English is now taught well but has been satisfactory over time. In good lessons teachers constantly challenge and encourage pupils to do better. Teachers' subject knowledge and teaching strategies are good and improving. Mathematics teaching is sound. This leads to pupils who are managed well, know what is expected of them and work purposefully. The literacy skills are better taught and more often reinforced in other lessons than numeracy skills. Teaching of both is satisfactory, overall.

Teachers' knowledge of pupils, their planning and their deployment of support staff help ensure that all pupils have full access to the curriculum. Pupils having special educational needs are identified and supported promptly and effectively. The school is in the early stages of providing additional support to those it recognises as being gifted and talented. There are no pupils for whom English is an additional language. The school does well in striving to include all pupils in its activities.

Pupils generally learn satisfactorily and progress faster when teaching is good or very good. This is not always the case, though. A significant number of older pupils lack the skills and knowledge to work as effectively without adults present to guide their learning. There is also the need to better develop pupils' investigative skills in science and mathematics. The good standards of artwork, drama and music seen in the limited number of lessons during the inspection reinforce the success of the school's determination to promote the arts.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range	Both the Foundation Stage and Key Stage 1 benefit from a

of the curriculum	broad, balanced and relevant curriculum. Extra-curricular provision is good.
Provision for pupils with special educational needs	There is good provision for these pupils, with support both in lessons and through withdrawal from lessons on a rota.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' spiritual, social and cultural development are well provided for; provision for their moral development is satisfactory and should benefit soon from more focused attention to the development of personal and social education.
How well the school cares for its pupils	The school cares very well for its pupils.

The school has introduced the Foundation Stage curriculum successfully into the Nursery and Reception classes and sets great store by providing a good early years' experience for these children. It has recently appointed a whole-school curriculum co-ordinator who has given a good lead in ensuring that the requirements of the National Curriculum and religious education are also met. The curriculum benefits from a good range of additional visits, visitors and out-of-school activities, especially those connected with the arts and multiculturalism.

The school cares well for its pupils. Adults know pupils very well and take great pains to ensure that all pupils feel secure, supported and acknowledged. The school enjoys good relationships with parents and carers. Some work in the school and others accompany visits; there is a flourishing and supportive parents' association. The school gives parents good information about their children's learning. However, not all parents enter fully into the home-school partnership and give the best possible help to their children.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher and her deputy form a strong senior management team. Other staff with responsibility posts are becoming more influential in their work.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well.
The school's evaluation of its performance	There is systematic monitoring of teaching and planning, and the school acts effectively to address what it finds.
The strategic use of	Support staff and resources are well used. The school

resources	makes best use of its inadequate accommodation.
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The school's conscious investment in a high proportion of additional adult support staff is justified by the good contribution they make to pupils' learning. Other resources are adequate. The school's dispersed mixture of buildings does not lend itself to promoting an effective environment for learning, despite the best efforts of all staff to minimise their effect. The school's accommodation is inadequate.

The headteacher, her deputy and, increasingly, curriculum co-ordinators give clear direction to the development of the school. Governors know the school well and give good support. The school's development plan is thorough and carefully costed and monitored. Governors, teaching and administrative staff try to ensure that money is well spent.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The good relations and communications between homes and school.</li> <li>• Good leadership and teaching.</li> <li>• Pupils' good behaviour, hard work and good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• No significant areas for improvement were offered by parents.</li> </ul>

The inspection team verifies that parents are rightly justified to be pleased with these aspects of the school.

## **PART B: COMMENTARY**

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

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

1. At the start of their full-time education in Reception, children are assessed using the Warwickshire Base-line Entry Profile. This shows that the current group of children entered school with attainments at and above the level of other children in Warwickshire. In the previous year, children's attainments were mostly low with some lower average; in the year before that, children's attainments were mainly lower average and below. The school reports that this is a change that has taken place since the reduction in class sizes for infants has meant that children who would previously have been taken out of the village for their education are now beginning to use the school. The school's intake is beginning to reflect the social and economic profile of the village.
2. By the end of their time in Reception the majority of children will reach the expected early learning goals. Most are likely to exceed the expected levels in physical development. Planning of activities does not identify consistently different abilities and in consequence move individuals and groups of children on to the next step of learning. This hinders the progress made by individuals in the Nursery over time.
3. The results of national tests for seven-year-olds in 2001 show that pupils at the school achieved above-average standards in reading and matched what was attained in writing and mathematics when compared with schools nationally. This is also the case when these results are compared with schools that are similar to Studley. This is an improvement on the previous year when results in reading and mathematics were below those of similar schools. Forty-four per cent of pupils sitting the national tests in 2001 had special educational needs. Over time, the school's results in these tests are broadly keeping pace with improvements nationally. Again, this is better than the findings of the last inspection when standards in reading were below what was expected nationally. Teachers' assessments of pupils' attainments in science indicate that they are broadly in line with those found nationally but that there are fewer higher-attaining pupils than found elsewhere. This has been the position at and since the last inspection.
4. The school is now attracting a greater proportion of higher-attaining pupils but does not yet consistently meet national standards for them. Last year, an emphasis on improving reading led to the school having a very high proportion of Year 2 pupils attaining Level 3 in reading, the standard expected of pupils in Year 4. However, in writing and mathematics the school did not maintain the improvement in the number of higher-attaining pupils found nationally and in similar schools. There have also been imbalances in attainment by gender. In last year's national tests at the end of Year 2 all the girls attained the expected levels or better, except in writing where no girls attained higher than Level 2.

In mathematics, a smaller proportion of boys than is found nationally attained higher than Level 2. These results are against the national trend. The school has made its own analyses of test results and has adjusted teaching to try to redress these anomalies.

5. Over time, the school enables pupils to make good progress in their learning, bringing their attainments that were lower average and below on entry to full-time education into line with national standards by the time that they leave the school. This is an improvement on the last inspection when progress was reported as unsatisfactory in reading and writing in particular. Progress was also reported as unsatisfactory for those capable of higher attainment in English, mathematics and science; the school is working to redress this. However, pupils with special educational needs make satisfactory progress in line with the targets in their Individual Education Plans.
6. The school has exceeded the targets for pupils' attainments in English and mathematics set for it in negotiation with the local authority. Revised targets are even more challenging. Within the school, not all pupils are sure of their personal targets or what they have to do to achieve them. However, these are effective for most pupils and could be made to work for all.

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

7. Most children in the Foundation Stage show positive attitudes to learning, settle well in the Nursery and enjoy coming to school. Behaviour is good in the Nursery and in the Reception classes, and children develop good relationships with one another and with the adults who work with them. When given the opportunity children develop personal independence as, for instance, when they get changed for lessons that enable them to develop physically. The children have positive attitudes to tidying-up at the end of sessions.
8. Pupils in Years 1 and 2 have good attitudes towards school. These compare well with those adjudged at the previous inspection and are a strength of the school. The majority of pupils are enthusiastic in what they do in lessons or at play, and their overall interest and involvement in activities is good. They concentrate well in lessons and, when spoken to, they usually prove that they have listened to and taken in what the teacher tells them; for example, during a Year 1 geography lesson, which involved identifying capital cities within countries. When the lesson started most children knew only of London. However, by the final session, at least half of the class knew that Paris is the capital of France, Rome the capital of Italy and Cairo the capital of Egypt. In addition, a few also knew where Venice and Nairobi were and even remembered that Italy was famous for ice cream and Egypt for the tomb of Tutankhamun.
9. Behaviour in the school is also good. Again, this compares well with that observed during the 1997 inspection and is another strength. In some classes, particularly in the Foundation Stage, behaviour is almost always very good. It is also good in and around the school and at playtimes. Pupils learn and play

together well and both boys and girls mix comfortably in lessons and games. They are polite. No example of anything approaching bullying, oppressive behaviour or sexism was observed during the whole inspection. There have been no exclusions. This is good and an aspect of which the school is justifiably proud. Pupils understand well that what they do or say to others can influence relationships for better or worse. They have much respect for the feelings, values and beliefs of others. They are aware that not all children are brought up in the same way as they are or are perhaps as fortunate as they are in their daily lives.

10. Personal development and relationships at the school are satisfactory. Pupils are regularly given responsible routine jobs, such as collecting and delivering attendance registers and dinner money, helping teachers with messages, and collecting for charities. However, they are not always given the opportunity to use their own initiative. Relationships are good. Irrespective of age, pupils get on well together. They often look after one another, and it is natural to see an older pupil comforting one who has only just started at the school or seems a little lost. In addition, teachers and other staff really care a lot for the children, and pupils feel the same way about them.
11. Attendance at the school is satisfactory. It is in line with the national figure for this type of school and compares well with that reported at the previous inspection. The majority of pupils come to school and into class on time and most lessons commence promptly. Overall, the good attitudes, values and personal development of the pupils contribute significantly to their learning.

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

12. Teaching of the Foundation Stage is sound, overall, with a significant proportion of teaching in Reception that is good. In these good lessons the teacher and support staff interact well with groups, activities are interesting and the teacher takes opportunities to reinforce skills and vocabulary previously taught. These have a positive impact on progress over time. There is good learning during these lessons. Some very good teaching was seen in a lesson in the hall where the children were challenged to move in many different ways, taking account of the space available and of the other children. They followed the teacher's good examples and suggested several more of their own when asked. The teacher maintained a very good balance of activity, recovery and evaluation throughout what was a long session for children in Reception. Teachers' planning is sound and the use of day-to-day assessments is developing. However, this information is not shown systematically in the weekly planning, particularly in the Nursery, to move individuals or groups of children on to the next step of their learning.
13. Teaching of Year 1 is good, overall. There is a significant amount of good and very good teaching, and some that is satisfactory. Teaching of Year 2 is always at least satisfactory, with some good practice. In the most effective lessons, teachers make sure that pupils know what they have to do and how

long it should take them. Teachers have high expectations of what can be done and how pupils should behave. They plan and prepare lessons well, and provide a range of activities that interest and challenge all pupils. They ensure that learning moves on briskly and they recognise, encourage and praise pupils who are making good progress. Teachers have good knowledge of what they are teaching in these lessons. This occurred, for instance, in a lesson in Year 1 where drama was used to stimulate and reinforce writing. Pupils were challenged to frame questions to ask of a visiting character from a story that had been read to them and produced some intelligent and searching examples. They were also asked to represent parts of the story as tableau so that others would recognise them. This very good use of drama skills promoted very good learning.

14. Broadly speaking, almost half of the teaching is of the satisfactory standard expected from the profession and the other half exceeds this. Of the forty-three lessons seen, fourteen were good and five very good. There were very limited examples of teaching that lacked pace and focus and which were unsatisfactory. This is a great improvement on the findings of the previous inspection, when about a fifth of lessons were deemed unsatisfactory and very little teaching was good or very good.
15. Teaching of English during the inspection was mostly good or very good, and always at least satisfactory. The most effective teaching is based on very good subject knowledge and attention to learning. Pupils' work is assessed frequently during lessons and the teacher gives prompt help or praise. There is high expectation of what pupils can do and constant challenge and encouragement to do better. Daily mathematics lessons are taught satisfactorily, overall, with limited instances of good and very good teaching. Again, these are founded on good subject knowledge and effective management of pupils' learning. Pupils know what is expected of them and there is good pace in these lessons. There is also some unsatisfactory practice, when pupils focus more on the rules of games and using a programmable toy than securing their knowledge of adding numbers. There is satisfactory teaching of literacy and numeracy skills, where appropriate, in other subjects and those with special educational needs are often given support to apply what they have learnt in new contexts.
16. Use of information and communication technology is taught satisfactorily, overall. Only one or two lessons of each of the other subjects was seen during the three days of the inspection. Although most of these were satisfactory, this does not enable secure judgements to be made about how well these other subjects are taught throughout the school. Music is taught well by a specialist teacher brought in from outside.
17. The school invests heavily in Nursery nurses and teaching assistants to support teachers. All classes have additional adult support for part or all of the time. They are used effectively, particularly in literacy hours, daily mathematics lessons and supporting pupils identified as having special educational needs. They are well briefed about what is expected of them and

carry out their work thoroughly and caringly. There is particularly good use of these support staff in maintaining a foundation stage curriculum for Reception children mixed in a class with Year 1 pupils and in providing a supportive role model for older boys.

18. All adults have high expectations of pupils' learning and behaviour, and all contribute to the good knowledge that the school has of its pupils' academic and social progress. Some good use is made of this information when it is recorded, particularly in literacy and numeracy, and leads to further teaching and learning that matches pupils' needs well. This is not the case, however, with most subjects where there is scope to give adults and pupils better knowledge about what pupils can do and what they need to do next. This would also enable more effective use to be made of the home-school partnership if parents were also better informed about how best to help their children.
19. Pupils with special educational needs are well supported through careful identification of their needs and guided help in lessons, when withdrawn from lessons, and from some of those at home. These pupils generally make good progress in relation to the targets in their Individual Education Plans. Higher-attaining pupils are not yet consistently catered for to the same extent, but some concerted attention is being given, particularly to those identified as gifted and talented. However, it is too early to gauge how effective the school is in meeting their needs.
20. Pupils almost always work to the best of their ability and apply themselves well to their schooling. Some of the older pupils were unsettled after the holiday and spoilt lessons for themselves and others, but this was an isolated element in a school where the majority of pupils are interested in learning and are prepared to concentrate and make an effort. Quite a number still lack the skills to work alone as hard and effectively as when they are in groups led by an adult. Attention is required to developing pupils' library and scientific and mathematical investigative skills. Pupils generally would benefit from being given the skills and opportunities to be more independent and show initiative in their learning. Most know how well they are doing and how they can improve, but many still have to make good use of this information. Overall, though, the school enables pupils to reach broadly similar standards to those found nationally from a relatively low base-line. As the profile of the intake changes, the fresh challenge for the school will be to cater effectively for its higher-attaining pupils.

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

21. The curriculum in the Nursery and in Reception classes is satisfactory in both age groups. It is firmly based on the six areas of learning recommended for the Foundation Stage and provides a satisfactory range of activities to develop children's basic skills. There has been significant improvement in the planned

curriculum for children in the Reception class since the last inspection. The curriculum for pupils in Key Stage 1 is broad, balanced and relevant, and meets statutory requirements to teach all subjects of the National Curriculum and religious education. Since the last inspection there have been significant improvements to the organisation of the curriculum and in the written support given to teachers to enable them to plan the development of knowledge and skills in each subject. The school has implemented the National Literacy and Numeracy strategies and taken into account the recommendations of the Qualifications and Curriculum Authority's guidance (QCA) and National Curriculum 2000. This guidance has been included in school policies and schemes of work that provide support to teachers, enabling them to plan satisfactorily the development of pupils' knowledge, skills and understanding as they progress through the school.

22. Planning is thorough. The school has reviewed its long- and medium-term planning to ensure that knowledge is progressively acquired as pupils move through the school. Repetition is avoided in subjects such as history and geography by having a two-year cycle of topics. Work in these topics, and also in art and design and design and technology, is planned in blocks of time. This ensures that the issue from the previous inspection regarding the regularity with which pupils are taught particular aspects of subjects has been addressed satisfactorily. There remain, however, some anomalies in the planned allocation of teaching time; the amount devoted to mathematics and music is below average, while that for science and physical education is above average. The length of the school day remains at the lower end of that found in infant schools, principally because this allows parents with children at both the infant and junior schools to leave and collect them most conveniently. This is an aspect that could be given further attention in order to raise attainment at the school by gaining more time for teaching and learning.
23. The school provides a curriculum in which pupils enjoy a high degree of equality and opportunity. The inclusion of all pupils, particularly those with special educational needs, ensures that they are able to follow the same curriculum as the rest of the class. Although some of these pupils are withdrawn from lessons to receive additional support, this is planned on a rolling programme so that they do not miss out on access to the same subjects each time. The school has a register of those pupils it recognises as gifted and talented and has begun to develop their particular abilities through, for instance, a writing class and more focus on challenging these pupils in lessons where their particular strengths are being taught. It is too early yet to judge how successful these strategies are.
24. The provision of extra-curricular activities is good. The school offers pupils opportunities to take part in sporting activities such as football, tennis, dance and gymnastics, and there is a choir. Learning is also supported well by a wide range of educational visits; for instance, to places of worship, such as the local church, mosque and Sikh temple; to museums, and to places of interest, such as the theatre, that extend pupils' knowledge of the wider world successfully. Visitors to the school include artists and theatre groups, live

music ensembles and local clergy. Members of the local authority's multicultural support service provide further enrichment to the curriculum through activities including dance, singing and cookery.

25. The school is currently developing its programme of work for pupils' personal, social and health education prior to the full implementation of a structured scheme in the next academic year. As part of its work the school has participated in the 'Taking Care' project organised by the health authority. Weekly 'circle-time' discussions allow pupils to explore issues of concern to them. In Year 1, for example, a discussion enabled 'friends' and 'friendship' to be explored usefully, with everyone contributing. Proper attention is given in the science curriculum to sex education and the dangers of drug misuse. The school has a policy regarding drug misuse and there are plans to hold a meeting for parents about this early next term.
26. The school has good links with the local community. They take part in a wide range of village activities, such as a community arts project, a united churches carol concert and planting bulbs at the local old peoples' home. They have also taken part in a technology project organised by Rolls Royce. Liaison with the school to which the pupils transfer is effective.
27. The provision for pupils' spiritual, moral, social and cultural education is good, overall, as at the previous inspection. Provision for pupils' spiritual development is good. The planned daily assemblies provide good opportunities for pupils to reflect on a wide range of issues and include a daily act of collective worship. Within the assemblies there are regular opportunities for pupils to learn about other faiths and religious beliefs through visitors from local churches and representatives of the major faiths. A Sikh representative from the local authority's multi-cultural support service led one assembly that fascinated the pupils. She told pupils a dramatic story in her own language which gained their attention. This was then retold in English by the headteacher and comparisons with the use of light by other religions were then made. The school's curriculum places a great emphasis on providing pupils with opportunities to discover and reflect on wider issues through a range of planned experiences which they are encouraged to discover at first hand, as in art and drama.
28. Provision for pupils' moral development is satisfactory. There are class rules displayed in every room and rules that apply to the playground. Teachers employ a number of reward systems that encourage good behaviour and celebrate achievement. However, there is not yet a cohesive approach through the school to managing pupils' behaviour, with limited strategies used in some classes.
29. The school makes good provision for pupils' social development. Positive relationships are promoted successfully and pupils are encouraged to show consideration for the needs of others in the school and in the local and wider communities. The school has a long tradition of supporting charities and has made donations to a number of international charities. Pupils are encouraged

to co-operate with one another within lessons when they work with partners or in small groups. Good examples of group discussions were seen in art and English lessons. The pupils have some opportunities to carry out monitorial duties but overall the planned opportunities for pupils to take responsibility or show initiative within the day-to-day life and running of the school could be developed further. Educational visits and the extra-curricular clubs make a good contribution to pupils' social development.

30. Provision for pupils' cultural development is good. Pupils develop a good sense of their own culture through the arts. They become aware of other faiths and traditions through their religious education lessons and a variety of festivals besides Christian ones are celebrated. Music makes a positive contribution to pupils' cultural development, with well-planned and regular opportunities for them to learn about the music of different cultures and ages, including a range of visiting musical groups. A visiting sculptor has worked with the school to provide some large wooden sculptures in the playground, while a visiting artist worked with pupils to produce some impressive decorative wall tiles. Most pupils share a common cultural background, therefore the staff work hard to ensure that they provide pupils with an understanding of the multicultural diversity of modern Britain.

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

31. The school has very good procedures for child protection and for ensuring the welfare of its pupils. These are great strengths of the school. The headteacher is the named child protection person and she, the deputy headteacher and two other members of staff are fully trained in this aspect. The headteacher has also ensured that all members of staff have been made fully aware of their relevant responsibilities. All new members of staff receive child protection procedures as part of their induction. The school maintains a detailed written policy and works very closely with the local social services and police protection team. Detailed incident records are maintained.
32. The headteacher is also the named health and safety person, for which she is well-trained. She works closely with the governor responsible for health and safety to ensure an up-to-date policy and risk assessment. Contractors test all portable, electrical, physical education and fire-fighting equipment regularly. Emergency fire exercises are held every term and recorded well. All exits from the school are clearly marked and accessible. The school has very efficient procedures for recording and reporting accidents and for the administration of medicines. All members of staff are well aware of the special medical needs of pupils. Although there is no specific medical room in the school, there are two members of staff specifically trained in first aid. School meals are served and eaten in very hygienic conditions. The school makes good use of outside professional help, such as the school nurse and doctor, the speech therapist and the educational psychologist.

33. The school has good procedures for monitoring and improving attendance, and this is another of its strengths. There are well-maintained, computerised registration sheets for each class that are returned to the office for checking both morning and afternoon. Regular records of absence are maintained, to track any trends, and good liaison is maintained with the educational social worker. The school maintains a tight hold on late arrival and all parents are made very well aware of their responsibility to get their children to school on time.
34. The school's procedures for monitoring and promoting good behaviour and eliminating that of an oppressive nature are also good, and constitute a further strength of the school. The school's clearly written behaviour policy contains realistic awards and sanctions and each class clearly displays the 'Golden Rules'. Each year, pupils also negotiate their own class rules with the teacher. Awards are eagerly sought after by the children, who are proud to be presented with achievement points, stickers, a letter to their parents or a certificate, presented at the 'achievement assembly'. Sanctions are rarely necessary or applied. Where they are, pupils can have a personal behaviour plan set up for them and have their parents involved.
35. A separately written bullying policy gives clear guidelines to staff on how to recognise potential incidents and prevent them from escalating. Oppressive behaviour is discussed regularly during assemblies and 'circle-time'. Pupils have instilled into them the confidence to report to an adult all incidents they see as bullying.
36. The school's procedures for monitoring and supporting personal development are satisfactory. The personal, social and health education is in its infancy but staff are determined to include every aspect more fully in future. Currently, all pupils have a personal file and are encouraged to bring into assembly evidence of personal development from home. They display proudly, for example, swimming and dancing certificates or a piece of handiwork. The way in which the school looks after its pupils allows them to learn and develop in a very caring and secure environment.

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

37. From talking to parents at the pre-inspection meeting and during the inspection, and also from comments made on the returned questionnaires, parents think that this is a very good school. This is a significant strength of the school. Parents say that the school works closely with them and that they feel comfortable about approaching the school with questions or a problem. They also say that their children like the school, that the school is well led and managed, and that teaching is good. They assert that they are kept well-informed about how their children are getting on. They think behaviour is good and that their children are being helped to become mature and responsible. They state that their children are expected to work hard and to achieve their best, and that they make good progress in school. A slightly lower percentage thought that their children get the right amount of homework and that the school provides a reasonably interesting range of activities outside school hours. There were no significant negative points whatsoever.
38. The quality of information provided for its parents by the school is good. Each parent receives a copy of the school prospectus and an annual governors' report. Both these documents now comply with statutory requirements. The annual pupil reports cover all subjects of the curriculum, and are easy for parents to understand and to recognise their own children. They also state what their children can do and what are their targets. All parents appreciate the home-school reading diaries as a two-way communication with the school, and some parents do make constructive comments in them. The majority of parents at the school have now signed the home-school agreements. The school has an open-door policy, and this was very clear at the inspection when all teachers were available, both morning and afternoon, to talk to parents either in the playground or classroom. Curriculum evenings have been held for literacy, numeracy, reading in Reception, information and communication technology and personal, social and health education. Parents are invited to discuss pupils' reports if they so desire. Most parents of pupils with Individual Education Plans are keen to help with useful input.
39. The impact of the involvement of parents on the work of the school requires further development. Some parents do come into school and help as extra general classroom assistants. Some also help with outside visits; this is quite satisfactory. During the inspection this was much in evidence in classrooms and particularly when Reception children visited the local supermarket. At home, however, although some parents do help with their children's homework, in many cases this is not so. For example, some children, once they have begun to read, do not have sufficient access to books or time with a more skilled reader at home, which would allow them the chance to progress their skills. The school also recognises that it could do more to provide better guidance and materials to enable all parents to enter fully into the home-school partnership.
40. Overall, the effectiveness of the school's links with its parents is satisfactory and helps the success of the children's learning. The school has now

appointed a parent link teacher and this should soon begin to have an effect on these relationships. The school is also indebted to its energetic Parent Families Association, which raises considerable funds by arranging well-attended social events to support the pupils' education. The association also purchases mugs for school leavers and a Christmas present for each child. Currently, it is arranging delivery of a wooden train set for the playground.

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

41. The headteacher and her deputy form a very effective senior management team, and provide strong, clear direction for the work of the school. The school has appropriate agreed aims that it takes pains to meet. Co-ordinators for subjects and aspects are receiving training and support to enhance their skills and knowledge, and their efforts in leading the writing of policies and schemes of work are leading to a more secure and stimulating curriculum for pupils. The senior managers and core subject co-ordinators monitor teaching and planning, and put the knowledge they gain to good use in developing colleagues' skills and practice in response to what they find. The commitment to improvement is common to all staff and much has been achieved, especially since the last inspection.
42. The governing body is well led by the effective chair and vice chair. The committee structure has recently been revamped to meet the work required. The full governing body and also the sub-committees meet at least twice a term. This enables them to keep on top of all the business that comes their way. The vice chair is very skilled and efficient in guiding the setting and management of the school budget to the extent that the school saves money by not having to buy into bursarial support services. He ensures that educational priorities are properly monitored and evaluated, and, with the school secretary, checks that monies are spent as intended. The school's development plan is appropriate and costed, but lacks precision in its success criteria. These require attention if the school is to be able to demonstrate that it spends its budget well. There has been a large reserve kept to ensure, for instance, that major developments such as the new classroom can be adequately resourced and to avoid, where possible, the need for unplanned staff redundancies. Keeping back this money has little negative effect on provision for current pupils. Governors meet their statutory responsibilities.
43. An adequate number of qualified teachers and Nursery nurses staff the school. It is generously staffed with other adult assistants. Training for all staff ensures that their knowledge and expertise helps them work more effectively. Responsibilities are delegated appropriately, and there is good liaison and support among existing and new staff. There is a strong team ethos among all staff at the school and this benefits pupils greatly.
44. The adequacy of the accommodation to ensure the smooth running of a full curriculum within the school is unsatisfactory. The school has a mixture of old and new brick buildings and aged demountables, which can become cold in the winter and insufferably hot in the summer. Overall, it is difficult for the

school to maintain such a mixture, spread over quite a considerable area. Many classrooms are crowded, making it difficult for pupils to move around without some awkwardness. The small playground, although well maintained, is also crowded at playtimes and the school does well to maintain discipline and safety with so many children. The school has a small library, which is also used regularly as a teaching area for computer work. The good-sized hall is also used efficiently for assemblies, physical education and meals at lunch-time. However, due to the fact that the whole site is on a slope with most buildings at the bottom, when it rains heavily the whole playground becomes a flood area. There have also been problems with burst pipes. Consequently, the school has at times lost many books and other materials due to water damage. In addition, as the dismountable buildings are at a distance from the main building, some pupils get very wet trying to attend physical education lessons, sessions in the library and assemblies on rainy days. Therefore, these sessions are frequently cancelled, particularly during the winter, thereby disrupting learning quite severely. This then necessitates pupils spending long, uncomfortable periods in their huts. Despite these many hindrances, the staff work hard to try and minimise disruptions to pupils' learning.

45. Overall, the school has satisfactory resources with which to provide a successful curriculum for the range of its pupils. In English and physical education resources are good. The school has invested sensibly in laptop computers that can be taken from class to class and also used off-site by staff for such things as planning. However, in religious education, resources are unsatisfactory in both sufficiency and the way in which they are used. The co-ordinator is set to buy new stock soon. The library has a good range of books, as do most classrooms, including some attractive big books. The school has eye-catching displays of pupils' work and attractive artefacts, of which pupils' artwork is particularly evident in its lively brightness.
46. The school's extensive surroundings, including its quiet garden, pool and field, are well used for nature studies such as the 'Bug Hunt'. One noticeable feature of the outside area is the interesting and evocative sculpted stones and logs, which the children really love. In particular, the children frequently pointed out 'Spider Man' during the inspection.
47. The school goes a long way in employing best value principles but recognises that it could improve its systems in this way. The majority of the school's administrative procedures are computerised, but day-to-day financial management is recorded by hand in a ledger. It is anticipated that this function will transfer to the computer soon. Nonetheless, the secretary is an efficient administrator. She is well trained in computer skills, and the headteacher and deputy are undertaking major training to bring their computer skills up to an acceptable level.

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

48. The school has made good progress since its last inspection. The headteacher gave an apt analogy in saying that 'the instrument has been built

and is now ready to burst into music'. The strong focus on teaching and learning has enabled the school to provide a secure schooling for its pupils. In order to improve further, the headteacher, staff and governors should:

- (1) continue to press for accommodation that enables pupils to access a full curriculum in buildings more conducive to learning;  
*(Paragraphs: 44, 64, 96, 99)*
- (2) seek further ways to improve the working relationship with parents and carers to ensure that all pupils get maximum benefit from the home-school partnership;  
*(Paragraphs: 18, 38-40)*
- (3) ensure that it meets the needs of its growing number of higher attaining pupils, and promotes the growth of all pupils' independence and initiative.  
*(Paragraphs: 4-5, 12, 23, 59, 65-66, 70)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	14	20	1	0	0
Percentage	0	12.5	35	50	2.5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents about 2.5 percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	30	199
Number of full-time pupils known to be eligible for free school meals		26

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	1	63

#### 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	9
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	5.2
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	35	24	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	29	30
	Girls	24	24	24
	Total	53	53	54
Percentage of pupils at NC level 2 or above	School	90 (80)	90 (88)	90 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	30	29
	Girls	24	24	20
	Total	53	54	49
Percentage of pupils at NC level 2 or above	School	90 (83)	92 (92)	83 (88)
	National	85 (84)	89 (88)	89 (88)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	197
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

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

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

## Teachers and classes

### Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	24.3
Average class size	28.4

### Education support staff: YR – Y2

Total number of education support staff	7.0
Total aggregate hours worked per week	163.5

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	30.0
Total number of education support staff	3.0
Total aggregate hours worked per week	76.5
Number of pupils per FTE adult	15.0

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	2.8
Number of teachers appointed to the school during the last two years	3.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

## Financial information

Financial year	2000-2001
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	£
Total income	478,717
Total expenditure	461,986
Expenditure per pupil	2,009
Balance brought forward from previous year	20,452
Balance carried forward to next year	37,183

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	234
Number of questionnaires returned	145

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	3	0	1
My child is making good progress in school.	51	44	1	0	3
Behaviour in the school is good.	56	39	1	0	3
My child gets the right amount of work to do at home.	38	48	3	1	10
The teaching is good.	70	26	1	0	3
I am kept well informed about how my child is getting on.	53	40	3	1	3
I would feel comfortable about approaching the school with questions or a problem.	81	17	1	0	1
The school expects my child to work hard and achieve his or her best.	66	30	1	0	2
The school works closely with parents.	65	32	3	0	0
The school is well led and managed.	72	25	0	1	3
The school is helping my child become mature and responsible.	59	34	1	1	5
The school provides an interesting range of activities outside lessons.	40	44	1	1	13



## **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**

49. Children enter the Nursery at three years old and at the time of the inspection there were 61 children who attended part time. Next week, eight children are due to attend full time. In the Reception classes there were 65 full-time children. The children settle into the Nursery quickly because an effective induction programme is implemented successfully; parents are happy with the provision their children receive. A few children have been identified as having special educational needs but there are no children who speak English as an additional language.
50. Information collected when children enter the Reception classes indicates that their attainments are broadly average. Given a continuation of the predominantly satisfactory and sometimes good teaching for these children, a majority of the current cohort is likely to reach the expected levels in most areas of learning by the beginning of Year 1. Most will exceed the expected level for physical development. Overall progress is satisfactory. In the best lessons, where teaching is good and occasionally very good, learning is good because support staff are used well. Children's speaking and listening skills are well promoted in all activities that enhance their learning during these lessons and over time.
51. The adults who work with the young children in the Foundation Stage have worked hard to implement the new early learning goals. The curriculum for the Foundation Stage is closely linked to these goals and is an improvement since the previous inspection for the children in the Reception classes in particular. Planning in both Nursery and Reception is sound but does not consistently refer to the individual needs of the children. Profiles that indicate what each child can do are begun on entry to the Nursery and added to in the Reception class. The Early Years co-ordinators and headteacher are aware of the need to develop these profiles to include all areas of learning. In addition, teachers do not use their day-to-day assessments consistently to inform planning and future teaching to move individuals or groups of children on to the next step of learning. There is no system that shows clearly the progress individual children make in all areas of learning as they move through the Nursery and then the Reception class. Links between the Nursery and Reception are developing satisfactorily.
52. Learning resources are sound and promote all areas of learning inside and outside classrooms. Outside play facilities are good: there are many different areas where children can play and some of these have been developed interestingly. For example, the children have access to a maze in good weather, there is a wild area with a pond, and a playground surface for the children to develop skills as they use wheeled vehicles and begin to understand the importance of driving safely. All children in the Foundation

Stage have opportunities to use the main hall and its resources to develop their physical skills.

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

53. Teaching of this area is satisfactory. Adults in both age groups promote basic social skills well, resulting in most children developing good relationships with one another and with the adults who work with them. Children make good progress in this area of learning. Most show positive attitudes to learning and enjoy coming to school. Behaviour is good throughout, although a few children have difficulty in concentrating and listening and call out during class discussions. In the best lessons they are told firmly that this is not accepted behaviour; adults do not speak over the noise of children. There are many opportunities for children to work in pairs and small groups, and begin to develop skills necessary to work independently. Most children select activities with confidence and, when given the opportunity, help to tidy away at the end of sessions. Children's cultural development is satisfactory as they learn about how and why different people celebrate at certain times of the year, for example, Diwali and Christmas. By the end of the Reception year most children are likely to reach the expected levels. This is broadly similar to the findings of the last inspection.

## Communication, language and literacy

54. The quality of teaching of communication, language and literacy skills is satisfactory, overall, although in the Nursery in particular a few children have weak speaking and listening skills. Adults do not always interact effectively with these children during activity sessions to promote speaking skills and this has a negative impact on their learning over time. Where basic communication skills are well-promoted, learning and progress over time are good. This is similar to what was reported at the time of the last inspection. A good example was seen when Reception children visited a local supermarket. The visit was well supported by parent volunteers and support staff. Basic language was promoted well and was reinforced as children developed a good understanding of how to find items in the supermarket and what words such as *cashier* and *aisle* mean. Most children will attain the expected levels by the time they reach Year 1. In both age groups the majority of children listen and concentrate appropriately for their ages. The 'Book Corner' in the Nursery was not well promoted during the inspection, although all children regularly sit and listen to stories. No children were seen selecting books themselves and they were reluctant to share books with adults. In the Reception classes many begin to tell the story in the books they are given and a few children identify the title. Many children recognise a few initial sounds; a few learn the names and sounds of some letters and familiar words. Reading records are sound and the best contain comments that inform adults as to what individuals need to do in order to improve. In the Nursery, children are encouraged to self-register on arrival and match their names to their photographs with confidence. They begin writing their names and to understand that words convey meaning. A good example was seen as children devised their own shopping lists. Children in Reception classes record their ideas and experiences through drawing and developmental writing. Most attempt to write confidently and begin to be aware that sentences begin with a capital letter and end with a full stop.

## Mathematical development

55. Teaching is sound and children have many opportunities to develop mathematical skills in the activities they are offered. Number charts on the wall are used to link the spoken word to what numbers look like. In the Nursery and the Reception classes children sing number rhymes to reinforce the sequence of numbers up to 5 and, later, 10. However, there is little evidence of any recording in this area, either during the week of the inspection or in past work. In the Nursery there are opportunities for children to write numbers in sand and on whiteboards outside, but the children did not take up these opportunities because these activities were not promoted effectively. When writing numbers on request, children in the Reception classes show weak number formation. These children begin to develop an understanding of basic mathematical vocabulary, such as *one more than* and *one less than*, but have little idea of what mathematical signs such as *add* mean when written down. More able children use their fingers confidently as they work out simple addition and subtraction sums but say that they *don't write numbers down very often*. Children make patterns using basic shapes and begin to name *circles*,

*rectangles, squares and triangles*. They develop this further by linking art with mathematics as they make repeating patterns. Progress is sound, overall, and most children are likely to reach the expected levels by the time they leave the Foundation Stage. This is much the same as was found when the school was last inspected.

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

56. Teaching is sound, and children make satisfactory progress. The last inspection report noted effective development with some good aspects, so there appears to have been insufficient improvement in this aspect over time. Children are given many opportunities to develop a better understanding of the world. For example, during outdoor play lessons in the Nursery and the Reception, well-resourced activities allow them to develop good awareness of how to deal with situations that they see daily, such as how to deal with a busy road. They learn how to cross busy roads and the importance of using a zebra crossing. Adults interacted well with children during these lessons, which promoted learning by developing children's vocabulary and teaching them how to keep themselves safe on the roads. Children watch plants grow in the school grounds during the year and they become aware of what plants need to survive. When visiting the supermarket, many Reception children talked about what happens to items when they are taken out of freezers and many used the word *melt*. A few higher-attaining children understand that things melt because of temperature changes. Most are likely to reach the expected standards by the time they leave the Reception classes. Children learn about their senses and about how important it is to listen and look carefully. Most children learn songs and rhymes readily. They look at the colours they use when painting and learn that red and yellow make orange when mixed. Children have opportunities to use computers and work on activities, sometimes with support, to reinforce skills taught in literacy and numeracy. Most children select materials confidently from a limited range and develop skills needed to cut, stick and thread these materials together.

### **Physical development**

57. Teaching is sound, overall, and some very good teaching was seen in Reception. By the end of the Reception classes most children are likely to exceed the expected levels in this area. Both age groups have opportunities to develop physical skills indoors in the hall. There are daily opportunities for children to develop skills using the range of outdoor equipment in the safe and secure outdoor play areas. Where teaching is very good, listening skills are well promoted and opportunities are not missed regarding developing speaking skills and the skills needed to move in different ways. Adults promote the safety element of this area and develop personal and social skills consistently. All children have many opportunities to develop skills by working with construction toys but there is little evidence to show that children have opportunities to use malleable materials such as play dough or clay. A few children in the Nursery handle scissors, paint-brushes and pencils with weak control but develop more confidence as they get older. All children in

Reception use equipment confidently and safely. Children make sound and, sometimes, good progress in this area. This is an improvement on what was reported during the last inspection.

### **Creative development**

58. Sound teaching and support enables most children to reach standards that are expected by the time they enter Year 1. Progress is satisfactory as children sing songs with enjoyment. They express their own ideas and communicate their feelings through well-organised role-play sessions in the class *supermarkets*. For example, in the Nursery, children use shopping trolleys and baskets and select what they want. Others work at the cash desk and collect money. They begin to develop a sound understanding of such vocabulary as *trolley* and *cashier*. Opportunities for role-play sessions are continued in the Reception classes as children decide what signs are needed in their shop after visiting the village supermarket. Careful artwork is created using a variety of techniques, including collage, printing and painting. Adults who work in the Nursery and the Reception classes value all artwork. Displays enhance the learning environment, such in the 'pasta patterns' in the Nursery and the colourful self-portraits that Reception children have painted. This is broadly similar to the satisfactory provision and standards reported during the last inspection.

### **ENGLISH**

59. Results in the national tests for seven-year-olds in 2001 show that standards were above average in reading when compared with national figures and with results in similar schools. Pupils achieved standards in writing in line with both national averages and similar schools. This represents improvement in reading from last year and maintenance of standards in writing. In the four years from 1997 results in reading show gradual improvement, although in 2000 a higher number achieved the lower levels of attainment (below Level 2) so that the overall average fell. The tests this year show a higher than average number of pupils achieving the higher level (Level 3). In writing, the results show a gradual improvement up to 2000 and this has been maintained overall, this year, although the number of pupils achieving the higher levels has fallen and was well below average. Inspection evidence suggests that current standards in reading and writing are average, overall. This represents improvement in reading and standards that have been maintained in writing since the last inspection. The successful implementation of the National Literacy Strategy is having a significant impact on standards and most pupils, including those with special educational needs, make satisfactory progress in the acquisition of skills, knowledge and understanding throughout the school. However, the progress made by higher-attaining pupils remains slower than it might be.
60. Standards in speaking and listening are in line with the standards expected nationally in Year 2. Pupils generally listen attentively in class both to the

teacher and one another. Many seven-year-olds lack confidence in speaking and find it difficult to answer questions in sentences. They all try to join in when reading a 'Big Book' together, and although some remain passive during discussions they are challenged well so that they are able to contribute. Role-play in Year 1 provides the pupils with good opportunities to make up questions to ask a visiting character or explain their actions to the class. They do so well whilst the class listen appropriately. In Year 2, pupils are keen to answer and explain well how information in text is arranged for clarity.

61. Standards of reading for seven-year-olds are in line with those expected nationally. Above-average pupils in Year 2 read aloud confidently and fluently and show their attention to speech marks and punctuation in the way they read with expression. These pupils talk enthusiastically about their reading and with good understanding of the plot. They know how to use the contents and index pages to help find information. The higher-attaining and average pupils can explain the plot of their books and have a good understanding of the story. These pupils are aware of their mistakes and correct themselves. They make effective use of their knowledge of letter sounds, pictures and predictions to make sense of new or unfamiliar stories or words. Below-average pupils have a reasonable bank of basic words that they recognise by sight and a fair knowledge of letter sounds. They use their knowledge of letter sounds and picture clues to help them when meeting unfamiliar words. There is now a renewed emphasis on the teaching of phonic skills in the school, with the introduction of a phonics scheme in the Reception classes, which is then developed through the key stage within literacy lessons. Strategies for encouraging and involving parents in hearing their children read at home provide further opportunities for pupils to practise and consolidate their skills.
62. Attainment in writing is broadly in line with the standards expected nationally and most pupils make satisfactory progress through the key stage. Pupils in Year 2 gain a good grasp of basic vocabulary and begin to write independently. Above-average pupils develop their ideas well in sequences of sentences. They demarcate sentences correctly and are beginning to use speech marks correctly in their writing. Their handwriting is satisfactory. Letters are usually formed correctly and they space out their words correctly when writing. Although they are taught the cursive style of writing this is not transferred to their daily work. Pupils of average attainment are beginning to write their ideas independently and sentence construction is generally accurate, with full stops and capital letters used appropriately. Below-average pupils struggle to write sentences independently and their handwriting is often incorrectly formed and uneven. They can manage only two or three lines of writing at a time and do not yet use full stops or capital letters in their writing. Their vocabulary is limited to simple phrases and they have difficulty spelling basic words.
63. All lessons seen were at least satisfactory, but, while the majority of lessons observed were good, taken with the scrutiny of work, teaching is judged as satisfactory, overall. This is a substantial improvement since the previous inspection report. The school has implemented the National Literacy Strategy

and teachers are using it well. Consequently, the weaknesses highlighted in the previous inspection have been rectified. Teachers' planning is thorough and objectives are clearly stated and shared with pupils both during lessons and often in printed form at the top of pupils' work. Lesson plans take account of pupils' differing needs and tasks are organised appropriately. Teachers have positive relationships with pupils and manage them well. They use classroom support assistants well to promote learning, particularly during group work. Teachers provide interesting and exciting ideas to encourage pupils' enthusiasm for writing, such as writing letters to a toy animal that has left a message and a big book for them to read. A recent and successful initiative is the use of drama and role-play as a starting-point for writing. The quality of marking of pupils' work is good. Work is marked regularly, with comments about what the pupil has done well, advice about what else needs to be achieved and targets set towards improvement. Good contributions are made to teaching and learning through the work of support assistants, who help pupils who are of lower ability or on the school's register of special educational needs. As a result, the equality of opportunity provided is good.

64. The co-ordinator has a heavy workload overseeing other important areas of the school's work besides literacy, but she manages the subject well. She has a clear picture of the current strengths and weaknesses in the subject and of what needs to be done to raise standards. She has worked hard to identify and improve the areas identified as weaknesses in the previous report and is clear about the further development of the subject. There is a clear policy covering aims and procedures. There has been monitoring of the implementation of the work in literacy and good levels of in-service training to develop teachers' skills. The school has developed good procedures for the assessment of pupils' work, particularly in writing. Targets are set for individuals and recorded in each pupil's workbook. An analysis of results in the national tests is carried out enabling the identification of areas of weakness, such as writing, so that action can be taken to raise standards. Resources to support work in the Literacy Hour are good, and this is a further improvement in provision since the last inspection. The school has a small central library with a satisfactory range of books. This has been reduced in size to make way for a small computer suite and is not easily accessible to many pupils due to the dispersal of the school buildings. However, there are plans for a new library to be built in the very near future.

## **MATHEMATICS**

65. Attainments in mathematics were just in line with national expectations, based on results of national tests for seven-year-olds in 2001. They are also in line with those of schools in a similar context. This is an improvement on the previous year when attainments were below those found nationally and in similar schools. However, the school still has fewer pupils attaining above the national expectation than is found elsewhere. This is partly as a result of many of these pupils attending schools in nearby villages that have attracted such pupils on the strength of their above-average results. Evidence from lessons and scrutiny of work during the inspection corroborates these results.

66. By the time they are in Year 2 most pupils add numbers up to twenty speedily. They can add the cost of three items together and give change within 20p. They can count on from numbers within 100. Higher-attaining pupils count on from number above 100; they can also add together three two-digit numbers. Pupils can name and give properties of simple two-dimensional shapes; higher-attaining pupils can do the same for shapes such as pentagons, octagons and semi-circles. Pupils can sort shapes by their properties using Venn diagrams. They make at least satisfactory progress during lessons and over time. They enjoy the challenge the work they are set and most make a good effort to complete it as they are asked. A minority lack the initiative and skills to work hard when left alone.
67. Pupils in Year 1 put in order, add and subtract single- and two-digit numbers up to 20. They can do this with money as well as number. Higher-attaining pupils have rapid recall of doubles and halves up to twenty. They add numbers up to 100 and can add several two-digit numbers together. Pupils count in two's, and higher-attainers can subtract in two's. Pupils learn and consolidate their knowledge of the vocabulary and properties of simple two-dimensional shapes. They make sound progress. Pupils enjoy mathematical work and are keen to learn. They sustain good concentration and effort, except in lessons where they become distracted by rules of games and using a computerised toy.
68. Teaching of mathematics varies greatly, although the great majority is satisfactory or better. Some teaching is very good when there are high expectations, careful management of pupils, and thought given to making the most of other adults, equipment and time. Other good features are clear planning and giving of instructions, both based on good subject knowledge and careful matching of work to what pupils need to be doing to make most progress. Where teaching is unsatisfactory, pupils are unclear about what they are supposed to be learning and become distracted from mathematical activities. Additional adults make good contributions to learning and they work successfully to ensure that all pupils can benefit from lessons. Teaching has benefited from the introduction of the National Numeracy Strategy since the last inspection and its features are clearly demonstrated in planning and lessons.
69. The co-ordinator is an experienced teacher bringing subject expertise to the school with her appointment just six months ago. She and the school acknowledge that mathematics has taken a back seat to the successful development of reading and writing in recent times. The schools' action plan shows that the subject has a high priority for development in the very near future; this is necessary to secure standards and support for teaching and learning. The co-ordinator monitors and supports termly and weekly planning and now has release time that should enable her to observe teaching in all classes during the school year. Further advice has been sought from the local authority numeracy consultant and plans are in hand to enable teachers to visit leading practitioners in other schools. The co-ordinator has analysed pupils'

performance in the national tests and advised staff on what they need to do to act on her findings to improve standards in future. A meeting to explain the Numeracy Strategy to parents of children in Reception is planned and all parents have the opportunity to support learning through home learning tasks. Computers and a digital camera are used to support and record pupils' work. Other resources are adequate in quality and quantity, and are kept mostly in classrooms where they are readily accessible. The school has barely maintained the standards and provision that were reported at the time of the last inspection; the adequate progress made by the school since then is as a result of its satisfactory implementation of the National Numeracy Strategy.

## **SCIENCE**

70. In 2001, the percentage of seven-year-olds attaining the expected Level 2 in science was in line with national results. However, the percentage of pupils attaining the higher Level 3 was below national averages and scientific enquiry skills are underdeveloped for most children. When compared with similar schools, overall attainment in science is broadly the same. There were no significant differences between the performances of boys and girls. Inspection evidence confirms that standards in investigative science are still underdeveloped, although the school is attempting to tackle this by emphasising it within the scheme of work. Raising the achievement of the most able pupils also needs further development.
71. By the end of Year 2, pupils have a satisfactory knowledge about life processes, materials and physical processes. Inspection evidence indicates that this knowledge will increase when the younger pupils reach the end of their infant schooling. Pupils in Year 1 have a good understanding of scientific ideas like waterproofing and can develop investigations to test and prove this using a variety of materials. They have difficulty recording their scientific work in written form but teachers offer good support by exploring other methods of recording, such as the use of photographs and ICT, so that the scientific thinking of the children is not held back.
72. The progress of the pupils in Year 2 is slower and the attainment lower when compared with Year 1. This is partly because the teacher's planning does not always take pupils' prior learning into account and so the work is not always matched to their abilities. The behaviour of some Year 2 pupils further impedes the progress of other pupils as the teacher has to deal with the disturbances they create. The pace of the lesson is therefore slowed. By contrast, the children in Year 1 listen attentively and work very well together when given the opportunities to do so.
73. Across Years 1 and 2 teaching is satisfactory. Teachers are skilful in using methods that incite initial curiosity, but pupils lose interest if the tasks are either too demanding or not sufficiently challenging. They also lose interest if the teacher talks for too long when demonstrating or explaining the task.

Teachers plan together, and this ensures that science is taught in all classrooms.

74. A sheet recording assessment is now in place. This is an improvement since the last inspection, when it was found that the teaching of science was not a regular feature of teachers' planning and that there was no uniform system of assessment. Teachers now need to build on these achievements to raise the overall quality of science teaching in the school. They will be assisted in this task by the co-ordinator, who already manages the subject with enthusiasm. She has given helpful advice to teachers on issues like the different ways pupils can record their work and she has produced helpful suggestions as to how teachers can cater for all pupils' needs in science. Resources for the subject are adequate and pupils' studies benefit from the plants and pond on site.

## ART AND DESIGN

75. During the week of the inspection it was possible to see only two art lessons being taught. However, evidence from teachers' planning, work on display, discussion with the co-ordinator and lesson observations, indicate that standards are above those expected, as they were at the last inspection.
76. It is clear from the good displays of pupils' artwork through the school, and from the enthusiasm they bring to their tasks, that art has a high profile in the school and contributes significantly to pupils' self-esteem. During the inspection, pupils in both Years 1 and 2 were working on an art project following a visit to a local museum. By the time they are seven, pupils use a range of tools and materials well. They develop their skills in observational drawing and use these to draw detail from buildings they have seen on their visit and then incorporate these into patterns when designing large abstract pictures using paint, pastels, ink and crayon. They are confident in applying colour and use materials appropriately, both when working alone and co-operatively. Pupils evaluate their work well within their groups and make changes based on the suggestions of others. Earlier work shows that pupils in Year 1 have made good links with their topic about healthy eating, using this stimulus well in the large fabric prints, paintings and framed pictures that they created with a visiting artist.
77. In the lessons seen, pupils' attitudes towards the subject are positive and enthusiastic. They show care in what they produce, and good levels of concentration. They value the comments of their partners, often asking for advice or comment about the work they are doing. In the few lessons it was possible to observe, pupils put thought and effort into their work and were totally absorbed in what they were doing, making improvements when they were not satisfied with the end product. They behaved well and handled tools and materials appropriately and with care.
78. Very little direct teaching of art was seen and, therefore, it is not possible to make a secure judgement about the quality of teaching throughout the school. Teachers' planning indicates that their subject knowledge is secure. Pupils acquire a good range of skills, knowledge and understanding in their learning as they move through the school. In a Year 1 lesson, pupils had access to a wide range of prints by artists such as Picasso, which they were able to discuss and use as a starting point to help in developing their ideas. The opportunities given to pupils with special educational needs are the same as those for other pupils and they make similar progress as they move through the school.
79. The subject co-ordinator has only recently taken over the role. There is a policy statement for art, and the school is currently following the recommendations of the QCA to provide continuity and progression across the school. This is carried out over a two-year rolling programme. The co-ordinator has not had the opportunity to monitor teaching and learning but informally monitors provision by seeing pupils' completed work on display.

There are currently no formal procedures for the assessment of pupils' work or records of pupils' achievements. Resources for art are adequate and are easily accessible to both teachers and pupils. The school places great emphasis on the display of pupils' work and is regularly invited to mount displays of its pupils' work out of school, such as at an arts festival in Warwick.

## **DESIGN AND TECHNOLOGY**

80. An analysis of pupils' work on display, photographic records of pupils' previous work, teachers' planning and discussion with the co-ordinator indicate that the pupils undertake a satisfactory range of activities in which they design, make and evaluate products. Pupils in Year 2 learn how to make a structure more stable when constructing a framework. Earlier work shows that pupils have opportunities to design, make and evaluate and to work with a range of card, textiles, food and reclaimed materials. Pupils worked with wood and a range of materials when making working puppets. This task involved designing their puppets, using measurement effectively before making a prototype from card. It also included focused practical tasks before making their puppet, such as testing different materials for suitability for hinges, ways of attaching the parts to the main part of the body and using a saw. They filled in a planning sheet and carried out an evaluation of their work on completion. Other work included making a bag for a purpose. This also included design elements before making the object. Again a range of skills was taught and used, including sewing and designing motifs, before making their bags. In food technology, pupils design and make a salad from fruit or vegetables. They test fruits and assess them with reference to texture, taste and smell and, when making their salads, are aware of aspects of food hygiene.
81. As only one lesson was observed during the week, it is not possible to give an overall judgement about teaching. In the lesson seen, the quality of the teaching was satisfactory. The teachers' planning was clearly focused, the lesson well prepared and the teacher's subject knowledge secure. However, too much time was spent on managing the behaviour of some pupils and this slowed the pace of the lesson. When making joints, most pupils worked satisfactorily, taking turns with their partners.
82. The co-ordinator has only recently taken over responsibility for the subject. She has developed a new policy and scheme of work, adapting the recommendations of the QCA to meet the needs of the school whilst ensuring coverage of the recommended units of work and the progressive development of skills as pupils move through the school. She monitors teachers' planning but has not as yet observed teaching and learning of the subject. There are currently no formal methods of assessing and recording pupils' achievements and the co-ordinator has identified this as an area for development in the coming year. Resources are relevant and appropriate for coverage of the curriculum.

## **GEOGRAPHY**

83. During the inspection it was only possible to observe one geography lesson. In addition, evidence was taken through scrutiny of pupils' work and teachers' planning. An interview was held with the co-ordinator. From these sources of evidence it is judged that there has been satisfactory improvement since the last inspection. The subject now meets the requirements of the National Curriculum as the school has produced a scheme of work based on national guidelines for pupils to follow. Attainment is in line with national expectations.
84. By the end of Year 2, children have used maps, studied the sources of food and can make comparisons between their own locality and that of a seaside town, Burnham-on-Sea. This study is enhanced by a visit to the town. Year 2 pupils can list the differences between their village and the seaside resort. They draw their own maps of the local area, including significant features. Other holiday destinations are used to locate places on maps. For example, pupils in Year 1 try to find Minehead, as their teacher has told them that their class pet has been on holiday there. They know that they will find Big Ben in London and the Eiffel Tower in Paris.
85. Indications from the evidence seen show that the quality of teaching is satisfactory, overall. There is, however, no evidence that higher-attaining pupils have had the opportunity to produce work different from those pupils of lesser ability.
86. Resources for the subject are adequate, as the co-ordinator has recently updated them. However, her role needs to develop to include monitoring of the current policy and scheme in order to evaluate the impact these are having on the standards of work that pupils produce.

## **HISTORY**

87. Evidence was taken from scrutiny of pupils' work, displays around the school and teachers' planning, and the co-ordinator was interviewed. It was possible to observe only one history lesson during the inspection. Judging from these sources there has been satisfactory improvement since the last inspection. Pupils' attainment is in line with national expectations, although there is insufficient evidence of more able pupils being challenged in their work nor how pupils with special educational needs are supported. The subject continues to meet the requirements of the National Curriculum and in a way that ensures that all pupils have the right amount of time to cover the subject. This is because the school has improved its procedures for planning the curriculum.
88. Where possible, links are made with the teaching of other subjects. The study of the seaside locality in geography gives opportunities for pupils to consider the differences between seaside holidays today and those taken in the past. Work on materials in science links to considering the materials used to build houses over many years from wattle and daub to the present day.

89. Through this work, Year 2 pupils show that they are capable of identifying similarities and differences between different periods of time. They understand the importance of asking questions in order to get historical information and some of the other ways information can be gathered. For example, the use of reference books for research and observing and handling items from the past. Pupils in Year 1 enjoy studying and drawing kitchen artefacts from the Victorian era.
90. By the end of Year 2, pupils also show a reasonable understanding of some significant people and events. They know facts about Guy Fawkes and the reasons behind the Gunpowder Plot. All pupils develop a sense of chronology from activities like ordering the routines of the school day to placing events or places in date order. For example, Year 2 pupils use a visit to Avoncroft Museum to place some of the houses seen there on a time-line. They can describe extremely well the features of the Merchant's house, the Toll-house and the 1950's prefab, and note how the use of materials has changed over time.
91. The co-ordinator for history is also the co-ordinator for geography. This helps maintain sensible links between these subjects. She is aware of some resource deficiencies and is planning further improvements. She also needs to develop her role to include monitoring of the impact of the current policy and scheme in order to evaluate how well they are helping teachers in their work.

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

92. Since the last inspection there has been a good improvement. Standards of attainment are now in line with national expectations. The scheme of work has been improved using national and local guidelines. A small ICT suite has been developed and the use of laptop computers and other ICT equipment is evident. Examples of direct teaching of ICT skills were observed and also examples of ICT being used in a range of subjects. Teachers' subject knowledge and the use they make of computers in their own work have improved. The requirements of the National Curriculum are now being met.
93. By the end of Year 2, overall standards are satisfactory. Pupils know how to edit text using the *cursor*, *delete* and *arrow* keys. All pupils use the school's set of laptop computers confidently even when a pen needs to be pressed on the screen to access commands. Using this method Year 1 pupils can select, lift and drag shapes to the required place on the screen and fill them with a selected pattern. Pupils developing these skills design and draw a house with appropriate features.
94. ICT is used in a range of subjects. Word processing is commonly used to support writing across the curriculum, as in science and history. Pupils in Year 1 use programmable toys to develop their skills in thinking and extending their vocabulary. They can input commands correctly so that the toy follows the

intended route correctly. Software is used to support and develop number skills, as when Year 1 children were involved with a support assistant in recognising numbers that add to ten.

95. The direct teaching of ICT skills is satisfactory, overall. Access to view the computer the teacher uses to demonstrate a procedure is limited when all pupils in the class are required to do this. This, combined with teacher demonstrations that last too long, can lead to inattention, especially among Year 2 pupils. All pupils are highly motivated by the use of ICT equipment. They respond very well when they are allowed to be actively involved in lessons through using the equipment.
96. Resources for ICT are adequate and have been thoughtfully acquired to try to redress the issue of access brought about by the dispersed accommodation. The co-ordinator has worked hard to ensure that appropriate staff training occurs and that supportive advice is available. She maintains a portfolio of work that helps in the process of assessing pupils' work.

## **MUSIC**

97. A specialist teacher taught music during the inspection. This is a regular arrangement and both pupils and staff benefit from her input. Her teaching is good, based on sound subject knowledge and secure planning. She has high expectations and insists on good standards in what pupils do.
98. Pupils' attainments are just above those expected nationally. Year 1 pupils play cymbals, rattles and tambourines accurately in time and when following instructions to play *loud and short*, *loud and long*, *short and soft* or *long and soft*. They evaluate their performances honestly and usefully. In a whole-school singing lesson, children in Reception and Year 1 and 2 pupils perform a variety of suitable songs tunefully and with pleasure, adding actions to some of them. When told that the headteacher wanted to hear a rendition of *The Caterpillar Song*, pupils made an extra effort and performed with polish and pride. Teachers and other adults help and encourage all pupils to participate fully.
99. The subject is managed along with art and drama by a co-ordinator who has been in post for just over six months. The subject benefits from a policy, and planning is based on a model scheme of work suggested by a national body. Sheets sent by the local authority on which to record pupils' attainments are under consideration. The subject is adequately resourced although the dispersed nature of the site means that instruments are not always readily accessible. Standards and provision for the subject are broadly similar to those noted during the last inspection.

## **PHYSICAL EDUCATION (PE)**

100. During the inspection, pupils' attainments could be judged in only an indoor games lesson and a dance lesson; they were just above those expected nationally. The school also reports that older pupils benefit from swimming lessons at a nearby pool. The National Curriculum does not expect this provision until Key Stage 2, so this aspect of physical education is also above that expected nationally.
101. Older pupils warm up sensibly and know why this is necessary. They have good control when running at different speeds and in different directions in a limited space; they pass and catch large balls well when still and moving. They consolidate and extend this from working in pairs to larger groups. Pupils in Year 2 learn a four-part harvest dance from the Indian sub-continent, moving well to drumbeats and including calls and shouts in time. The school reports that a majority of pupils learn to swim by the time that leave. Pupils, including those with special needs, make good progress during lessons. Most have good attitudes and work well together. A few older pupils misbehave in minor ways, which none the less slow their own and others' learning and mean that not all that was planned for the lesson can happen.
102. Teachers plan and organise well. Their subject knowledge is sound. They control pupils well and pay due attention to making lessons both interesting and safe.
103. The subject's co-ordinator has been in post for nine months and was trained in PE and dance. She has rewritten the school's policy and is developing schemes of work for different aspects of the subject. She has not yet had time to see teaching and learning directly. The subject is well resourced. It also benefits from additional opportunities, such as expressive dance club, and privately run football, gymnastics and short-tennis sessions. Standards in the subject are better than seen at the last inspection and satisfactory progress has been made since then in consolidating planning and support for the subject.

## RELIGIOUS EDUCATION (RE)

104. During the inspection it was possible to observe only one religious education lesson. Additional evidence was taken from scrutiny of pupils' work and teachers' planning, and interviewing the co-ordinator. From these sources of evidence it is judged that there has been satisfactory improvement since the last inspection. The subject meets the requirements of the locally agreed syllabus National Curriculum and, on limited evidence, pupils' attainments are broadly satisfactory. Older pupils have visited a *gurudwara* and know that Sikhs worship there. They also know about Christian places of worship and compare these with the *gurudwara*. They know that the Sikh's holy book is the *Guru Granth Sahib* and that it is used differently from a Christian Bible. Their knowledge is further reinforced when members of the local authority's multicultural support service visit the school to teach them a Sikh dance and song that celebrates the harvest. They perform these in an assembly that also introduces festivals of light such as Diwali.
105. The teacher had good subject knowledge and a clear idea of what she wanted pupils to learn in the lesson observed. She was well supported by a teaching assistant who had brought in differing editions of the Bible for pupils to handle, discuss and to compare with the *Guru Granth Sahib*. Her presence and intervention ensured that all pupils were able to learn from the experience. There is, though, little evidence that higher-attaining pupils have planned opportunities to produce work that is different from other pupils.
106. The co-ordinator has been in post for about nine months during which time she has written a policy and most of a scheme of work in consultation with the staff and an external adviser. She has also benefited from training. Her audit identified that resources for the subject are not adequate. The co-ordinator has plans to improve them in the near future and has a budget to spend. She also intends to compile a portfolio of work to aid assessment of the subject. Her role has not included direct observation of teaching to evaluate the impact it is having on the standards of work that pupils produce.